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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sonali Murarka, Executive Director, Office of Charter Schools
Madison Thomas, Policy and Compliance Specialist, Office of Charter Schools

Meeting Date January 26, 2022

Subject Submission to the Board of Education of the Lighthouse Community Charter High School Material Revision - Request to Change Admission Preferences - Grades 9-12 - July 1, 2020 - June 30, 2025 - pursuant to Education Code Section 47605.

Ask of the Board Receive Request for Material Revision as Introduction of New Matter

Background

- Lighthouse submitted a material revision request deemed complete on 12/15/21. The material revision request seeks to revise the charter school's admissions preferences to create a priority for homeless/unsheltered students and to reorder existing priorities.
- Following this submission, the Board is requested to schedule an Initial Public Hearing on February 9, 2021 and a Decision Hearing on March 9, 2022.

Discussion Board members will have the opportunity to ask the lead petitioners questions at the Initial and Decision Hearings.

Fiscal Impact N/A

Attachment(s)

- 22-0171 - Lighthouse Community Charter High School Revised Petition

Material Revision to the Charter of
Lighthouse Community Charter High School



Submitted to Oakland Unified School District
December 3, 2021

Charter Renewal Term:
July 1, 2020 - June 30, 2025

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December 3, 2021

Dear Board of Directors of the Oakland Unified School District, Superintendent Johnson-Trammell, and OUSD Office of Charter School Staff:

On behalf of the remarkable children and families of Lighthouse Community Charter High School, and as the designee authorized by the LCPS Board of Directors, I submit to you all of the required materials that will commence a **material revision process** for the charter term July 1, 2020 - June 30, 2025 commencing July 1, 2021.

There is one revision:

Changes to lottery preferences or admission procedures - We will revise our enrollment priorities in order to accommodate recruiting and accepting an unsheltered student population to meet the demands of one of Oakland's most vulnerable student population. Our change will be a revision and a reordering of our priorities, and is aligned to material revisions that have already been approved by the Board of Education for Lighthouse K-8 and Lodestar. The table below shows this change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	A graduate of Lighthouse's K-8 school	No change
2	A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School	A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School: to keep families together
3	Not to exceed 3% of the total enrollment; A child of a school faculty, staff, board to honor	Not to exceed 3% of the total enrollment; A child of a school faculty, staff, board to honor those committed to public education

	those committed to public education	Children of Lighthouse staff and LCPS board members (not to exceed 2.5% of the total enrollment): to honor those committed to public education
4	A sibling of a graduate of any LCPS charter school	<p>Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.</p> <p>(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth” — A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>
5	An Oakland resident residing in Zip Codes 94621 or 94603	<p>An Oakland resident residing in Zip Codes 94621 or 94603</p> <p>Students living in the 94621 or 94603 zip code.</p>
6	Any other Oakland residents.	A sibling of a graduate of any LCPS charter school

		<p>Any other Oakland residents</p> <p>Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland</p>
7		All other applicants.

As required by OUSD, the full package, including this cover letter, is composed of:

- The most recent version of the District’s Statement of Assurances .
- Final Copy of Revised Charter Petition, including the most recent version of the District Required Language.
- Red-lined copy of the charter petition, highlighting the revisions.

The contents of this package was approved by the Lighthouse Community Board of Directors on December 1, 2021.

Sincerely,



Rich Harrison
 Chief Executive Officer
 Lighthouse Community Public Schools

WHERE OAKLAND SHINES

Main Office Phone: (510) 562-8801 ★ Fax: (510) 271-8803 ★ lighthousecharter.org
Lighthouse Campus 444 Hegenberger Road, Oakland, CA 94621 ★ (510) 562-8801
Lodestar Campus 701 105th Ave., Oakland, CA 94603 ★ (510) 775-0255

Affirmation of Conditions Described in Education Code Section 47605(e)

Lighthouse Community Charter High School (9 - 12) (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically

disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall 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, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (l).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

The Lighthouse Community Board of Directors affirms its commitment to the affirmations, declarations, and assurances above for Lighthouse Community Charter High School on December 1, 2021.



Rich Harrison, Chief Executive Officer

Petition for the Renewal of

**Lighthouse Community Charter
High School**

Community, Integrity, Love, Social Justice, Agency

A California Public Charter School

Submitted to
Oakland Unified School District
October 23, 2019
& November 13, 2019

Charter Renewal Term:
July 1, 2020 – June 30, 2025

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RENEWAL CRITERIA & PERFORMANCE REPORT

- A. Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

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

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

Such increases are documented below.

AND

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

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

OR

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

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

AND

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

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

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

Analysis of Lighthouse Community Charter High School Data

Lighthouse Community Charter High California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Hispanic or Latino	ELA	78%	83%	88.46%	64.15%	42.60%
	Math	53%	51%	43.14%	38.89%	19.70%
Economically Disadvantaged	ELA	79%	82%	87.50%	62.50%	40.40%
	Math	55%	47%	41.67%	36.84%	15.30%
Students with Disabilities	ELA	N/A	N/A	N/A	N/A	N/A
	Math	N/A	N/A	N/A	N/A	N/A

Over the first three years of the charter term, Lighthouse Community Charter High School has had strong academic results on the SBAC with minimal gaps in performance across groups of students. In 2018 and 2019 school years, results on both ELA and Math had significant declines. As is reflected in our performance report (Appendix 1.1), students experienced gaps in the quality of their instructional and curricular program due to turn over in leadership and teaching staff. As a result, student outcomes on this measure were diminished. LCCHS has increased supports for students not yet achieving at grade level and has adopted a vertically aligned, rigorous curricula in all content areas.

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

Comparison Schools provided by Oakland Unified School District Office of Charter Schools. Data from OUSD Data Dashboards (<https://dashboards.ousd.org>)

School	Schoolwide Assessment	2015	2016	2017	2018	2019
LCCHS	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Life Academy	ELA	22%	61%	42.64%	64.6%	44.5%
	Math	12%	25%	10.29%	35.9%	16.1%

Madison Park 6-12	ELA	N/A	32%	29.71%	23.4%	24.5%
	Math	N/A	15%	19.11%	10.3%	3.3%
McClymonds	ELA	12%	27%	30.44%	21.4%	27.1%
	Math	4%	6%	1.39%	5.6%	2.4%
Metwest	ELA	0%	12%	41.3%	46.2%	28.2%
	Math	0%	7%	10.87%	7.3%	10.3%
Oakland High	ELA	50%	38%	40.31	38.3%	37.1%
	Math	16%	16%	19.82	16.7%	12.5%
Skyline High	ELA	46%	40%	49.20	45.5%	33.7%
	Math	16%	18%	10.49	28.3%	15.0%

Additional Comparison Schools That Lighthouse Community Charter High Students Would Otherwise Be Required to Attend Data from OUSD Data Dashboards (<https://dashboards.ousd.org>)

School	Schoolwide Assessment	2015	2016	2017	2018	2019
LCCHS	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Castlemont High	ELA	16%	6%	1.25%	2.38%	9.4%
	Math	4%	0%	1.14%	0%	0%
Fremont High	ELA	13%	18%	15.49%	7.94%	17.6%
	Math	1%	4%	2.78%	0.66%	2.5%

When examining the outcomes for Lighthouse Community Charter High School Students within the context of the overall performance within Oakland Unified comparison schools and schools that students would otherwise be required to attend, Lighthouse Community Charter High School continues to remain a quality option for families, remaining on par or performing above comparison schools. While Lighthouse Community Charter High School is not satisfied with its student achievement over the past two years and is committed to growing student achievement, it has met the requirement of being equal to or above district school comparisons.

PERFORMANCE REPORT

The following is the performance report narrative and data submitted to Oakland Unified Office of Charter Schools in September 2019.

1. Measuring the effectiveness of instruction
Measuring Effective Instruction

At Lighthouse Community Charter High School (LCCHS) we evaluate the efficacy of instruction through multiple measures - Lighthouse Community Public School (LCPS) developed tools and resources, externally available tools and resources, and through a robust analysis of student outcomes.

LCPS Tools and Resources

At LCPS we have defined Quality Instruction through our LCPS Instructional Stances. These stances undergird our teacher evaluation framework, the LCPS Framework for Transformational Teaching modeled after a rubric by the same name from the New Teacher Project.

- LCPS Instructional Stances (See Charter Petition Appendix 1.3)
- LCPS Framework for Transformational Teaching (See Charter Petition Appendix 1.16)

External Tools & Resources

At LCCHS we have drawn on, adapted, and incorporated several tools and resources to support our walkthrough of educational spaces including the following:

- Achieve the Core Instructional Practice Guides (ELA, Math)
- Zaretta Hammond's Ready for Rigor Framework for Culturally Responsive Teaching (See Charter Petition Appendix 1.3)
- EL Education Core Practices (See Charter Petition Appendix 1.7)

Student Outcomes

At LCCHS, as part of the EL Education Network, we believe in an expanded definition of student achievement. Including Mastery of Skills and Knowledge, High Quality Work, and Character. This is actualized in how we regularly review student learning and engage in reviews of student work and authentic work products shared at Student Led Conferences (SLCs) and Expos.

Methods for Measuring Instructional Efficacy

At LCCHS, we employ several methods to measuring instructional efficacy.

- **Teacher Evaluation: Observation and Feedback Cycles**
Principal and Assistant principal conduct classroom observations on a bi-weekly basis and a one-on-one debrief with each teacher.
- **Leadership Team Walkthroughs:** Quarterly the LCPS Instructional Leadership Team conducts walkthroughs, including the CEO, CAO, Directors and Principals from across LCPS.
- **Analysis of Student Learning Outcomes and Student Work**
 - Friday formative assessments are administered each week to evaluate student mastery of concepts and those results and students work are reviewed in 1:1 coaching meetings.
 - Quarterly Data Reviews are conducted with the faculty to reflect on student progress towards significant indicators. In addition, High Quality Work Protocols are conducted during the school year to align on college ready expectations.
- **Annual EL Implementation Review, External Reviews (Measure N, OUSD Charter Office Visit)**
 - Each year we complete a robust EL Implementation Review (See Charter Petition Appendix 1.7) as part of our work towards credentialing as an EL Network School. This

process involves walkthroughs, surveys, interviews with students, review of data, and reviewing student work.

- In addition, as part of our developing CTE Pathway, we annually review our program based on the OUSD Linked Learning Rubric.

Effective Features of Instruction

- **Relationship Based Community**

As a school community, we all believe that learning happens through development of strong relationships. We have a shared vision for the development of learning partnerships with students. We demonstrate this through the structures of our school, but also in how our teachers and staff work to know the unique stories and experiences of each student.

- **Relevant, High Quality Work**

Our teaching staff is deeply committed Culturally Sustaining Pedagogy and to designing learning opportunities that draw on students' strengths. They design their curriculum so that it culminates in with a high quality work product that is rigorous and relevant to students. On the whole, there is a high level of attention to being prepared for college (in depth research paper, office hours, feedback prior to submission of writing).

- **Collaboration & Inquiry**

A central feature of our educational program rest on students working in groups to engage in inquiry.

Areas for Improvement & Planned Actions

The most important area for improvement across the board is to support **higher levels of student achievement** and acceleration. Over the past few years, while we have seen a steady increase in our graduation rates, we have seen a decline in our student learning results on SBAC. This is a great concern for us, and a priority area for our work. We have identified the following areas as critical to that work and we have begun the planned actions outlined below.

Rigor & CCSS Aligned Curriculum

We have identified a clear need to increase the rigor and alignment to CCSS across all classrooms through high quality curriculum and assessment. Historically Lighthouse Community Charter School relied on the efficacy of several veteran teachers who were gifted curriculum designers. As we have experienced turnover in the past 3-5 years, we have seen a steady increase in the need to provide more support for novice teachers in ensuring that they are teaching to the rigor of the standards while they are learning their craft. As such, we have taken the following actions:

- Adopted new CCSS Aligned Curriculum for Math, ELA, History to ensure that curriculum resources are at grade level and that there is vertical progression of learning that continues to build to college level.
- Increased the collaboration time for departments internalize curriculum and support quality instruction. While the new curriculum supports vertical alignment, time is being dedicated to reviewing to student work in content teams.
- Leadership structures to ensure consistent support and observation and feedback.

Data-driven Instructional Practices

While Lighthouse has a strong history of working with standards based grading and aligning all learning to clear learning targets, it is clear that the daily/weekly data practices of our content teams needed development. As such we have planned the following actions:

- Introduction of data meetings with staff to regularly review student learning outcomes and work collaboratively to ensure teachers have action plans to support all students in achieving learning outcomes.
- Continuing the practice of Friday Formatives so that all students complete a weekly formative assessment and receive wise feedback that supports their growth and development towards key learning targets.
- Continued professional development on Student Engaged Assessment Practices (EL Core Practices)

Literacy Achievement

Given the decline in our ELA data, a significant emphasis on literacy across the curriculum is essential to ensure that our students are college and career ready. In addition to the adoption of new ELA Curriculum, some students are receiving additional support classes in writing and reading intervention courses are available for students identified as needing more intensive support. We have also increased the number of course offerings that students are taking annually which significantly increases the amount and types of reading and writing that all students will engage in.

Math Achievement

Given the decline in our Math achievement, a significant emphasis on supporting students who are struggling in math is planned for this year. In addition to the final two years of roll out of new math curriculum for 11th and 12th graders, there is a math support class for students and a math interventionist who will be doing push-in and pull out support.

Chronic Absenteeism

While not directly connected to instructional efficacy, it is important to note that a significant concern for us rests on student attendance. As such we have a new attendance plan in place for the 2019-2020 school year. (See Charter Petition Appendix 1.13 for detail).

2. Diversity of student enrollment

Strategies and Processes

Each year, LCCHS enrolls between 10-20 new students at the 9th grade and additional students in grades 10-12. Therefore, much of our student population is determined by our enrollment in 8th grade with families who choose to continue with Lighthouse.

Over the course of our charter term we have seen an increase in the diversity of the student population including:

- Increase in percent of African American students from 8.5% to 9.8%
- Increase in percent of English Learners from 10.75% to 25.9%
- Increase in percent of Students with Disabilities from 9.6% to 16.4%

We are committed to continuing to ensure that our student population reflects the community in which we are located. In order to ensure that our school community is reflective of neighboring community, Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not 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.
- Distribution of enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- 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.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Future Plans

Increasing AA Student Population

Our current African American student population is just under 10%. According to the East Oakland Initiative's Community Plan, LCCHS's neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35%. (East Oakland Initiative Community Plan). Given that we have an under representation of African American students, we are working in two significant ways to support that growth.

1. Focus on the belonging and connection of African American Students in the High School and Middle School

While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lighthouse is a place where they feel a sense of belonging, and continue to attend Lighthouse. Over the past few years, we have increased affinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. These have supported students' sense of belonging. In addition, a critical area of focus has been on the hiring and retaining teachers of color, particularly black teachers and leaders. We are proud that we currently have an administrative team that is led by three African American educators, and that we have increased our overall teacher diversity.

2. Adding an enrollment preference for students from LCCHS neighboring communities. We want our schools to reflect the demographics of our local community. As such, we are adding a preference for students who reside in 94621 and 94603.

Students With Special Needs

A key component to addressing disproportionate enrollment in SPED is to ensure that we are offering a program that effectively supports all students needs. Over the past few years we have significantly expanded our program to provide more wrap around SPED services. We have hosted Extended School Year (ESY) on our school campus for students. We have increased our counseling and support services

with particular attention to students who are experiencing trauma (through relocation, disrupted housing). Over the term of our charter, the percentage of students with disabilities that we enroll has increased from 9.6% to 16.4%.

English Learners

Over the course of our charter, the percentage of English Learners has increased from 10.75% to 25.9%, including recently having a cohort of newcomers.

3. Student engagement

Student Progress Monitoring

Students have several ways of knowing how they are doing academically while they are in school.

- Standards Based Grading
 - One of the key features of LCCHS program is the use of Standards Based Grading. All of our students are clear on exactly what learning targets they need to master in order to complete a course. In addition, they have access to real time data via our grading platform to track and monitor their progress. In addition, teachers provide descriptive feedback aligned to learning targets on formative work.
- Learning Target Tracking
 - Learning Targets are the standards for a course translated to more student-friendly language. A central feature of our program is the ongoing use of Learning Target Trackers in classes. Student regularly update these trackers to monitor their own progress and have check ins with the Crew Leaders to review that progress. These learning targets make up the grading policy, so tracking learning targets is a way of making standards-based grading transparent for students.
- Quarterly Student Led Conferences
 - At the end of each quarter, students facilitate a conference with their parent/guardian and their crew leader to review their progress. These conferences include the review of students grades and achievement, as well as reflection on goals for the quarter connect to the work habits and life interests. They are also a place for students to share their career goals and interests, and track their progress in the college exploration and application process.

Student Voice

Students voice, perspective, and leadership is critical to having a strong high school community, as well as supporting students as lifelong changemakers. At Lighthouse we engage with students to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- Annual Student Survey
 - Each year, students complete an organizational survey where students evaluate their experience at Lighthouse. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- Student Experience Survey
 - Part of the FTT (Framework for Transformational Teaching) teacher growth and development process, students complete a teacher survey each year and provide direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their

classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.

- Crew Circles
 - A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and crew leaders work as advocates to support students.
- Student Body Leadership
 - LCCHS has launched a new student government body. It will be going into its second year this year. While focused on planning of senior events last year, the student government will be further developed to support the inclusion and elevation of students voice.

Student Involvement in Decision Making

- Student Government
 - Students have the opportunity to participate in student government. Student in this body meet with the principal on a monthly basis and are key planners for student events, voice concerns, and work with administration to come up with new policies.
- Participation in hiring processes for leaders and teachers
 - Student voice is a significant element in the hiring process when teacher or leader vacancies arise. Students representatives engage with teachers and new principal candidates and provide their feedback directly to the hiring manager.

Changes Made Due to Student Feedback

- In the 19-20 school year, LCCHS has a new dress code, food vendor, and increased electives/course offerings. These changes are a direct result from student advocacy and input.

4. Family engagement

Family Involvement

At Lighthouse, family involvement is a critical feature of our program. Parents have several ways to get involved in school.

- Engagement with Students Learning
 - **Quarterly Student Led Conferences:** (See description above)
 - **EXPO:** Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester.
 - **Passage:** In 10th and 12th grade, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers.
- Engagement with School Leadership
 - **Coffee Tuesdays:** Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including quarterly updates from the high school community, college workshops offered by the Director of College and Career, and community organizations.
 - **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as: graduation, college readiness, senior activities, changes to policies and programs, and applying for college financial aid.

- **Parent Leadership - Parents in Action**
 - **Parents in Action** is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Parents can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

Family Monitoring of Student Progress

Lighthouse provides several ways for families to closely monitor students progress.

- **Crew Leader** - The crew leader provides a primary point of contact for families, the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.
- **Online Gradebook**- Parents have access to students grades via Jump Rope and through Aeries Parent Portal.
- **Quarterly Student Led Conferences** (See above)
- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs.

Family Voice

Family voice, perspective and leadership is critical to having a strong high school community. At Lighthouse, we engage with families to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- **Annual Survey:** Parents complete an annual survey to provide feedback on our school community in the areas of Connection, Decision-Making, Family Participation, Learning and Assessment, and School Climate.
- **Coffee Tuesdays:** Each week parents during Coffee Tuesdays have an opportunity to connect with our family liaison and school representatives
- **CEO/CAO Listening Sessions:** The CEO and CAO conduct regular listening sessions pushing into Coffee Tuesdays to hear concerns, ideas, and accolades directly from families

Family Decision Making

- **LCAP Feedback**
One way parents engage in decision making is through their contribution to the LCAP planning process. They provide feedback on areas for improvement and offer their assessment of our school's program.
- **Participation on hiring committees for school leaders**
Parents play a key role when we are hiring leaders for our school community. Parents provide are invited to evening input sessions to provide input on the qualities they would like to see in candidates. These are used by the hiring committee during the hiring process. In addition, parents can be members of the hiring committee or participate in the day of hiring interviews.

Impact of Family Feedback

- Parent feedback on rigor and number of courses offered. This resulted in changes in course offerings and bell schedule.

- Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.

5. Teacher engagement

Teacher Voice

Teachers have several ways to be engaged and share their voice and perspective on issues that impact the school community. These opportunities are both formal and informal.

Formal Engagement

- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on LCCHS. In January, teachers complete Gallup's Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete the INSIGHT Survey and provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school.
- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are as an organization supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Principal:** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development.

Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with either the AP or Principal who supports them. These are opportunities that provide direct access to leaders and enable staff to raise concerns, get support and ensure their questions are answered.
- **Grade Level & Department Leads:** Teachers meet weekly in grade level and departmental configurations. Each team has a lead. Those leads are there to listen to any concerns and to work with the administrative team to support teachers.
- **CEO Office Hours:** On a quarterly basis the CEO holds an open office hour session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind.

Decision Making

- **ILT & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community: The Instructional Leadership Team - which is comprised by Departmental leaders and admin; The Culture Team - which is comprised by grade level leads and admin. These teams oversee critical areas of the school community and representatives seduce as leaders.
- **Decision Making Processes:** An area for need that has been elevated by the staff is wanting to have cleared decision making practices and communication about who will make final decisions.

What is an example of a change you have made to the school based on teacher feedback?

- Increasing planning time built into the school schedule
- Compensation for afterschool office hours

- Teacher design of new course offerings

6. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?

English Learners

Lighthouse Community Charter High School's English Learner population has grown over the course of the charter term. In the 2019-2020 school year, English Learners comprise 25.9% of the student population. With the increase in student population, we have also seen an increase in the diversity of learner profiles and needs for support. We know that we have significant work to do so better support our English Learners and that they have some of the highest rates of chronic absenteeism (24%). In spite of this, we have made significant strides in improving 4-year graduation rates for our English Learners (87.5% for 2018-2019), and in supporting students in having plans for a range of post-secondary options including supporting transition to community college. Below is a summary of aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

What is working?

- LCCHS has added specific newcomer support classes to support newcomer cohort.
- AP Spanish has continued to be a way to build upon primary language resources of English Learners.
- Teachers utilize a variety of classroom strategies to support language acquisition.
- LCCHS hired a Reading/ELD interventionist to support teachers and students using a new push in/pull out model.

What needs improvement?

- Providing a range of services to support different profiles of English Learners.
- Supporting the development of teacher knowledge of embedded supports for English Learners across content areas; establishing a consistency of approach across classrooms.
- Professional development for instructional leaders to leverage the California English Language Development Standards supporting teachers with differentiation.

What are our planned future actions?

- Strengthen our initial and ongoing professional development on supporting English Language Learners.
- Providing staff with more detailed profiles on students' educational experience and English Language skills prior to the start of the school year for strategic planning.
- Adding additional intervention opportunities inside and outside of the school day including implementing an additional LTEL support class.
- Utilizing additional curricular tools and supports (such as books on Audible or online language programs).
- Continue school-wide attendance initiatives for all students, in particular key student groups.

What are some of our barriers?

- Size of English Learner population- Overall and in specific levels/profiles, having a smaller group of students presents challenges for staffing and programming to meet all students' needs.
- LTEL strong oral/conversational - language needs are not always apparent
- High Chronic Absence for English Learners

Students with disabilities

Over the course of our charter term, the overall population of students with disabilities has grown to 16.4%, including having students with a range of learner profiles that need a variety of support services. During this time, we have also transitioned from relying primarily on an external partnership (Seneca's All In Program) to bringing strategic services in house at LCCHS. We are still in the process of developing our full scale in-house model, but have made many strides towards improving students access to high quality education at Lighthouse and have made significant gains in students four year graduation rates with our increased in support. However, the accelerated growth towards reading and math achievement lags behind other student groups. (Only 24% of students met grade level achievement or growth targets in reading). Below is a summary of aspects of our program that are currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

What is working?

- LCCHS has a new collaboration/consultation model with Resource Specialists and General Education meeting on a weekly basis to discuss individual students needs, accommodations and supports.
- LCCHS has designed a school schedule that allows for a more targeted push in of educational specialists. Schedule redesign ensures that students are not missing electives to get additional support.
- LCCHS has invested in having additional reading/math intervention push in/small group model with a Reading and Math interventionists.
- LCCHS has a comprehensive mental health counseling supports in house for students including having two full time clinicians dedicated to the high school.
- LCCHS has invested in ensuring that students have access to academic support including individual audiobooks

What are our planned future actions?

- Implement the new model and supports described above.
- Continued work on Chronic Absenteeism.
- Continued and more in-depth teacher professional development around understanding IEPs and implementation of accommodations and modifications in the classroom.
- Continue expansion of in-house special education services to support deeper alignment and collaboration.

Students in Need of Remediation

At LCCHS students have a range of remediation needs. From needing to develop in key areas where there are skill gaps, to completing credit recovery courses. Our current approach is to do a better job of support all students in being successful in their course work and in accelerating their learning so that we have less need for remediation. We are still in a developmental phase in determining the best approach for remediation at LCCHS.

What's working?

- LCCHS offers students the opportunity to complete credit recovery both during and outside of the school day through on-line course offerings (Apex, UC Scout).
- LCCHS has created a new intervention support model and courses to better address students' needs.
- LCCHS new bell schedule enables students to retake courses and complete interventions as part of the school day.

Areas for Growth

- Summer School credit recovery has had limited success.
- Students continue to have significant gaps in key areas given interrupted learning experiences. This presents an acceleration challenge, especially in math at the upper grade levels.

Planned Actions

- During the day support and push-in with interventionists
- Addition of intersession supports for students for just in time needs when students are out of school.

Advanced students performing above grade level

A key question for our school community is how we continue to support the growth and development of students who are performing above grade level while ensuring we are meeting the needs of students who are not yet at grade level. LCCHS believes in inclusive, heterogeneous learning environments, and so the key approach to supporting students who are achieving above grade level has been through differentiation of curriculum, ensuring rigorous experiences for all students, and providing opportunities for students to participate in learning outside the walls of LCCHS.

What is working?

- Flexibility in the school schedule and individual programming support from Director of College and Career so that students can go Community College Classes during the school day.
- Internships are a key experience for all students.
- With the change in bell schedule, we are offering a wider range of course offerings.
 - Honors Physics, Honors Ethnic Studies, AP Spanish, Spanish 3H
- Students are supported in finding and participating in external opportunities such as The Mountain School and Global Glimpse.
- 95% of students take the SAT.

Areas for Growth

- Students have expressed a desire to have access to more advanced, AP Courses.

Future plans

- The LCCHS school community wants to consider the addition of more advanced classes and its connection to school's commitment to heterogeneous grouping.
- LCCHS is exploring how to develop stronger partnerships with local community colleges to broaden students' access to advanced course work.

African American Students

Over the current charter term, LCCHS has seen a slight increase in the number of African American students in spite of trends in the neighborhood of declining African American student population. Constituting approximately 10% of the student population, we are committed to ensuring that our African American students feel a sense of belonging.

What is working?

- LCCHS small school community provides opportunity for deep connections to adults and peers.
- Increase in percentage of African American staff supporting students and families' sense of belonging.

What needs more work?

- We continue to see a discrepancy in African American students a sense of belonging.

Future Actions Planned

- Continue implementation of the revised the Discipline Policy
- Continue to support the growth and development of affinity spaces for students including the Black Student Union
- Continue deep DEI work for all staff.

7. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?

The board interaction with students, parents and teachers has been informal. Board members often volunteer for different student support events (working with seniors on essays, budgets) and attend various LCCHS Events, including Declaration Day.

In addition, board members on the academic accountability committee have attended workshops on key action areas (e.g. chronic attendance) with staff members.

All board meetings are held at the school campuses, and teachers and staff have attended and joined for public comment.

In 19-20 school year, the board will also begin holding an hour of community engagement prior to every board meeting to provide open access, informal opportunities for board members to connect with the community.

Does the governing board evaluate the school leader?

The governing board does NOT evaluate the school leader. The school leader is evaluated by the Chief Academic Officer.

Provide an example of a recent issue or policy that the board is working on.

- Currently, the board is in the process of revising its financial reserve policies. After a few years of growth as an organization, we have tapped most reserves to accommodate the growth.
- In the 18-19 school year, the board worked on a revision to the Discipline Policy and Revised Graduation Requirements.

8. Innovation

What are 2-3 innovative practices at your school that could not be implemented in a district school setting?

The primary difference regarding being in a charter setting is connected to the flexibility and pace with which we can implement changes to support our school community.

- Changes to our meal program
- Master Schedule/Bell Schedule - redesign of schedule including number of sections that teachers teach, courses offered
- Curriculum decisions – innovative and responsive selection of curriculum materials for the high school.
- Additional days for teachers' professional development (teachers work 200 days, and we were able to decrease the number of student days to add an additional staff development day focused on DEI.)

Our program has several elements that we believe are innovative and have been recognized within Oakland and beyond. We have been the recipient of two Dissemination Grants for the following areas of our program.

- Our Making Program and Creativity Lab, which is a K-12 program, is a hallmark of our work. This nationally renowned program has grown into our Lighthouse Product Innovation & Design Pathway.
- College Readiness Model (Link to program page) Our robust College Readiness Model, including two required courses that are taught by our Director of College and Career are an essential part of our core program. Having the low caseload and flexibility enables our Director of College and Career to teach those courses.

We are committed to our role in supporting the larger Oakland Educational Community to innovate its programs. Many teachers throughout Oakland have been trained at Lighthouse through our Creativity Lab.

Finally, last year we launched our organization wide DEI work. This year, every community member participating in mandatory affinity groups to continue our collective DEI work. This work is grounded in our Theory of Change and our DEI Pillars. (See Appendix 1.17 for DEI Pillars and Commitments)

PERFORMANCE REPORT REQUESTED DATA REQUEST

Supplemental Financial Information (for Year 5 of current charter term)

Percent of budget to be spent on facilities	7%
Percent of budget to be spent on teacher salaries	38%
Percent of budget to be spent on other staff salaries	18%

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Waitlist data should be from around the first day of school.

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
Year 1	2/18/15	9	41	0	41
		10	5	0	5
		11	6	0	6
		12	3	0	3
Year 2	2/3/16	9	52	0	52
		10	13	0	13
		11	13	0	13
		12	1	0	1
Year 3	3/16/17	9	169	0	169
		10	22	3	19
		11	10	5	5
		12	5	2	3

Year 4	3/8/18	9	285	13	272
		10	52	6	46
		11	25	2	23
		12	12	0	12
Year 5	3/6/19	9	284	16	300
		10	40	10	50
		11	25	1	26
		12	17	0	17

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	10	9	18	5		3.76%	3.4%	6.3%	1.75%	
Students who left the school other than at the usual time of leaving	5	9	26	18		1.9%	3.4%	9.1%	6.3%	

* Enter most recent data available.

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	286	100%
Asian	5	1.75%
Black or African American	28	9.8%
Filipino	4	1.4%
Hispanic or Latino	223	78%

Native American or Alaskan Native	1	0.35%
Native Hawaiian or Pacific Islander	0	0%
White	11	3.85%
Two or More Races	9	5.15%
Race Not Reported	5	1.75%
Male	138	48.3%
Female	148	51.7%
Homeless Students	0	0%
Foster Youth	0	0%
FRPM-Eligible/ Economically Disadvantaged	235	83%
English Learners	74	25.9%
Students with Disabilities	47 (34 IEP, 13 504)	16.4% (11.9% SPED; 4.5% 504)

** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Enrollment Projections

For the upcoming charter term, projected enrollment for each year

	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	320	320	320	320	320

Maximum enrollment of school during the upcoming charter term: 320

Expulsions

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0

Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	88%
Cohort Dropout Rate	6%

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	47/56	40/49	36/57	36/62
	84%	82%	63%	58%
% attending 2-year college	7	8	19	23
	12%	16%	33%	37%
% attending vocational/ technical training	0	0	0	3
				5%
% joined military	0	0	0	0
% working exclusively	2	1	2	0

	4%	2%	4%	
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	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	15	16	18	19	20
# of new classroom teacher hires	3	2	6	5	9
# of classroom teachers retained from prior year	12	14	12	14	11
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	1	1	N/A
# of currently vacant classroom teaching positions (FTEs)					0

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	20
# Asian	0
# Black or African American	4
# Hispanic or Latino	2
# White	12
# Other Ethnicity or Missing	2

PERFORMANCE REPORT – FACILITIES AND MATERIAL REVISIONS

Facilities
Please respond to the following:
Does your lease extends through the end of your requested charter term? If not, please describe your plans for a facility solution.
YES
Do you anticipate applying for Prop 39 during the course of the upcoming charter term?
NO

Material Revisions
Material Revision to Lottery Preferences
State the revision(s) the school’s governing board wishes to make to the charter
We wish to make TWO changes to our Lottery Preferences.
<ol style="list-style-type: none">1. Remove the Lodestar Preference.2. Add ZIP Code Preference (94621 and 94603) prior to Oakland Preference
Describe the reasons for the request(s)
<ol style="list-style-type: none">Lodestar Preference was due to delay in construction for the 19-20 school year only. We are currently under construction for the Lodestar High School facility and anticipate that we will be able to open on time for the 20-21 school year. Therefore, we currently do not need this preference.Including a preference for students who are from the two zip codes in our surrounding community would support us in our efforts to increasingly reflect the demographics of our local community.
Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
The anticipated change would be an increase in the number of students from the two local zip codes which would hopefully lead to an increase in African American student enrollment.

ELEMENT 1 - EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

SEE FIGURE 1.4 AT END OF ELEMENT 1.

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*

· Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

· To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	80	80	80	80	80
10	80	80	80	80	80
11	80	80	80	80	80
12	70	80	80	80	80
Other					
Total	310	320	320	320	320

Maximum enrollment of school during the upcoming charter term: 320

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease

in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *The annual goals for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

I. MISSION

Lighthouse Community Charter High (“LCCHS”) exists to address the problem of persistent educational inequity that threatens our collective future by preparing students for college and a career of their choice. Lighthouse graduates are lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.

Founded in 2005, Lighthouse Community Charter High is now in its fifteenth year of operation and has graduated eleven classes.

II. TARGET STUDENT POPULATION

LCCHS serves ninth through twelfth grade students who live throughout Oakland, with a particular focus on the region of East Oakland in which high percentages of students live in poverty. The school intends to maintain an enrollment of approximately 320 students across these grades, as detailed below.

Figure 1.1 Projected Student Enrollment

	9 th	10 th	11 th	12 th	Total
Students	80	80	80	80	320

As required by Education Code Section 47605(d)(2)(A)-(B), LCCHS is open to all students in the State of California. We serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery is held. In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, LCCHS will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners, and socio-economically disadvantaged students).

For far too many low-income Latino and African American students, college has been an unattainable dream. At LCCHS that dream is not only a possibility, but a reality. While Oakland Unified School District has made significant strides to meet the academic and developmental needs of its high-school-aged students, the college going rate is far too low to prepare Oakland youth for 21st century jobs. LCCHS is working to accelerate achievement for these youth, in turn increasing the college going and college completion rate. Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating LCCHS along with its sister school LCCS, as a K-12 school community.

In 2017-2018, only 43.5% of students graduated from an OUSD high school on-time having completed the A-G requirements. Only 25% of African American and 30% of Latino students graduated within four years with the A-G requirements complete. This means that over two-thirds of African American and Latino students graduating from OUSD schools in 2018 could not even apply for admission to the UC or CSU system. That same year, at Lighthouse, 73% of students graduated with A-G Requirements complete, and 63% of them enrolled in a four-year college or university.

LCCHS’s commitment is that every student enrolled will receive a college-preparatory experience in 9th through 12th grade, with the goal of having 100% to complete A-G requirements upon graduation so that they can enroll in the college or career program of their choice.

III. PHILOSOPHY & APPROACH TO EDUCATION

At Lighthouse Community Public Schools, we believe that persistent educational inequality threatens our collective future. Our mission is to prepare all students for the college and career of their choice. In order to achieve that mission, we support our youth in developing as lifelong changemakers, who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community.

LCPS Core Values

Our core values undergird all of our work and are the basis of our norms and agreements as a community of learners, including students, staff, and families. LCPS core values are:

- **Community** - We are best when we respect, value and celebrate our diversity and strengthen our connections.
- **Integrity** - We act on our shared and personal values, especially in the face of adversity.
- **Love** - We extend ourselves so that all feel a sense of belonging and acceptance.
- **Social Justice** - We act with courage and commitment to move toward a just and equitable world.
- **Agency** - We are empowered to pursue purposeful action as life-long changemakers.

LCPS Graduate Profile

The LCPS Graduate Profile articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lighthouse Community Charter High. 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. (See Appendix 1.2 for LCPS Graduate Profile)

The LCPS Graduate Profile is grounded in Dr. David T. Conley’s research of key college and career readiness skills. As the foundation of our academic program, attainment on our Graduate Profile will enable students to become self-motivated, competent, lifelong learners in the 21st Century. The Graduate Profile is organized around these five domains:

- **Purposeful and Self Aware** - Critical to our students’ success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students’ identities are persistently under attack, LCCHS strives to be a school community that honors and uplifts our students’ myriad cultures so they can thrive both within and beyond their K-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make responsible and ethical decisions.
- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded in Academic Program (see Section V) to support all young people in developing these skills.

- **Committed to Service and Justice** - Students graduate from LCCHS committed to service and justice. Starting in 9th grade, students critique privilege and the status quo as part of their daily curriculum. Through LCCHS's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. The Academic Program provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our curriculum is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.
- **Relationship Builders** - Throughout their time at LCCHS, students cultivate relationships based on kindness, compassion, and empathy. LCCHS prioritizes collaboration across difference; communication and relationships are essential for students' success within and beyond the classroom. Students are supported in developing and maintaining physical and emotional health and well-being and develop the skills required to navigate systems and persist when faced with challenges. These relational and collaborative skills prepare students for success in the 21st Century
- **Lifelong Learners** - At LCCHS, students develop their skills and confidence in taking productive risks, innovating, and having a sense of adventure. Throughout their education, students grapple with complexity and develop stamina and confidence in doing so. Students engage in deep problem solving and are encouraged to develop their initiative and critical thinking to address complex scenarios. They seek feedback to learn from failure and success and set achievable goals that advance personal and academic development.

How Learning Best Occurs: LCPS Instructional Stances

At LCPS, we believe that high-quality instruction is essential to prepare students for college and a career of their choice. Our instructional stances draw upon Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century, EL Education's *Expanded Definition of Student Achievement* and *Core Practices*, and Zaretta Hammond's *Ready for Rigor Framework*. Our Instructional Stances encompass our vision for high-quality teaching and learning. (See Appendix 1.3 for LCPS Instructional Stances and referenced research.)

At LCPS, learning is:

- **Purposeful**
 - Learning is driven by essential questions that allow students to create lifeworthy understandings; learning inspires insight, opportunity, integrity, and action.
 - Learning builds toward authentic products. Products are modeled on real-world formats, are shared with a real-world audience, and aim to impact our communities.
 - Learning is measured using an expanded definition of achievement including knowledge and skills, character, and high-quality work.
 - Learning is deep, rather than broad. While we don't aim to cover all content, we also don't choose to focus on one topic at the expense of all others.

- Learning is standards-based. We build from the Common Core State Standards (“CCSS”) in English Language Arts (“ELA”) and Mathematics, the Next Generation Science Standards (“NGSS”), the English Language Development (“ELD”) Standards, the History-Social Science Framework, and the remaining state standards (collectively “State Standards”) and create curricular coherence within and across classes. We structure learning to ensure that all learners meet high standards.
- **Relationship Based**
 - Learning is joyful. We create intellectually and socially safe classroom environments, so students are able to take risks.
 - Learning is rooted in our community and our students’ identities. We teach people. Our teaching builds, and builds on, our students’ identities.
 - Learning supports students to create healthy relationships and develop collaborative skills.
 - Learning happens in community. We build classroom cultures of collaborative and independent learning. We build learning partnerships.
- **Learner-Driven**
 - Learning is inquiry-based. Learning is driven by complex problems. Teachers and students use questions to guide and facilitate understanding.
 - Learners construct their own understanding. We provide structure so that learners are engaged in the hard, messy work of learning. Learners do the heavy lifting.
 - Learning opens doors for people to make choices and explore their passions.
 - Learning is driven by student-engaged assessment. Learners set goals, monitor progress, communicate, and reflect; teachers provide wise feedback that supports this process.
 - Learning is personalized (which, for us, does not mean computerized). We use data to design and dynamically adjust learning experiences based on learner needs, strengths, approaches, and curiosities. Learners work towards mastery in different ways.

IV. PRINCIPLES IN SCHOOL DESIGN

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

- A. High Expectations for All Students
- B. A Rigorous Curriculum
- C. Serving the Whole Child
- D. Family Involvement
- E. Professional Learning Community

Our school program aligns to the principles outlined below, incorporating proven methods of instructional design to fulfill our mission. Our program serves all students – including youth with exceptional needs, English Learners, homeless and foster youth, and students who require extra support to achieve pupil outcomes. The underlying philosophy and core practices within each principle is detailed below.

A. Design Principle 1 – High Expectations for All Students

At LCCHS, all students must develop the knowledge and skills articulated in the LCPS Graduate Profile. We aim to support all students in meeting these high expectations so that we can achieve our mission that all students enter into the college and career of their choice.

At LCCHS, High Expectations means:

- **College-eligibility for all.** Our master schedule ensures that all students complete A-G requirements within their four years at LCCHS. Students take six classes a day, all of which fulfill A-G requirements. As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, there is flexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes. (See Appendix 1.4 for Master Schedule, Appendix 1.5 for A-G Course List)
- **College and career prep as core subjects.** At LCCHS, we take college and career counseling out of an office and integrate it into the school day via our College and Career Prep course and Senior Seminar course. By ensuring all students engage in these classes, a post-secondary education is accessible to all students, especially for those who are unsure if they belong in college or those who will be the first in their families to attend college. Both of these classes include assessments so that students can see the value in and get feedback on what they are learning.
- **All students are part of a pathway.** Every student receives the benefit of being part of the Lighthouse Product Innovation and Design Pathway. Building on our nationally known Maker Program, and Creativity Lab, all students advance through our Career Technical Education (“CTE”) pathway sequence. In doing so, all students are active participants in building and shaping their worlds by looking closely at the world around them, exploring the complexity of how objects or systems are designed, and designing opportunities to enact change in their environments to create a more just and equitable world.
- **A college-going culture.** At LCCHS, we work hard to facilitate events and activities that help students see college as a legitimate, viable, and exciting option. Whether taking students on college visits so that they see people who look like them in college, holding financial aid workshops for families, or hosting annual College Declaration Days, it is important that we help students see college as a place for them.
- **Junior Year Internships.** All juniors participate in internships or work experiences that provide them with opportunities to integrate academic learning and real-world experience. These experiences provide students with work-based learning, so they have the opportunity to explore a career interest within the local community. Beyond the

application of knowledge and technical skills, these internships promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility.

- **Senior Passage.** During 12th grade, all seniors will design, develop, and carry out a research project on a topic of interest to them. Research projects demand an ability to conduct and synthesize academic research and the capacity to leverage resources and support in school and the wider communities. This paper is a critical element of the Senior Passage experience and is essential to a student's preparation for college-level rigor.

B. Design Principle 2 – A Rigorous Curriculum

Lighthouse Community Charter High's curriculum is aligned with State Standards. LCCHS prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a schoolwide college- and career-bound culture. A college-bound curriculum includes content area knowledge and skills such as literature and calculus, academic research and writing skills, and technology literacy. Creating high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for college and career.

At LCCHS, depending on the content area, our teachers use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work. We believe curricula should elevate student collaboration, voice, thinking, and reflection; reflect a commitment to developing character; and empower students to contribute to a more just and equitable world. A central feature of LCCHS Curriculum is the linking of specific content matter to big ideas so that depth leads to breadth. By focusing on an area of study for an extended period of time, our curriculum promotes universal access, deep understanding of content, long-term retention of the material, and the development of higher order thinking skills.

Academic Content and Performance Standards

At LCCHS, we ensure that all students develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Through curricula aligned with the State Standards, students will achieve appropriate age or grade-level mastery that fulfills or exceeds the UC/CSU A-G requirements in:

- **English Language Arts** - Grounded in the Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.

- **Mathematics** - Grounded in the Common Core State Standards for Mathematics, students engage in a three-year Integrated Math sequence grounded in problem solving and mathematical discourse. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of math and science contexts. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. In all courses, students will have regular opportunities to also work on their group collaboration skills. Upon completion of the three-year sequence, students may engage in advanced mathematics courses.
- **History and Ethnic Studies** - Beginning in with an Introduction to Ethnic Studies in 9th grade and culminating with an Advanced Ethnic Studies course in 12th grade, students will research and analyze national and world histories, cultures, and perspectives. Students will explore history through social, political, and economic lenses. Engaging in research, debate, and analysis, students will deepen their commitment to service and justice.
- **Science & Engineering-** Grounded in the Next Generation Science Standards, students complete a four-year science sequence that is grounded in labs and inquiry projects. In these courses, students will think critically using the Scientific Method. Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving.
- **CTE Product Innovation & Design Pathway-** Grounded in the CTE Standards for Advanced Manufacturing and Product Development, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process, work as part of design teams to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work and collaborate with industry professional and real-world clients.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.
- **World Languages** - Students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.
- **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. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

Curricular Design

Key aspects Lighthouse Community Charter High's curriculum include but are not limited to the following:

- **Inquiry-Rich** - LCCHS curriculum development focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCHS curriculum integrates fieldwork, presentations from experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Student Engaged Assessment** – LCCHS develops curriculum that allows students to take the lead in speaking about their own learning. Leaders and teachers create structures and procedures that support students to create, maintain, and present portfolios demonstrating growth and achievement during student-led conferences, passage presentations, and celebrations of learning. They also implement standards-based grading systems that communicate academic outcomes relative to specific required standards. Teachers involve students in dialogue about assessment and communicating achievement. Students can articulate what they have learned and speak to their own strengths, struggles, goals, processes of learning, and preparation for college and career success. Further detail about the elements of LCCHS Assessment Practices are found in Element 3.

C. Design Principle 3 – Serving the Whole Child

At LCCHS, we believe that we must support and foster a student’s social, emotional, and physical wellbeing if they are to achieve our high expectations. LCCHS employs a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following proven practices:

- **Family Involvement** – Students are viewed within the context of their families and LCCHS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, tri-annual SLC meetings and bi-annual Expositions of Student Work (“EXPO”) ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Parents in Action, Coffee Tuesdays, and other family-led events.
- **Character Development/HOWLS** – Students’ emotional and social growth is supported through the teaching of the Habits of Work and Learning (HOWLS), which are based on our Core Values and Graduate Profile. These principles and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Cohort Size** – A smaller cohort size promotes 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. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.

- **Crew** – In 9th – 12th grades, Crew (commonly known as advisory) exists to ensure that each LCCHS student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting goals, developing effective strategies to achieve designated goals, and ensuring consistent communication with families. These goals are revisited at least three times each year at Student Led Conferences meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCHS’s culture, specifically the Core Values, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCHS staff in 9th - 12 grades assume the role of Crew Leader in addition to their core responsibilities.
- **Student Led Conferences** – Every student at LCCHS develops annual and quarterly goals that are collaboratively created with the student, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the student’s goals is student-driven and includes parent voice. At Student Led Conferences a student’s academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a student’s ability to succeed in school.
- **Mental Health & Wellness** – LCCHS supports our students wellness through providing on-site access to counselors who are available to support students emotional and psychological needs. Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Sports Program-** LCCHS is part of the Bay Area Charter Schools Athletic Conference (BACSAC), Oakland Athletic League (OAL) and California Interscholastic Federation (CIF). LCCHS students participate in a variety of sports programs including: Girls’ and Boys’ Soccer, Girls’ and Boys’ Basketball, and Co-Ed Flag Football. Our teams have created a sense of community and pride and have been recognized champions in their areas of sport.
- **Family Support Services** – As needed to support our students and families, LCCHS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Alameda County Mental Health and the Seneca Family of Agencies.

D. Design Principle 4 – Family Involvement

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. 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. We believe thoughtful and inclusive family involvement can:

- **Increase Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCHS’s high academic and behavioral outcomes.
- **Build Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCHS does are advocates in the wider community and are more likely to give back to the school.

To support family involvement, LCCHS provides multiple methods and entry points to meet the diverse needs of our families. LCCHS has established the following events to ensure that all families are involved and supported in understanding the school life and academic progress of their child. While not required, these events are a part of the fabric of the school and the hope is that a family member or caring adult of students attend which they do:

- **Student Led Conferences** – Three times per year (Fall, Winter, and Spring), parents and students are required to attend Student Led Conferences meetings to discuss their child’s progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals and review student progress towards graduation benchmarks.
- **EXPO** – Twice per year, parents are invited to attend Expos of Student Work to participate in learning demonstrations, review high quality work from their student, and to understand the core learning for the semester.
- **Back to School Night** – Back to School Night provides teachers a chance to introduce families to Restorative justice practices, their classroom specific policies and curriculum and to build community amongst parents.

In addition, there are several on-going optional opportunities that families and staff can engage in to deepen and further develop their collaboration. Dependent on community need and funding, these may include but are not limited to the following:

- **Coffee Tuesdays** – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family’s academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **College and Career Prep Nights** – The Director of College and Career will host a series of evening events on topics such as College Application Processes and Financial Aid. Often, these events feature workshops and speakers on various topics pertinent to our families’ needs.

- **Parents in Action** – Parents in Action form the parent leadership body of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including LCAP and school plans, and plan parent and community events that help foster parent to parent relationships.
- **Workdays** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

In addition, LCCHS has 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 frequently 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 Centers at LCCHS has offered language classes, STEM education classes for parents, specialized classes to support parents of at-risk youth, classes to support families in understanding the school and state reporting systems, and numerous college information events.

E. Design Principle 5 – Professional Learning Community

At LCCHS we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Learning** – This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- **Supported by a Collaborative Culture** – The majority of LCCHS professional development is conducted in teacher-led teams, focused on analysis of student learning outcomes. We believe the core values that uphold with our students are also the ones that we uphold in our Professional Learning Community.
- **Goal-oriented** – Individual educators, teacher teams, and the Charter School have a clear understanding of the vision for the Charter School and the incremental steps we can take together in meeting that vision.
- **Data-driven** – Teams engage in regular analysis of relevant data including student work, curriculum-embedded assessments, and benchmarks inform instructional and institutional decisions.

LCCHS utilizes a variety of core practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

- **Departmental Planning Time** – Weekly planning time for departments is built into the school day with a common prep period so that teachers can develop and refine curriculum and instruction. Department Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Grade Level Meetings** – Time for teachers to work together with a Lead Teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are considered across the

school community. Grade Level Leads are part of the School Culture Leadership Team and facilitate these learning spaces.

- **Wednesday Professional Development** – A student early release day is utilized as a common professional development experience. The focus of this work aligns with our organizational goals and adjusts each year to meet the needs we are seeing in our school community. See a sample PD Calendar in Appendix 1.6.
- **Professional Development Institutes (“PDI”)** – Pupil-free weeks are times in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- **Instructional Coaching & Responding to Student Data** – Administrators work with teachers on a bi-weekly basis to support them in reflecting on their instructional practice and analyzing student learning outcomes from the previous two-week cycle. In addition, teachers may be provided with support for instructional practice including modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education as well as on-going on-site support from EL School Designers. EL Education provides a variety of professional development opportunities connected to EL Core Practices. (See Appendix 1.7 for EL Core Practices)

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the core practices utilized. This may include a mix of classroom observation, student assessment data, and input from teachers. The goal of our professional development is to optimize conditions for student and teacher learning and in service of meeting the goals outlined in our strategic plan.

V. ACADEMIC PROGRAM

The LCCHS Academic Program is designed to support all students in becoming college and career ready. As an inclusive school community, that serves all learner profiles, we ensure that all students have access to a rigorous core curriculum and necessary support to be successful. The following section details the key elements of our Academic Program, including: LCPS High School Graduation Requirements, LCCHS Core Curriculum, the LCCHS CTE Pathway, the LCCHS School Culture Practices & Approach to Discipline, and the LCCHS School Calendar.

A. LCPS High School Graduation Requirements

This section describes the graduation requirements for earning a high school diploma from Lighthouse Community Public Schools. There are three elements that are necessary for graduation from LCPS: Course Requirements, GPA Requirement and LCPS Milestones.

Lighthouse College Preparatory Diploma

All students at LCPS are prepared for college and career through a sequence of rigorous coursework aligned to the UC/CSU A-G Requirements. The LCPS College Preparatory Diploma signifies completion of all entry requirements for the California State University and the University of California systems as well as additional LCPS requirements.

Course Requirements

The following outlines the course requirements for an LCPS College Preparatory Diploma. In order to obtain credit in courses, students must master 60% of learning targets for the course. [70% of learning targets starting with the class of 2023.]

Academic Subject Area	LCPS College Preparatory Course Offerings
History/Social Sciences (30 Units Required)	Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 Units)
English (40 Units Required)	English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units)
Mathematics (30 Units Required 40 Recommended)	Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)
Lab Science (30 Units Required 40 Recommended)	Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)
Language Other Than English (20 Units or Equivalent Required)	Spanish I (10 Units) Spanish II (10 Units) Spanish III Honors (10 Units) AP Spanish (10 Units)
Visual & Performing Art (10 Units Required)	2-D Design (5 Units) Required Graphic Design (5 Units) or Digital Photography (5 units)
College Preparatory Elective	Offerings include: US Foreign Policy Since 1945

(10 Units Required)	Creative Writing Art History
CTE Pathway Courses (10 Units Required)	3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)
<i>A-G Required/Recommended Units</i> <i>Additional Units</i>	<i>180 A-G Units</i>
Additional Credits and Courses (30 units total)	College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	<i>210 Units Required</i> <i>240 Units Recommended</i>

GPA Requirements

Students must hold a minimum weighted cumulative (9-12) Grade Point Average (“GPA”) of a 2.0 in order to obtain a diploma.

LCPS Milestones

LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile.

- 10th Grade: Students must successfully complete 10th grade passage to move to 11th grade.
- 11th Grade: Students must successfully complete College and Career Seminar, including their Junior Year Internship in order to move to 12th grade.
- 12th Grade: Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

Lighthouse State Basic Diploma

In some cases, for *qualifying* students with disabilities documented in and Individualized Education Program (“IEP”) or Section 504 Plan, a LCPS State Basic Diploma may be earned in cases in which the student's disabilities *preclude* attainment of the LCPS College Preparatory Diploma. This recommendation is made with the IEP/504 Team and requires approval by the Principal and Chief Academic Officer (“CAO”). In addition, migratory students and newly arrived immigrant students, students who are in foster care, students who are homeless, or students who are former juvenile court students, and students of a military family may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. In such cases, students would receive a LCPS State Basic Diploma.

The following outlines the requirements for an LCPS State Basic Diploma.

Course Requirements

In order to obtain credit in courses, students must master 60% of learning targets for the course or as indicated by IEP.

Academic Subject Area	LCPS State Basic Diploma Course Offerings
<p>History/Social Sciences (30 Units Required)</p>	<p>Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 units)</p>
<p>English (30 Units Required)</p>	<p>English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units) ELD (10 Units)</p>
<p>Mathematics (20 Units Required) <i>(including 10 Units Algebra or Algebra Equivalent)</i></p>	<p>Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)</p>
<p>Lab Science (20 Units Required)</p>	<p>Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)</p>
<p>Language Other Than English, Visual & Performing Art or CTE (10 Units Required)</p>	<p>Choice of 10 units from: Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)</p>
<p>Additional Credits and Courses (80 units total)</p>	<p>Choice of 80 units from: Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units)</p>

	AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units) US Foreign Policy Since 1945 (5 units) Creative Writing (5 units) Art History (5 units) College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	180 TOTAL Units Required

GPA Requirements

There is no minimum GPA for a LCPS State Basic Diploma.

LCPS Milestones

The requirements below may be adjusted or modified for students receiving a LCPS State Basic Diploma.

- 10th Grade - Students must successfully complete 10th grade passage to move to 11th grade.
- 11th Grade - Students must successfully complete College and Career Seminar, including their Junior Year Internship in order to move to 12th grade.
- 12th Grade - Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

(See Appendix 1.8 for LCPS Graduation Policy)

Transfer of Courses & College Entrance Requirements

Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges (“WASC”) may be considered transferable to other public high schools, and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements. Parents will be notified of the courses offered and the graduation requirements in LCCHS Student and Parent Handbook given to parents and students upon enrollment at the Charter School. (See Appendix 1.5 for LCCHS A-G Course List for the 2019-2020 School Year, Appendix 1.9 for WASC Accreditation Letter)

B. LCCHS Core Curriculum

At LCCHS, all students have access to standards-aligned, culturally relevant, curriculum and expeditions that support deeper learning and inquiry. All teachers have resources and support to

design and facilitate high-quality learning opportunities for students our core curriculum is a combination of adopted curricula, adapted curricula and teacher designed curricula that allows all students to grapple with demanding, State Standards-based content and meaningful tasks, and produce high-quality work. Curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing in all areas of our Graduate Profile; and should empower students to develop as lifelong change makers.

In the chart below, we have detailed our core base curricula for all of our course offerings. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to the. State Standards and the integrity of the curriculum’s aims and methods. Adaptation or enhancement can be a wise choice if it increases students’ understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

Figure 1.2 Lighthouse Community Charter High Curricula

DEPT	COURSES	CURRICULUM
English	English 9, English 10, English 11	Match Education
	English 12	ERWC
Science	Physics	Patterns Physics, by Bradford Hill
	Physics Honors	Physics Honors, Patterns Physics
	Chemistry	Living by Chemistry
	Biology	Teacher created curricula
Math	Integrated I, II, III, Calculus	CPM Integrated I, II, III & Calculus
History	Ethnic Studies, Advanced Ethnic Studies	Teacher Created, Facing History & Ourselves
	US History & World History	New Visions
	World History	New Visions
Spanish	Spanish 1, 2, 3H	Descubre I, II, III
	AP Spanish	Temas
CTE	2-D Design, 3-D Design, Advanced Product Design	Teacher created curriculum

Over the course of the charter LCCHS may make changes in order to address changes to state requirements and/or student need. These would not constitute a material revision to the charter.

C. Pathway Program

Building off the success of the LCPS nationally renowned Maker program, LCCHS has developed its Product Innovation and Design Pathway. All students at Lighthouse Community Charter High participate in our Lighthouse Product Innovation & Design Pathway. Our Pathway

is Silver Certified by the Linked Learning Alliance. In this pathway, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process; work as part of design teams to develop products that meet market demands and/or a community need; develop entrepreneurial skills and knowledge to market products; develop portfolios to showcase their work and collaborate with industry professional and real-world clients.

Through a three-year course sequence of 2-D Design, 3-D Design, and Advanced Product Innovation and Design. These courses are aligned to the CTE Standards for Product Design and Innovation and count as both A-G and CTE Course Credit for all students. LCCHS has been the recipient of the Strong Workforce Program grant to further develop its pathway program and to deepen its partnership with Laney College so that students can graduate LCCHS having completed both community college course work and industry certification. LCCHS vision for our fully realized pathway is detailed in Appendix 1.10. This vision may evolve through the course of the charter term and will not constitute a material revision of the charter.

D. LCCHS School Culture

Establishing a college-going, inclusive school culture is a central feature of Lighthouse Community Charter High. We have an expanded definition of student achievement that calls on us to support our youth in developing their habits of character alongside their academic skills. We are committed to creating an environment in which all students feel safe, respected, bring their authentic selves, and thrive. We do so, by intentionally building a restorative and responsive school community that supports character development.

Core Values and HOWLs

At the heart of school culture and school norms are our Core Values. These are character traits that necessary for achievement of our mission and success in college, and beyond. We expect all adults and students to model the core values on a daily basis. They are:

- ***Community***: We are best when we respect, value and celebrate our diversity and strengthen our connections.
- ***Integrity***: We act on our shared and personal values, especially in the face of adversity.
- ***Love***: We extend ourselves so that all feel a sense of belonging and acceptance.
- ***Social Justice***: We act with courage and commitment to move toward a just and equitable world.
- ***Agency***: We are empowered to pursue purposeful action as life-long changemakers.

These character traits are further broken down into specific learning targets each year. These common character traits comprise students Habits of Work and Learning (“HOWLs”) and are built into every unit of study. Students have regular opportunity to reflect on their growth and development on those targets alongside their academic work.

Culture of Crew

An essential aspect of school culture at Lighthouse Community Charter High is the culture of Crew. Drawing on the EL Education Model, the culture of Crew impels all members of a school community to work together as a team, to pitch in, to help others. The structure of Crew—a small learning community that meets multiple times a week - helps students feel like a family and offers a place to gain academic and social support. In Crew, students engage in academic progress checks, goal setting, community service, and identity development activities. Every two years, students participate in “Passage” where they read, write, reflect, and present to demonstrate their readiness for their next life challenge. Crew leaders also meet with students, parents, and other teachers every quarter where students present their grades, their goals, and their strategies to meet those goals. These Student Led Conferences are organized and run by students. Crew is an engine for equity and inclusion, a place where all students feel they belong and can succeed.

Student Leadership & Voice

Students voice, perspective, and leadership is critical to having a strong high school community and supporting students as lifelong changemakers. At LCCHS, we engage with students to learn about their perspectives and to hear their concerns in a variety of formal and informal ways. Below are some of the proven core practices that we have developed to ensure we are listening to and responding to student voice.

- **Annual Student Survey:** Each year, students complete an organizational survey where students evaluate their experience at LCCHS. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- **Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See Appendix 1.16 for detail on Framework for Transformational Teaching or “FTT”), students complete a teacher survey each year that provides direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.
- **Crew Circles:** A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and Crew leaders work as advocates to support students.
- **Student Body Leadership:** LCCHS has launched a new student government body. It will be going into its second year during the 2019-2020 school year. While focused on planning senior events last year, the student government will be further developed to support the inclusion and elevation of students’ voice.
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with teachers and new Principal candidates and provide their feedback directly to the Hiring Manager.

Approach to Discipline

At LCCHS, the aim of student discipline 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.

Restorative Justice

At LCCHS, we believe that community is created and must be fostered constantly. We use Restorative Justice (“RJ”) as a tool to help nurture our community. The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit.

Parent and Guardian’s Role

Parents and guardians play a significant role in supporting a student’s wellbeing and helping LCCHS create a collaborative, inclusive community. Parents participate in student re-entry meetings or conferences regarding students’ behavior. At LCCHS, we welcome these conferences as opportunities to support positive communication and work as a team with families.

Staff Role

Our staff also plays a significant role in supporting a student’s wellbeing as well as supporting the overall safety of the school community. Staff will also serve as student advocates and restorative circle participants. Staff participate in reentry circles and always work together with students and families to repair any harm.

LCCHS Student Behavior Expectations

At LCCHS, we expect that students will be prepared to meet the expectations of the school community in alignment with our Charter School’s core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for “teachable moments” for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. 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 values/norms.
- Students will be redirected and provided time to correct their behavior.
- Counselors or administrators may be called to give students one-on-one support when necessary to help students in meeting classroom expectations.

A student will be referred to an administrator for immediate support and may be removed from the classroom to receive additional support or intervention when:

- the student’s actions cause danger to the physical and/or emotional well-being of other students.
- multiple attempts at behavior redirection have been made, without change in the behaviors and the actions of the student is greatly inhibiting the learning of the other students.
- the student’s actions constitute one or more enumerated offenses in the LCCHS suspension and expulsion policy.

In the cases where students are removed from a classroom, a parent/guardian will be notified, and a record of the incident will be documented for parent and teacher reference.

The Use of Consequences

In addition to repairing harm, there are times that consequences will be applied. At times students may 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 aim to be logical, predictable, consistent, and culturally and developmentally responsive. Examples include the warnings and time-outs 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.

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support 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 with the administrator to take a break and reflect, and an appropriate consequence will be devised. It is important to note that student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

E. School Year & Daily Schedule

LCCHS’s academic calendar complies the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, 64,800 minutes of instruction for students in 9th through 12th Grade. (Appendix 1.11 includes proposed bell schedule for 2020-2021 school year.)

The proposed calendar for 2020-2021 will include 177 instructional days, 2 more than the required 175 days for charter schools. Appendix 1.12 provides a sample school calendar which LCCHS intends to adhere to as state and federal funding allows. LCCHS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our

professional development partners and such modification shall not be considered a material revision of the charter.

VI. SERVING STUDENTS WITH DIFFERENT LEARNER PROFILES

In the following section we describe how we serve students who have different learner profiles, specifically: Students who are not meeting learning outcomes, students with disabilities, English Learners, socio-economically disadvantaged students, and gifted students. At LCCHS, we believe that all students regardless of age, race, zip code, physical challenge, intellectual capability, capacity or competency need to be provided with the most inclusive learning environment. We believe that families and community members are our partners and need to have meaningful involvement in students' education and in the life of the Charter School. And, fundamentally, all students need to be provided with a continuum of services that address their academic, behavioral, and social emotional needs.

Multi-Tiered System of Supports

At LCCHS we implement an aligned, integrated system of student support so that all students become lifelong changemakers prepared to be successful in college and a career of their choice. A Multi-Tiered System of Supports ("MTSS") provides an integrated, comprehensive framework that focuses on instruction, differentiated student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. An element of that system is our tiered intervention model. Outlined below are our systems, practices, and programs that enables us to provide tiered supports to students and families at LCCHS.

Systemic Planning

On an annual basis, LCCHS examines the current priority of specific student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the Charter School and to collaboratively create shared goals and strategies for the school year. The data that is used to inform this planning process includes: student achievement data, student and family survey data, staff survey data, and SWIFT- Fidelity Integrity Assessment. LCCHS uses these assessments to refine and develop Tiered Intervention Matrices. (An of a Tiered Support matrix for Attendance is included in Appendix 1.13)

A. Supporting Students Not Yet Meeting Learning Outcomes

Tiered Intervention Model

By using assessment data to inform educators' decisions about how best to teach and support the development of their students, our Coordination of Services Team ("COST") provides for the early identification of learning and behavioral challenges and timely intervention for students who need support for long-term learning problems. A successful Tiered Intervention Model seeks to minimize the risk for long-term negative learning outcomes by responding quickly and

efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

This system is a continuum of supports. At LCCHS, we use more than one intervention within a given level of prevention. (See Appendix 1.14 for more detail Tiered Support Matrix)

- Primary (*Tier 1*) prevention: high quality core instruction that meets the needs of most students
- Secondary (*Tier 2*) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (*Tier 3*) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

LCCHS believes that all students are able to excel and succeed and we are committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. LCCHS supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum.

In order to ensure that we are identifying students who may need additional support, we use a combination of data-driven practices and teacher referrals are used to identify students need additional support. Through the regular (bi-weekly) review of student data in several key area (attendance, behaviors, discipline, academic, Social Emotional) and through the use of a variety of screening tools, students are identified early for addition supports.

COST Team

The Coordination of Services Team (“COST”) consists of 4-5 key stakeholders, including administration and intervention staff such as Intervention Specialists, Resource Specialists and mental health support providers. This team is responsible for ensuring that LCCHS is supporting all students. The COST Team works to inform intervention groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team focuses on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. In addition, the team discusses individual student referrals, triaging students for more in-depth discussion and matching them with correct support services including supportive interventions that can be implemented by teachers within the classroom. The team also completes quarterly reviews for students who have been assigned to specific interventions and to conduct strategic planning around trends and emerging needs.

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. LCCHS ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a

student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Intervention Courses & Credit Recovery

LCCHS provides additional supports to students who are not yet mastering grade level standards in the following ways:

- **Intervention classes** – Specific blocks of time during the day are set aside to provide additional support to students. This may include small group instruction via pull-out or push-in and it may include stand-alone support classes.
- **Office Hours** – LCCHS offers office hours to students on a weekly basis. During office hours, student have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.
- **Credit Recovery** – LCCHS provides opportunities for students to remediate classes through credit recovery. The primary goal of all credit recovery options is to ensure that students gain the knowledge and skills in the class. For this reason, credit recovery can take many forms including: online courses, community college classes, or repeating a course.

B. Special Education Services

LCCHS makes the following assurances:

- **Free Appropriate Public Education** – LCCHS will ensure that a free appropriate public education shall be provided to all enrolled students including children with disabilities and/or those who have been expelled from school. No assessment or evaluation will be used for admissions purposes. No student will be denied admission to the Charter School because he or she needs special education services.
- **Full Educational Opportunity** – LCCHS will ensure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCHS will ensure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- **Individualized Education Program** – LCCHS will assure that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. The Charter School will ensure that the mandated requirements of each student's IEP are met.
- **Assessments** – LCCHS will ensure that, for each student with an IEP, an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.

- **Confidentiality and Procedural Safeguards** – LCCHS will ensure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and notified of the provisions for a free appropriate public education.
- **Personnel Standards** – LCCHS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – LCCHS will ensure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (“SBAC”) and California Science Test (“CAST”).
- **Child Find** – LCCHS will assure that all students with disabilities are identified in accordance with the policies and procedures of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

State and Federal Law

LCCHS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LCCHS will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (“OCR”).

SELPA

LCCHS pledges to work in cooperation with its SELPA to ensure that a free appropriate public education is provided to all students with exceptional needs. California law gives charter schools various options on how to deliver special education and related services. Charter schools may choose to operate either as (1) a school of the chartering authority, (2) an independent local education agency (“LEA”) member of a SELPA. The Charter School shall be its own local education agency pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. LCCHS is currently a member of the El Dorado County Charter SELPA. Finally, LCPS retains the Charter School’s right to operate as a school of the District for purposes of special education. In this case, a Memorandum of Understanding (“MOU”) or similar would be developed between the Charter School and the District.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

Facilities

LCCHS shall be solely responsible for its compliance with the IDEA, Section 504 and the ADA. The facilities to be utilized by LCCHS shall be accessible for all children with disabilities. The facilities to be utilized by LCCHS shall provide children with disabilities equal access to all aspects of the educational program.

Services

LCCHS hires and supports a well-qualified staff at the school site to provide both Response to Intervention and Special Education services in conjunction with the general education faculty. In addition, LCCHS contracts with Seneca Family Services to provide specialized services for students. These services and partnership are detailed at length below.

Special Education Students and Tiered Support

LCCHS provides a full suite of supports for students with special needs. At the core of the program is the Tiered Support Model described earlier in this charter. The Director of Special Education assists us to integrate Special Education into this larger Tiered Support framework as well as our larger schoolwide assessment framework. The schoolwide assessment framework, described in Element 2 of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress across grade levels and disciplines.

The COST Team utilizes data from this assessment framework to monitor student growth, and any lack of progress is flagged immediately. The COST Team is composed of administrators, Interventionists, and Resource Specialists. Through the Tiered Support Model, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. This support is provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1 interventions can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education and related services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Resources Specialist who will develop an assessment plan if appropriate.

A student with an Individualized Education Program (“IEP”) will have access to all of the interventions available schoolwide as required by their IEP. LCCHS Resource Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at the Charter School to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately credentialed Special Education provider, he is also receiving services and interventions available to all general education students as part of his plan. The Charter School Special Education program is designed specifically to accelerate a student’s growth in target areas and ensure that student’s ability to succeed in the general education setting both academically and socially.

Search & Serve Process

LCCHS shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Parents will be informed that special education and related services are provided at no cost to them. The Search and Serve Process will be overseen by the Principal under the direct supervision of LCPS Director of Special Education.

No assessment or evaluation will be used for admission purposes. If a student enrolls with an existing IEP, the Charter School will notify the SELPA within 5 days. An IEP meeting will be convened within 30 days of enrollment.

Referral for Assessment Process

A student shall be referred for special educational instruction and related services only after the resources of the general education program have been considered and, where appropriate, utilized. The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services.

Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Any such referrals will be responded to in writing by the Charter School within 15 days. LCPS will notify the SELPA of the assessment request within 5 days of receipt.

If LCCHS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. Parents will be informed via the Resource Specialist that special education and related services are provided at no cost to them. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process

The Resource Specialist will be responsible for gathering all pertinent information and sharing such information with LCCHS. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Standardized Individual Assessment;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SELPA policies and procedures, the Charter School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments;
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;

A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services. The Charter School will ensure that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment ("LRE"). Each student who has an IEP will have an IEP team that oversees the IEP development,

implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Assistant Principal or Principal;
- The Director of Special Education, as needed;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

The Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. In cooperation with the parent or guardian, the IEP will be implemented by LCCPS and the Charter School, in cooperation with the SELPA.

Upon the parent or guardian's written consent, the IEP will be implemented by the charter school. The IEP will include all required components and be written on SELPA forms.

The student's IEP will be written on SELPA forms and will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan ("ITP") is required at the appropriate age;
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review Process & Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress and continued eligibility. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the Charter School will have thirty days to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

In addition, the Charter School shall comply with the SELPA Local Plan. It is LCCHS's understanding that it shall represent itself at all SELPA meetings. The Charter School understands that it will be subject to the Allocation Plan of the SELPA. The Principal and the Special Education lead from Seneca Family of Agencies will work together to manage the budget and contract for appropriate services, take responsibility for meeting the special education compliance and quality requirements, and ensure confidentiality and accurate/timely reporting.

Professional Development for All Staff

The Resource Specialists and other team members will participate in the professional development opportunities provided by the SELPA. This will help to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff

members will be provided a personalized professional learning plan that will identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, or Linda Mood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Staffing

LCCHS is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at the charter school will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California’s Education Code and the IDEIA. LCPS and the Charter School will contract with Seneca to provide targeted services. The charter school Principal and the Special Education lead from the Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Due Process, Procedural Safeguards, & Reporting

LCCHS may initiate a due process hearing or request for mediation with respect to a student with special needs enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parent/guardian file for a due process hearing or requests mediation, LCCHS shall defend the case. In either situation, LCCHS will be responsible for the cost of such representation and the outcome.

LCCHS will work closely with SELPA staff to ensure a student’s procedural safeguards are implemented and to resolve problems and concerns at the lowest possible level. LCCPS and the Charter School will acquire parental written consent and ensure parental participation.

LCCHS will collaborate with the authorizer to collect and maintain information required by IDEA for students including but not limited to: age, grade, type of disability, EL status, number of students receiving services, number of students receiving and types of test modifications and exemptions, settings of service, suspension data, and reasons for charter exiting if applicable.

C. Providing Section 504 Services

LCCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. The Charter School is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Student's 504 Plan will be reviewed at least once per year to

determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Please see Appendix 1.15 for LCPS's 504 Board Policy, 504 Administrative Regulation, and 504 Parents' Rights Statement.

D. Serving English Learners

LCCHS is committed to supporting English Learners, ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners. English Learners comprise 15% of our student population. LCCHS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

Our EL program, described below, addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our English Learners. LCCHS will comply with applicable federal, state, and District requirements regarding EL education including long-term English Learners or English Learners at risk of becoming long-term English Learners and re-designation of EL students. In addition, LCCHS will meet all requirements of federal and state law regarding providing equal access to the curriculum for English Learners.

Identification, Designation & Notification

LCCHS will determine the home language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights ("OCR") of the U.S. Department of Education, if a parent affirms on the Home Language Survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of enrollment or 60 days prior to first enrollment, the Charter School will assess the English proficiency of all students who do not have a previous EL Classification in the State of California and whose primary home language may not be English using the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment ("IA") ("ELPAC").

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient ("I-FEP") or Intermediate English Learner or Novice English Learner. Should the State of California change its recommendations for classification of EL and I-FEP during the term of this charter, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.

Families will receive notification of how their child's ELPAC results and initial language designation within 30 days of receipt of these results, as well as information on how their child's learning needs are being addressed by the Charter School. In addition, they will be invited to the

Charter School for an information session to review these results in detail and discuss ways to support their child’s English language development. LCCHS will report the number of EL students attending the Charter School to the District and the State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCHS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the ELPAC Summative Assessment (“SA”) annually to determine growth in English language proficiency until they are reclassified. In accordance with the guidance from the State of California, there are four components to reclassification: the ELPAC, an academic measure, teacher recommendation and parent consent. LCCHS will follow the ELPAC Language Classification process as outlined in Figure 1.3 to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCHS will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure 1.3 Reclassification Criteria

State Requirement	Measure	Threshold
Assessment of English Language Proficiency	ELPAC	4 Overall <ul style="list-style-type: none"> No sub scores of 1
Comparison of Student Performance with English Proficient Students	SBAC ELA (tested grades) OR Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”)	Met or Exceeded Standards At Grade Level Benchmark Above 50th percentile
Teacher Evaluation	English Grade	Meeting
Parent Opinion and Consultation	Parent Notification Letter	Notice to parents or guardians and parent’s or guardian’s opportunity to participate in the reclassification process.

Strategies for Supporting English Learners

Academically, LCCHS will meet the needs of its English Learners through a combination of Integrated and Designated English Language Development. Like all students at LCCHS, all English Learners will be held to clearly articulated high expectations, provided access to the school’s rigorous curriculum, and offered personalized support as needed. English Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At LCCHS, we believe that holding English 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.

Integrated ELD & Designated ELD Instruction

All teachers will use Integrated ELD strategies to support English Learners to access, participate in and demonstrate knowledge of the content. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English.

All English Learners will receive content-based Designated ELD instruction that focuses on the language to participate and knowledge of how English works. Designated ELD is a dedicated class focused explicitly on teaching language that English Learners are not likely to learn outside of school or efficiently pick up on their own, will not explicitly learn in other subject areas, and need to use for effective academic learning, classroom participation, and real-life purposes.

At LCCHS, our EL Program will adjust to meet the needs of our student learner profiles and will include courses such as:

- **Academic Language Development Class for LTELS**

In this course, students develop all modes of academic language, with a particular focus on reading and writing, as well as learning strategies to support academic success.

- **Newcomer Class** (Students in the US fewer than 3 years)

In this class, the focus is on filling in academic and language gaps to transition to mainstream program or postsecondary education. The course is designed for development of conceptual, analytic, and language practices simultaneously. It includes regular use of all modes of language and highly individualized programs and lessons.

Teacher Qualifications and Professional Development

All core teachers at the Charter School are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development (“CLAD”) Certification. In addition, LCCHS will provide stipends to teacher’s base salaries to assist in recruitment of teachers who:

- Hold a Bi-lingual Cross-cultural, Language and Academic Development (“BCLAD”)
- Speak Spanish, which is the dominant home language of our target neighborhood

In addition to the supports above, all LCCHS will provide professional development to all administrators and teachers, both core and non-core, on effective Integrated ELD Strategies.

Program Assessment

Metrics to assess the progress of LCCHS EL program include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are classified as proficient in English in five to seven years, or less
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams

- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students

If the Charter School finds that students are not making sufficient academic progress as indicated through ELPAC results and the above data, it will modify the EL program as needed.

E. Supporting Socio-economically Disadvantaged Students

The LCCHS program in place was designed specifically to support socio-economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college and the career of their choice. LCCHS currently serves a population of students from which is 80% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element 1 is designed to support students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

- Schoolwide beliefs, by teachers, parents, and students that all students will go to college
- Regular, standards-based assessments to track mastery of learning standards and inform instruction
- Passage portfolios and presentation during which student demonstrate their readiness for the next grade level
- Untracked heterogeneous classrooms
- College-counseling for every student

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the State Standards
- Authentic learning experiences
- Focus on English language acquisition
- Supports built into the school day and provided after school for tutoring, homework help, intervention, and enrichment
- Access to 1:1 technology

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known
- Social Emotional counseling for individuals and groups who demonstrate a need
- Two meals made with local, organic foods available daily to all student

Involving Families

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to supporting college and career readiness)
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers three times a year to discuss progress and individual goals for their child

Cultivating Teaching Excellence

- Teacher work at least 20 additional days per year to collaborate and reflect on effective teaching and learning
- Teachers conduct regular analysis of student data to improve instruction

In addition, LCCHS regularly disaggregates its assessment data to look at the achievement of this sub-group as compared to the school at large and non-disadvantaged peers. If data indicates that the group is struggling, adjustments in program and instruction will be made. If data indicates that a student within this subgroup is struggling, this triggers the COST process described in depth above and the according support services as needed to ensure the child closes any gap and is able to meet our mission of college and the career of their choice.

F. Supporting Students Achieving Above Grade Level/Gifted Students

LCCHS is committed to supporting all students in excelling in its program. 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. Families and students are involved in the process of setting and maintaining high standards at triennial Student Led Conferences where goals are crafted to meet the specific growth goals of each individual student. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level course work at local universities, community colleges, and/or online courses as appropriate for each student’s needs.

VII. SUPPORTING STAFF PROFESSIONAL GROWTH & DEVELOPMENT

In order to provide the educational program set out in this charter, and to achieve our mission, teachers must be constantly developing their craft in the service of their students. LCCHS is committed to providing the professional development that enables teachers to do just that. The LCCHS professional development provides for each of the following:

- A. Dedicated Time for Professional Development
- B. Collaborative Teams: Departmental & Grade Level
- C. Data-driven Decision Making
- D. Framework for Transformational Teaching: LCCHS Teacher Growth and Development

A. Dedicated Time for Professional Development

LCCHS believes that excellent teachers and excellent instruction are critical in achieving its mission. As such, LCCHS places an emphasis on collaborative, instructional planning. Teachers at LCCHS engage in three levels of instructional planning: long-term plans, unit/expedition plans and weekly plans. Time is set aside weekly, quarterly, and in the summer months to ensure teachers have the time to thoroughly plan at each of these levels and in concert with fellow teachers, administrators, content experts, and instructional specialist (e.g. ELD, special education).

Professional development at LCCHS happens on an ongoing basis and through a variety of structures. Teachers engage in learning with the larger LCPS community on a regular basis as well as in school-based teams. These include but are not limited to:

LCPS Wide Professional Development

- **New Staff Week** – Teachers who are new to LCCHS, begin school a full week prior to the rest of the community. During this time, they have a chance to build community, learn about LCCHS students, families and culture, dive deeply into the curriculum and instructional program, and meet and connect with their supervisors.
- **Curriculum Institutes** – Teachers are invited to join in deep curriculum focused professional development at the end of each school year. During this time, teams of teachers analyze the efficacy of the curriculum and instruction from the previous year and develop their skill and knowledge of best practices to implement the common curricula in the upcoming school year.
- **Professional Development Institutes (“PDI”)** – Held at the beginning of each quarter (August, October, January, April), teachers and staff come together to build community, explore new learning, analyze data, and make action plans for the coming quarter. Teacher teams flesh out their curriculum maps for the coming quarter, using achievement data to plan for remediation and acceleration.
- **Diversity, Equity and Inclusion** – The entire LCPS community comes together annually to spend a day deepening shared understanding of how to best support Diversity Equity and Inclusion in our school community. These days build on the ongoing work that staff engages in during PDI weeks in affinity and across difference.

School-Based Professional Development

- **Weekly Early Release for Professional Development** - Every Wednesday, teachers and staff engage in three hours of professional development. This includes time for new inputs, data analysis, collaborative planning, and community building.
- **Flexible Release Time** - Coverage is provided for teachers to facilitate peer observation on site as well as in the field.

B. LCCHS Collaborative Teams

Departmental Teams

Departmental Teams meet on a regular basis with collaboration time built into the daily schedule. Department members engage in analyzing student work, ensuring alignment to content standards

and college readiness rigor. Teachers work across grade levels focusing on specific teaching strategies to support all learners in accessing and achieving in their classes.

Grade Level Teams

Grade Level teams consist of teachers and Crew leaders in a given grade level. Grade level teams typically meet three (or more) times per month for about an hour at a time. Grade level teams are tasked with knowing students deeply, coaching them well, and collaborating to make sure that we best serve individual students, classes, and grades in achieving the Lighthouse mission. Grade level teams collaborate to facilitate passage experiences, norm expectations, and arrange community events. Each participant is expected to participate regularly in grade level teams by meeting the LCCHS meeting norms and guidelines as well as the guidelines determined by the team.

C. Data-Driven Decision-Making

The core of all work at LCCHS is the realization of student growth. Charter School staff closely analyzes academic and whole-child growth metrics. Academic analysis is both a collaborative and individual process. LCCHS teachers regularly analyze the following student achievement data down to the individual student level:

- Summative and formative classroom assessments
- Course specific interim assessments (curriculum embedded)
- NWEA MAP
- AP
- SAT and PSAT
- ELPAC, CAST, SBAC, and other state administered assessments

D. Teacher Growth & Development – Framework for Transformational Teaching

The LCCHS’ Framework for Transformational Teaching (“FTT”) is modeled after a rubric by the same name from the New Teacher Project. It describes excellent instruction aligned to our Instructional Stances and Graduate Profile and provides a common language to articulate what they look like in practice. By rating only five performance areas, the Framework allows evaluators, observers, coaches, and teachers to focus on feedback and development.

The FTT describes performance in five performance areas aligned to our Instructional Stances and Graduate Profile:

- **Relationship-Based Community:** Is this an intellectually and socially safe and collaborative learning community where all students are valued and heard?
- **Purposeful Learning:** Are all students working with appropriately challenging content that leads to development of: standards-mastery, lifeworthy understandings, character, and high-quality work?
- **Learner-Driven: Academic Ownership:** Are all students responsible for leading their own learning and doing the grappling in this classroom?
- **Learner-Driver: Demonstration of Learning:** Do all students actively demonstrate in a variety of ways that they are learning and constructing their own understanding?

- **Professional Practice:** Am I growing and contributing as a skillful and culturally responsive educator, colleague, learner, and community member?

(Appendix 1.16 includes the full FTT Framework and Professional Growth Process.)

VIII. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

The goals, actions and measurable outcomes included in this section, in accordance with Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)B) articulate the plans for charter term and align with the LCPS Graduate Profile, LCAP and Measurable Pupil Outcomes (“MPOs”).

Figure 1.4

1: All students are Academically Proficient
In order to support Academic Proficiency for all students, we must ensure our curriculum and instructional program aligns to the rigor of State Standards and ensure that all students, including English Learners and students with exceptional needs, have access to the core curriculum.
Goals
Lighthouse students are academically proficient. They demonstrate disciplinary literacy, produce high-quality work, and persist in solving authentic problems. (LCAP Goal 1)
Actions(s)
<p>Supporting ALL Students</p> <ul style="list-style-type: none"> ● Implement adopted CCSS-Aligned Curriculum for Math & ELA, ensure that curriculum resources are at grade level and that vertical progression of learning continues to build to college level rigor. ● Implement focused collaboration time for departments to internalize curriculum and support quality instruction. ● Utilize instructional leadership structures to ensure consistent support via coaching, observation and feedback. ● Implement bi-weekly data meetings with administrator and teachers to review student learning outcomes and work collaboratively on action plans to support all students in achieving learning outcomes. ● Support on-going development of teacher knowledge of CCSS- aligned curriculum through week-long summer Curriculum Institutes and quarterly Professional Development in course groups.

Supporting English Learners Access to Academic Content

- Implement schedule that enables English Learners access to support courses while still completing A-G course sequence.
- Implement the EL Coordinator position to oversee the assessment, placement, and support of English Learners.
- Provide professional development to staff on effective SDAIE and Integrated ELD instruction practices in order to support English Learners in core classes.

Supporting English Learner English Language Development

- Maintain support of a reading/ELD interventionist to work in push in and pull out model with long-term English Learners.
- Further develop Newcomer EL Program so that all Newcomers receive Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement.
- Continue to provide professional development to staff on effective practices to support English Learners language development in core classes.

Intervention Supports for Academic Proficiency

- Continue to assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
- Continue to refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.
- Continue to provide targeted interventions for students identified as needing additional support through MTSS.
- Continue to regularly observe and provide feedback to teachers to improve practice.
- Provide math intervention supports for students identified as needing additional support through MTSS.
- Adopt or develop curricular materials in intervention classes and provide appropriate training for teachers of those courses.

Aligned State Priorities

- 1— Quality Teachers, Curriculum, and Facilities (Basic Services)
- 2— Implementation of State Standards
- 4— Student Achievement
- 8— Other Pupil Outcomes

Measurable Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- Each year, the percent of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO #5)

- Each year, for each statistically significant student group, \ the percentage of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO #6)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #1)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #2)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO #7)

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

ELPAC
 SBAC
 NWEA Measures of Academic Progress

2. All students are engaged and belong.

Students’ voice, perspective, and leadership is critical to having a strong high school community, as well as supporting all students in developing as lifelong changemakers. At Lighthouse, we are committed to supporting student engagement and belonging in school. Critical to a students’ sense of belonging is their sense of safety, the quality of academic instruction, and students’ agency and voice in the school community.

Goals

Lighthouse students are healthy relationship-builders who are connected to the community and each other. (LCAP GOAL #2)

Action(s)

Supporting Reduction in Referrals and Suspensions

- Implement MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.
- Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.
- Implement Restorative Justice training to support use of RJ practices in the classroom.
- Use HOWL Learning Targets to promote classroom character development.
- Examine school culture data in School Culture Teams and implement school-wide interventions.
- Align discipline procedures to support consistent application of restorative actions and consequences.
- Continue to implement Diversity, Equity and Inclusion training with staff.

Increase Student Engagement

- Continue to implement Annual Student Survey, review data as a staff by the staff to better understand the needs of students and make plans to improve student experiences.
- Continue to obtain direct feedback on teaching and learning via a student classroom survey
- Utilize Crew as a venue in which students are able to voice concerns and needs and crew leaders work as advocates to support students.
- Develop a robust student leadership program to elevate student voice and decision making in the school community.

Support Positive Attendance

- Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS
- Engage Students and Families with home visits.
- Recognize Good and Improved Attendance.
- Monitor Attendance Data and Practices.
- Conduct personalized early outreach for chronically absent students.

Aligned California State Priorities

5— Student Engagement

6— School Climate

Measurable Pupil Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9)
- Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.

- Throughout the charter term, maintain an expulsion rate less than 1%.
- Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

California School Dashboard
Student Survey Data

3. All families are engaged.

At Lighthouse, family involvement is a critical feature of our program. Family voice, perspective and leadership is critical to having a strong high school community.

Goal

Lighthouse Families will feel connected to the school and each other as partners in their children’s education. (LCAP Goal #3)

Action(s)

Maintaining Parental Involvement

- Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals.
- Hold parent learning events based on parent interest, need, and school goals.
- Train families in use of Family Portal within School Information System to better keep families informed of student progress and school events.
- Provide family education opportunities related to the college application and scholarship process.
- Hold twice yearly “State of the School” meetings with families around areas of Charter School focus to share data and get input on school plans.

Promoting Parent Participation

- Continue to provide translation at all parent meetings and Student-Led Conferences as needed.
- Continue to ensure that invitations to meetings are sent through multiple media: Facebook, videos, website, all calls, text messaging and emails.
- Continue to ensure that written and oral communication is sent in families preferred language.
- Continue to develop the family liaison position to broaden outreach and impact.
- Continue to have cultural celebrations that represent our communities’ identities.

English Learners and Students with Exceptional Needs

- Continue to provide professional translation of parent events.
- Implement practice of Special Education parent nights to focus on the needs and concerns of parents who have students with exceptional needs.
- Increase targeted outreach to parents of unduplicated students and students with exceptional needs to ensure engagement in all parent events.
- Ensure parent leadership bodies are representative of community (e.g. ELAC, Parents in Action)
- Disaggregate engagement and survey data to actively track and monitor participation.
- Train parents to be community organizers and take leadership in reaching other parents in affinity.

Aligned State Priorities

3—Parental Involvement & Family Engagement
6—School Climate

Measurable Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- 95% percent of families overall and for each significant subgroup will attend at least one Student Led Conference. (Site MPO #1)
- Each year, at least 70% percent of families overall and for each significant subgroup will positively rate their voice in school decision-making and/or opportunity for feedback. (MPO 12)
- Each year, at least 70 percent of families overall, and within each statistically significant subgroup, positively rate their connection to the school community.

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

- Annual family survey
- Parent Event Sign-in Sheets/Participation Logs
- Student Led Conference Tracker

4: All students are prepared for college and career.

Lighthouse supports all students to be prepared to be successful in college or career by ensuring that all students in graduating from Lighthouse with A-G Requirements complete having had experience in a broad range of courses including CTE Pathway courses.

Goals

Lighthouse students will be prepared to be successful in college and the career of their choice.
(LCAP Goal #5)

Action(s)

Supporting A-G Completion

- Ensure all students take A-G approved course sequence, unless an alternative course sequence is identified within an IEP.
- Implement a broad program of study including A-G and CTE courses.
- Implement a master schedule supports access to college prep courses as well as strategic support classes for English Learners and Students with Exceptional Needs.

Supporting 4-Year Cohort Graduation

- Utilize crew as a venue in which students are supported socially, academically, and emotionally
- Implement MTSS structures in order to identify students in need of additional academic supports.
- Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS
- Continue to provide credit recovery options for students.
- Provide intervention support for students in key academic areas.
- Continue to develop Lighthouse CTE Pathway program quality.
- Support robust work-based learning experiences for all students.
- Ensure all students create their own 10-year plan focused on their career interests.
- Continue to articulate Lighthouse Product Innovation and Design Pathway courses to Community College courses.

Supporting Completing College Admissions Process

- Continue to enroll all juniors and seniors in college and career preparation classes (College and Career Prep and Senior Seminar)
- Continue having Crew leaders oversee and monitor college and scholarship application processes for their cohort.
- Continue ensuring that all high school students participate in college visits, with additional small group and individual tours facilitated as needed (e.g. transition tours for students with IEPs)
- Continue partnerships to provide additional support in academic and financial preparation for college.
- Continue to embed SAT preparation in math and English classes.

Aligned State Priorities

- 4— Student Achievement
- 5— Student Engagement

7— Course Access

8— Other Student Outcomes

Measurable Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- Lighthouse will maintain an A-G completion rate of 90% or higher, overall and in each of the significant subgroups.
- The 4-year cohort graduation rate will increase by a minimum +1% until the goal of 80% is met, overall and in each of the significant subgroups. (MPO #13)
- Each year, students overall and in each significant subgroup who are "prepared" on the College Career Indicator will increase at least one percent above the previous year's baseline until the target of 80% is met, as measured by State of California Dashboard. (MPO #14)
- A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.

Methods of Measurement

(Please refer to Element 3 for further detail.)

California School Dashboard:

- California College and Career Readiness Indicator
- 4-year Cohort Graduation Rate
- 4-year Cohort Drop Out Rate

A-G Completion Rate

SAT Achievement Reports & Participation Rates

ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 70% percent of students positively rate school safety.	70%
3. Each year, at least 70% percent of students positively rate academic instruction.	70%
4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	70%

LEA-specific MPOs are included in Table 2.1 Below.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

· *The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.*

· *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.*

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).*

I. OUTCOMES OF EDUCATIONAL PROGRAM

LCCHS will support all students in achieving outcomes aligned with the academic program in Element 1. These outcomes are aligned to the California State Priorities, University of California A-G Requirements, LCPS Graduation Requirements and are reflected in LCPS Graduate Profile, LCAP and OUSD MPOs. (See Appendix 2.1 for MPOs)

FIGURE 2.1

1: All students are Academically Proficient
Goals
Lighthouse students are academically proficient. They demonstrate disciplinary literacy, produce high-quality work, and persist in solving authentic problems. (LCAP 1)
Aligned State Priorities

- 1— Quality Teachers, Curriculum, and Facilities (Basic Services)
- 2— Implementation of State Standards
- 4— Student Achievement
- 8— Other Pupil Outcomes

Measurable Outcomes

- Each year, the percent of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 5)
- Each year, for each statistically significant student group the percentage of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 6)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 1)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 2)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO # 7)

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

ELPAC – Initial and Summative
 SBAC - Annual
 NWEA Measures of Academic Progress, Triannual Assessment

2. All students are engaged and belong.

Goals

Lighthouse students are healthy relationship-builders who are connected to the community and each other. (LCAP GOAL #2)

Aligned California State Priorities
5— Student Engagement 6— School Climate
Measurable Pupil Outcomes
<ul style="list-style-type: none"> ● Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9) ● Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. ● Throughout the charter term, maintain an expulsion rate less than 1%. ● Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)
Methods of Measurement (Methods of Assessment can also be found in Element 3)
California Schools Dashboard Student Survey Data

3. All families are engaged.
Lighthouse Families will feel connected to the school and each other as partners in their children’s education. (LCAP Goal #3)
Aligned State Priorities
3—Parental Involvement & Family Engagement 6—School Climate
Measurable Outcomes
<ul style="list-style-type: none"> ● 95% percent of families overall and for each significant subgroup will attend at least one Student Led Conference. (Site MPO #1) ● Each year, at least 70% percent of families overall and for each significant subgroup will positively rate their voice in school decision-making and/or opportunity for feedback. (MPO # 12) ● Each year, at least 70 percent of families overall, and within each statistically significant subgroup, positively rate their connection to the school community.

Methods of Measurement
(Methods of Assessment can also be found in Element 3)

- Annual family survey
- Parent Event Sign-in Sheets/Participation Logs
- Student Led Conference Tracker

4: All students are prepared for college and career.

Goals

LCCHS students will be prepared to be successful in college and the career of their choice.
(LCAP Goal # 5)

Aligned State Priorities

- 4— Student Achievement
- 5— Student Engagement
- 7— Course Access
- 8— Other Student Outcomes

Measurable Outcomes

- Lighthouse will maintain an a-g completion rate of 90% or higher, overall and in each of the significant subgroups.
- The 4-year cohort graduation rate will increase by a minimum +1% until the goal of 85% is met, overall and in each of the significant subgroups. (MPO # 13)
- Each year, students overall and in each significant subgroup who are "prepared" on the College Career Indicator will increase at least one percent above the previous year's baseline until the target of 80% is met, as measured by California Schools Dashboard (MPO # 14).
- A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.

Methods of Measurement
(Please refer to Element 3 for further detail.)

- California Schools Dashboard:
- California College and Career Readiness Indicator
 - 4-year Cohort Graduation Rate
 - 4-year Cohort Drop Out Rate
- A-G Completion Rate
SAT Achievement Reports & Participation Rates

II. LCCHS GRADUATION STANDARDS

In order to graduate from Lighthouse Community Charter High students must master content Learning Targets (see Element 3 for further detail) in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, CTE Pathway and Academic Elective courses. These Learning Targets are aligned with the State Standards. By virtue of completing this required course work, all students will have the opportunity to fulfill and exceed the UC and CSU “A – G” course requirements in the high school years. In addition, to graduate from LCCHS, all students must demonstrate mastery of the Charter School’s Graduate Profile. Refer to Element 1 for full details on Graduation Requirements and Appendix 1.8 for Graduation Policy.

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

In order to best serve our students and community, the LCCHS will continue to examine and refine the list of student outcomes over time to reflect the Charter School’s mission and any changes to state or school standards that support this mission. 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 end of the charter term. The District board agrees to hear and render any amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

The manner in which students demonstrate mastery of these competencies is further detailed in Element 3.

ELEMENT 3 - METHODS OF MEASURING PUPIL OUTCOMES

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

I. INTRODUCTION

Lighthouse Community Charter High provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At LCCHS, we believe that assessment practices should motivate students to become leaders of their own learning and clearly communicate progress to students and families. Students track their progress toward State Standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning. Because of LCCHS's expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level.

All assessment tools used at LCCHS align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. Assessment will take place in all grades and across subjects, as well as in the area of character development. Assessment will be used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflecting on student achievement and to design professional development that supports to meet the needs of all students.

Student assessment at LCCHS will include:

- Curriculum embedded assessments aligned to learning targets
- Portfolios to provide an ongoing record of high-quality work that meets mastery,
- Formative Assessments to measure achievement on an ongoing basis
- Presentations to share and defend learning
- Student Led Conferences to reflect on progress and set goals
- Growth Metrics
- State assessments and/or other standardized tests, as required by Education Code 47605(c)(1),
- PSAT and SAT to support college readiness

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 goals

II. FORMS OF ASSESSMENT

In order to ensure that all students within LCCHS are achieving the student outcomes detailed in Elements 1 and 2, assessment 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. It will also serve a critical role in reporting student and school achievement and progress to caretakers.

A. Learning Targets & Mastery Based Grading

Learning targets are the foundation of a student-engaged assessment system. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own. Teachers refer continually to learning targets during the lesson, check for understanding of learning targets, construct formative and summative assessments that match learning targets, and track students' progress toward targets. Students demonstrate their ownership of their learning by articulating the connections between learning targets and the work of the lesson and by showing evidence of their progress toward meeting them.

Teachers report progress toward specific State Standards-aligned learning targets (not just letter grades). Leaders and teachers ensure that students and families understand the connection between classroom grading policies and Charter School reporting practices. This information is included in the Student and Family Handbook and family education/information sessions. Teachers often ask students to track and record their own progress toward meeting learning targets during class time.

Learning Targets for students with special needs will be aligned with the goals stated in each child's IEP. Classroom level standards for English Learners will be aligned the English Language Development Standards.

B. Curriculum Embedded Assessments

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through curriculum embedded assessments and teacher-created assessments on a regular and on-going basis. This ongoing work (e.g. journals, essays, labs, tests, reports, projects and products) will be assessed on a pre-determined rubric and may be open for revision.

C. Portfolios

Students and teachers will work together to regularly assess work and gather evidence of mastery of State Standards into the Student Portfolio. Portfolios may hold a variety of materials, including content and performance assessments, cooperative and individual class work, and final projects and products. These Portfolios serve provide a record of on-going work, support teachers, students, and parents in reflecting on a student’s academic growth over time and make student learning visible to families and the community, in both Student Led Conferences Meetings and Expositions of Student Work (detailed below).

D. Passage Presentations

At the conclusion of sophomore and senior years, 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 demonstrated growth and development towards the LCPS Graduate Profile. 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.

E. Student Led Conferences & Goals

Each student at LCCHS has individualized goals based on their Student Led Conferences (“SLCs”). Parents, students, and teachers come together three times a year, once to develop the SLC goals 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.

F. Diagnostic and Growth Measures

At the beginning of each school year, the LCCHS will conduct diagnostic assessments of each student to establish baseline levels of mastery. The NWEA MAP or internally developed tools will be used to establish established baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below). The ELPAC will measure students’ English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State’s objectives and priorities.

G. English Language Development Assessments

The ELPAC will be used each year or within 30 days of a new English Learner’s entry if they have not been previously assessed in California in order to establish baseline levels of language development in listening, speaking, reading and writing. Within each unit of study, teachers will use rubrics to assess student mastery of the forms, functions, and content vocabulary embedded within each unit of study, aligned to the ELD standards. In addition, they will use rubrics targeting general academic language usage to support them in listening, recording, and analyzing student interactions in a variety of social settings (i.e. whole group, small group, one on one).

Together, these measures will provide the needed information about what language forms,

functions, and structures the student has mastered and where the student needs support next to maximize growth.

H. State Assessments

As required by Education Code 47605(c)(1), Lighthouse Community Charter High will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (“CAASPP”), or legal equivalent, to all students required to take each battery of tests:

- Smarter Balanced Assessment Consortium
- California Science Test
- English Language Proficiency Assessment for California
- Physical Fitness Test

I. PSAT and SAT

To support our students in their college preparation, LCCHS offers the PSAT on campus for all 9th, 10th and 11th graders. All high school students will take the SAT at least once prior to graduation. The PSAT and SAT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.

III. ASSESSMENT METHODS ACROSS CONTENT AREA AND SUBJECT MATTER

Figure 3.1 provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile Academic Knowledge	English Language Arts	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Writing pieces across genres ● Seminar, debate, and discussion ● Creative presentations of literature ● Presentations and performances ● Simulations ● Interim Assessments ● Research Paper 	SBAC NWEA MAP ELPAC SAT SAT II
	Mathematics	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus Paragraphs ● Complex mathematical problems (problems of the week / day) 	SBAC NWEA MAP SAT SAT II

		<ul style="list-style-type: none"> ● Interim Assessments ● Seminar, debate, and discussion ● Group Work ● Presentations 	
	Social Studies	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Seminar, debate, and discussion ● Presentations and performances ● Research projects and papers ● Simulations 	SAT II
	Science	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Scientific Inquiries ● Lab Reports ● Posters ● Research projects ● Seminar, debate, and discussion ● Presentations 	CAST SAT II
	Foreign Language	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Essays and creative writing tasks ● Presentations and performances ● Seminar, debate, and discussion ● Simulations 	SAT II AP
	CTE Pathway	<ul style="list-style-type: none"> ● Presentations of Work and Critiques ● Focus Paragraphs ● Portfolio Review ● Passage Presentations ● EXPO ● Industry Panel Reviews 	None
	Visual Arts	<ul style="list-style-type: none"> ● Tests and quizzes ● High Quality Work reviews ● Art reviews and critiques ● Gallery exhibitions 	None
	Electives	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Seminar, debate, and discussion ● Presentations / galleries ● Performances ● Simulations ● Research Papers ● Physical Demonstrations 	PFT

<p>LCPS Graduate Profile</p> <p>Purposeful & Self Aware</p>	<ul style="list-style-type: none"> • Habits of Work & Learning Grades • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship reflections 	None
<p>LCPS Graduate Profile</p> <p>Relationship Builders</p>	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None
<p>LCPS Graduate Profile</p> <p>Committed to Service & Justice</p>	<ul style="list-style-type: none"> • Passage Presentations 	None
<p>LCPS Graduate Profile</p> <p>Lifelong Learner</p>	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None

As indicated in the introduction of Element 3, our broad variety of assessments will be used across grade levels and subject areas. Figure 3.2 is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure 3.2 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
<p>ELPAC</p> <p>Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing</p> <p>Provide criterion-referenced data on student mastery</p>	9-12	ELD Across Subject Area Settings	<p>Upon enrollment in California schools</p> <p>Annually until reclassified</p>	<p>Level 4 (Well Developed)</p> <p>Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language</p>
<p>Coursework & Content Assessments</p> <p>Measure standards mastery</p>	9-12	ELA Math Science Social Studies	Ongoing and at the end of each unit of study	60% mastery (70% starting with the class of 2023)

		Art Spanish Pathway		
Student Work and Portfolio Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
Student Led Conferences Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Triennial	Mastery of at least one goal
Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	10 & 12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Annual	70% of standards have evidence of mastery
Smarter Balanced Assessment Continuum (SBAC)	9, 10, 11, 12	ELA Math	Triennially (Interims and Final Summative)	Standards Met, Standard Exceeded, and

Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard				categorical growth
NWEA Measure of Academic Progress Measures students growth on Reading and Math	9,10,11, 12	Reading Math	3x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	11	Science	Annually	Proficient
Physical Fitness Test Measure student's physical fitness	9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
PSAT and SAT Measure student's college readiness	9-12	Reading Writing Math	Annually	At the national norm

IV. STUDENT, TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes at LCCHS will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, LCCHS collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving on outcomes of our Graduate Profile. Some of examples of our best practices include:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).

- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

V. SCHOOL AND FAMILY USE OF DATA

LCCHS strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Student Led Conferences, Expositions of Student Work, and Passage as detailed in Figure 3.3. Reports are user-friendly and provided in the families’ native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at SLCs and EXPOs of student work.

Figure 3.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas 	Updated every two weeks (Always accessible)
Mailings & Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, SBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights 	Ongoing
Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills 	Triannual

	<ul style="list-style-type: none"> Clearly articulate student progress toward passage 	
Expositions of Student Work	<ul style="list-style-type: none"> Share student mastery of key projects and products from the semester Make public classroom learning within the Charter School, with families, and with the broader community Develop student presentation skills and ownership of learning 	Biannual
Graduation Progress Check	Clearly delineate student progress toward graduation	Annual

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

VI. SCHOOL, DISTRICT AND STATE USE OF DATA

Local Control Accountability Plan (“LCAP”)

LCCHS will use the multiple forms of data collected to assess progress toward the goals described in Element 1 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, each year, LCCHS produce a Local Control and Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element 1 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and the Charter School shall submit the LCAP to OUSD and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT 4 - GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter 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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

I. GOVERNANCE STRUCTURE

Lighthouse Community Public Schools is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Charter School (K-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Public School (K-12). Lighthouse Community Charter High functions as a K-12 community in partnership with Lighthouse Community Charter School (“LCCS”).

The governance structure of the Lighthouse Community Charter High includes the following: (See Appendix 4.1 for LCPS Organizational Chart)

- LCPS Board of Directors
- LCPS Chief Executive Officer
- LCPS Chief Academic Officer
- LCCHS Principal
- Lighthouse Parent Advisory Committee (Parents in Action)

Board members, school administration, faculty, and families are involved in the decision-making process at Lighthouse Community Charter High. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO and CAO to oversee LCPS’s development and organization; the Principal who manages the Charter School’s operations, academic program and related activities; the Charter School’s Culture and Instructional Leadership teams whose purpose is to increase the achievement and engagement of all students

through continuous improvement of curriculum, instruction, assessment, and culture and communicates recommendations of the staff directly to the Principal; and the Parent Advisory Committee which communicate the recommendations of the parents directly to the Principal.

California Non-Profit Public Benefit Corporation

Lighthouse Community Public Schools, a California non-profit public benefit corporation, pursuant to California Law, operates Lighthouse Community Charter High. The Charter School is governed pursuant to the Bylaws adopted by the Incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Lighthouse Community Public Schools' Articles of Incorporation are included in Appendix 4.2, Bylaws are included in Appendix 4.3, and Conflict of Interest Code as Appendix 4.4, which complies with the Political Reform Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. LCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

LCPS is governed by a nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors includes between seven (7) and fifteen (15) members. In accordance with Education Code Section 47604(c), the Oakland Unified School District may appoint a representative to sit on the Lighthouse Community Public Schools Board of Directors. All directors shall be appointed by the Board, except for the authorizer representative, if any. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified.

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for pupil representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall, order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one pupil member. A pupil member of the Board shall have preferential voting rights as defined in Education 47604.2(b)(4).

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 Community Charter High. See Appendix 4.5 for the Board Roster and resumes/bios of current board members.

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

- Fiscal management
- Fundraising
- Facilities
- Special education
- Technology
- Curriculum and instruction
- Public health care

- Legal issues in education
- Oakland Unified School District
- Non-profit corporation management

Board Meetings

The Board of Directors will meet regularly. All Board meetings will be held in accordance with the Brown Act and Education Code Section 47604.1(c), and are open to the public (Unless otherwise authorized by Government Code Section 54953(e)), with each agenda including time for community input regarding Lighthouse Community Charter High. In accordance with Education Code Section 47604.1(c)(3), two-way communication will be provided at each school site where LCPS operates.

The Board Meeting schedule, agenda and location will be posted on the Lighthouse Community Charter High’s website and in places accessible by the public in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings will be held in compliance with the Bylaws.

Board Duties

The Board of Directors is fully responsible for the operational and fiscal affairs of Lighthouse Community Charter High. The LCPS Board of Directors major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School’s annual budget and financial audit, overseeing the Charter School’s fiscal affairs, and selecting and evaluating the CEO. Board members will not be directly involved in the daily operations of the Charter School.

Board election, appointment, vacancy, and turnover specifics are detailed in the LCPS Bylaws, included as Appendix 4.3. Each board member at Lighthouse Community Public Schools is required to attend an annual board retreat where he or she is trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter school law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the Charter School’s website and at the Charter School sites. The LCPS Board meets every other month at one of the school sites whenever possible to support ease of access for all community members. The minutes of each governing body 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. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

II. LEADERSHIP ROLES

The following is a summary of key leadership roles within LCPS and LCCHS. Detailed job descriptions can be found in Appendix 4.6.

A. LCPS Family of Schools Leadership

Chief Executive Officer (“CEO”)

The Chief Executive Officer is an organizational leader who oversees LCPS. The CEO’s primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the CEO needs to be a capable leader of student and adult culture, facilitator of collaboration, manager of diverse teams, and be able to enforce school policies. All of this is in service of the Charter School mission, ensuring that every child achieve college and the career of his or her choice.

The CEO will have the following core responsibilities:

- Oversight of Charter School operations, including fundraising, budget, personnel, Charter School academic program, and other related tasks;
- Lead, manage and mentor the team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Supervise LCPS senior staff;

- Oversee the execution of a strategic fundraising program, which raises money for current and future Charter School needs and ensures a healthy financial future for the organization;
- Raise the visibility of LCPS to education reform advocates and leaders;
- Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members

Chief Academic Officer (“CAO”)

The Chief Academic Officer at Lighthouse Community Public Schools is the instructional leader for the organization. The CAO is a part of the senior leadership team for LCPS. The CAO manages Principals and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. The CAO reports to and partners closely with the CEO to lead the instructional vision of the organization.

The CAO will have the following core responsibilities:

- Oversight of Charter School Academic Program, including professional development, curriculum and instructional model
- Oversees development of master schedule and bell schedule to ensure programmatic outcomes
- Lead, manage and mentor academic team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Selection and supervision of the Principal

Director of Finance

The Director of Finance at Lighthouse Community Public Schools is part of the senior leadership team. The Director of Finance is responsible for administrative control and supervision of all business and financial operations of the organization (LCPS) and the Charter School (LCCHS). Oversight responsibilities in this role include Budget Development, Forecasting, Payroll, External Compliance and Reporting.

Director of Operations

The Director of Operations at Lighthouse Community Public Schools is a part of the senior leadership team for LCPS. The Director of Operations is the operational leader for the organization. The Director of Operations oversees LCCHS’s operations, facilities, technology, food service, custodial services and enrollment.

Director of Talent and HR

The Director of Talent and HR is part of the senior leadership team for LCPS. The Director of Talent and HR oversees LCPS Hiring, Recruitment, Talent Pipeline, Career Pathways, Human Resources and Employee Growth and Development. The Director of Talent and HR support the Charter School Principal in ensuring that well-qualified staff are hired, developed and retained.

Director of Special Education

The Director of Special Education at Lighthouse Community Public Schools oversees the Special Education program at LCCHS.

B. Site Based Leadership Roles

Principal

The Principal manages the Charter School's operations, academic program and related activities. At LCPS, the Principal's primary role is that of the instructional leader, and the Principal holds primary responsibility for ensuring the high academic achievement of all students. The Principal's primary responsibility is to manage the high school's academic program and develop and supervise teachers and other staff. The Principal is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The Principal is accountable for student and staff outcomes across grades 9-12, accelerating achievement for all students.

Assistant Principal

At LCCHS, the Assistant Principal (AP) is a developing instructional leader who works with the Principal and Instructional Leadership Team to lead school culture and learning systems. The AP, together with the principal and teacher leaders, will work to foster an innovative and progressive learner-centered community, including being tasked with the leadership of specific school initiatives/systems. The Assistant Principal's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specific academic programs including the RTI team to achieve increased academic outcomes for all students in line with the Charter School's mission and vision.

Director of College and Career Success

The Director of College and Career Success's primary responsibility is to guide students, families and teachers through the process of preparing students for college, applying to college, financing college, transitioning to college, graduating from college, and seeking employment. Additionally, the Director of College & Career Readiness serves as a liaison between LCCHS and external entities that help support the mission, including colleges and universities, scholarship organizations and donors, internship sites and mentors, extracurricular programs and partners, testing agencies and more.

CTE Pathway Program Coordinator

The CTE Pathway Program Coordinator oversees the growth and development of the Charter School's Product Innovation & Design Pathway. This includes serving as primary point of contact and oversight of program elements for both Measure N and Strong Workforce Program grant implementation. This will also include supervising and coaching pathway teachers and leading our pathway team's continued compliance with the Measure N, Linked Learning and Strong Workforce Program requirements. This person will also work closely with our Director of College and Career Readiness to develop our work-based learning offerings in alignment with our pathway and to connect students and families to this work.

Dean of Students

The Dean of Students oversees and supports LCCHS school culture. By bringing LCCHS values of community, integrity, love, social justice, and agency to life, the Dean of Students supports the creation of a community where students are prepared for success in college and career of their choice. The Dean of Students primary responsibility is developing and supporting restorative practices and systems to ensure that all students are developing as upstanders within their community who are able to repair harm and find solutions to problems. The Dean of Students is central to creating and upholding a positive college-going culture where all students belong and develop as lifelong learners and community changemakers.

High School Out of School Program Coordinator

The Out of School Program Coordinator's holds primary responsibility for the management, oversight, and success of all "out of school time" program offerings for the High School. The Out of School Program Coordinator facilitates and monitor day-to-day operations of the high school out of school program, manages grant data collection and reporting, and ensures accuracy of attendance records.

Grade Level and Departmental Leads

Teachers assume leadership roles within the school to support their grade level teams or departments. Grade Level and Department Leads facilitated professional learning communities and provide mentorship to their team members. Grade Level leads serve on the School Culture Team. Departmental Leads serve on the Instructional Leadership Team.

C. Teams

Instructional Leadership Team

The LCCHS Instructional Leadership Team ("ILT") is comprised of administrators and department lead teachers. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses engages in deep dives on instructional topics (benchmarks, curriculum, etc.) to inform their work with departments. This is the team that is primarily focused on driving student growth and achievement.

School Culture Team

The LCCHS School Culture Team ("SCT") is comprised of administrators and grade level lead teachers. The team checks in on progress towards school culture goals, identifies areas or need or support for staff, aligns on Crew plans, and designs grade level collaboration meeting agendas. This is the team that is primarily focused on driving positive school culture.

Parent Advisor Committee – Parents in Action

Lighthouse Community Public Schools will continue to convene a parent advisory committee called Parents in Action. Parents in Action is composed of voluntary parent leaders and/or parent representatives reflect the diversity of families at Lighthouse. Parents in Action is charged with:

- Providing input on school plans including LCAP Development
- Supporting the LCCHS Mission
- Providing families the opportunity to weigh in on critical Charter School issues
- Bringing concerns and appreciations of the community to the Principal, CEO and LCPS Board of Directors
- Organizing family events
- Fundraising

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

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 Section 47605(d)(1), Lighthouse Community Charter High is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any individual (employee or pupil) based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School is a school of choice and no employee will be required to work at LCCHS. All employees of LCCHS will work under an at-will employment agreement. LCCHS shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The charter school will comply with all state and federal mandates and legal guidelines relative to ESSA.

I. SELECTION PROCESS

Selection and appointment of employees will be the exclusive prerogative of the Charter School. As such, with the exception of the Principal, those who work at the Charter School shall be selected, employed, and released by the Principal, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the Principal rest with the Chief Academic Officer. The Principal hires the Assistant Principals. The Principal or Assistant Principals, in consultation with the Principal, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Directors of other functional areas (Operations, Finance, etc.).

To ensure the selection of the highest quality staff, we implement the following selection process:

- Request resumes, cover letters and written responses to prompts.
- Conduct a brief phone interview for initial screening
- Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities

- Verification of credentials, past employment, and professional and personal reference checks
- Make selection and provide verbal offer
- Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

II. EMPLOYEE QUALIFICATIONS

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

- Met the expectations of state and federal requirements as they relate 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

A. ADMINISTRATORS

Principal Qualifications

The Charter School will hire a Principal with the following qualifications:

- At least three years administrative experience with demonstrated success overseeing all areas of operation including but not limited to: instructional leadership, school operations, finance and fundraising, budget, personnel, school academic program, advocacy and outreach, and other related tasks. At least five years teaching experience with demonstrated success in excellent practice and impact on student outcomes.
- Demonstrated success working with diverse, urban student populations.
- Demonstrated commitment to the mission of LCPS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, communication, collaboration, responsibility, and perseverance.

Assistant Principal Qualifications

The Charter School will hire an Assistant Principal with the following qualifications:

- At least 3+ years of successful secondary classroom teaching and teacher/instructional leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- Valid CA teaching credential required; administrative credential preferred

- MA in education, educational leadership or related field, preferred
- Knowledge of learner-centered curriculum, instruction, and assessment,
- Experience working in Oakland schools preferred and charter school experience, a plus
- EL Education experience, a plus.
- Spanish fluency preferred.

Dean of Student Qualifications

The Charter School will hire a Dean of Students with the following qualifications:

- B.A. or B.S. required, relevant master’s degree a plus
- 3+ years experience working with urban youth required
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning and any other progressive positive behavior approaches a plus
- Bilingual Spanish speaking preferred
- Appropriate California Credential a plus

B. Teaching Staff

Pursuant to Education Code Section 47605(1), teachers for core, college preparatory classes shall hold a Commission on Teacher Credentialing teaching certificate, permit, or other documents required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

In accordance with Education Code Section 47605(1), as that Section read at the time the charter was drafted, the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

If Assembly Bill 1505 (2019) is chaptered, teachers employed by Charter School during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment, pursuant to Education Code Section 47605.4 added by Section 3 of that bill.

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, Educational Specialist permit, or other document required by the Commission on Teacher Credentialing required for the teacher's certificated assignment.
- B-CLAD and/or CLAD credential or valid English Learner authorization.
- Previous teaching and/or work experience
- 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 or non-college preparatory electives identified as art electives, 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.

If Assembly Bill 1505 (2019) is chaptered, teachers employed by Charter School during the 2019–20 school year shall obtain the certificate required for the teacher's certificated assignment prior to July 1, 2025. If Assembly Bill 1505 (2019) is chaptered, any teachers of non-core subject areas not employed during the 2019-20 school year shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

C. Instructional and Administrative Support Staff

After School Program Staff

After School Program Staff will be selected by the Principal and the High School Out of School Program Director on an application and interview basis in consultation with the Principal, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for After School Program Staff are as follows:

- High school diploma
- AA degree or equivalent
- Strong Spanish speaker and writer
- Two years' experience in a similar position preferred

Director of College and Career Qualifications

The Director of College and Career oversees the Lighthouse Community Charter High's College and Career Readiness Program including providing college and career counseling, facilitating the College and Career Prep and Senior Seminar Courses.

Minimum Qualifications for the Director of College and Career:

- BA/S or MA/S
- Experience working with and/or teaching a diverse, urban student population

- Administrative, or Pupil Services Credential, or related college counseling certification, preferred
- Experience with college and career counseling and navigating higher education
- Ability to develop partnerships with local and national organizations and entities to support students in their pursuit of a college and career of choice

CTE Pathway Program Coordinator Qualifications

The CTE Pathway Program Coordinator oversees the growth and development of the Charter School's Product Innovation & Design Pathway.

Minimum Qualifications for the CTE Pathway Program Coordinator:

- B.A. or B.S. required; Master's Degree preferred
- California secondary teaching credential and/or administrative credential preferred
- 5+ years teaching experience in an urban education setting serving low-income students of color preferred
- Experience teaching and supporting teachers within a CTE pathway preferred
- 2+ years of coaching and/or school leadership experience preferred

Professional Development

The Charter School seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development Plan described in Element A which may include but is not limited to the following highlights:

- 5 days of paid summer professional development for all employees new to LCPS schools.
- 23 days of professional development built into the school year: before opening and after every quarter
- Students have an early-release day every Wednesday so teachers can have ongoing professional development

Employee Handbook

See Appendix 5.1 for LCPS Employee Handbook.

ELEMENT 6 - HEALTH AND SAFETY REQUIREMENTS

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

(A) Child abuse reporting procedures;

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;

(F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;

(H) A safe and orderly environment conducive to learning at the school;

(I) *The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;*

(J) *Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.*

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a

person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

Lighthouse Community Charter Public Schools 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 our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. A summary of these procedures and policies is distributed to all staff and families annually.

I. STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

LCPS will comply with all applicable state and federal laws regarding the background checks and clearance and all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Talent and Human Resources shall monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee or supervised for more than seven (7) days if a community member and more than ten (10) days if a parent or guardian, shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (See Appendix 7.1 for LCPS Volunteer Policy)

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws and submit proof of fulfillment of the annual training requirements, as required by the California Child Abuse and Neglect Reporting Act (“CANRA”) and Education Code Section 44691 regarding mandated reporting requirements for school personnel.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and at least once every four (4) years thereafter as required by Education Code Section 49406.

Immunizations

The Charter School adheres to all law related to immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

Medication in School

LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served.

Blood-Borne Pathogens

The Charter School will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCPS Board of Directors has established a written Exposure Control Plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). A draft of this policy is included as Appendix 7.2.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The Charter School maintains a drug and alcohol and smoke free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LCPS and the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LCPS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies included as Appendix 7.3.

Suicide Prevention Policy

LCPS has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 7.4.

Emergency Preparedness

LCPS has adopted an extensive Emergency Preparedness Handbook, 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 Preparedness Handbook describes procedures for most conceivable emergencies and is included as Appendix 7.5. LCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

On or before the start of the 2022–23 school year the Charter School shall stock the Charter School’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of this paragraph in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Commencing with the 2022-23 school year, the Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

Type 1 Diabetes

On and after January 1, 2023, the Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention

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

II. FACILITY SAFETY

Facility

The charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. Toward that end, the Charter School:

- Will be 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.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR 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.
- Will maintain a valid Certificate of Occupancy.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

ELEMENT 7 - MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

In order to ensure that there is a racial and ethnic balance at the Charter School reflective of the general population residing within the territorial jurisdiction of the district, the Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not 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, such as English, Spanish and Chinese.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- 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.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

The charter school shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

ELEMENT 8 - ADMISSIONS REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School 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.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Information about how Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii), may be found in Element 8, Section 1 below.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable

provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

I. ADMISSIONS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

LCCHS will actively recruit a diverse student population from the District who understand and value the Charter School’s mission and are committed to the school’s instructional and

operational philosophy. 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 LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School.

By October 1 of each year and/or when the District releases the open enrollment period dates, Lighthouse Community Charter High will notify the District in writing of the application deadline and proposed lottery date. The charter school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. 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 admission process for prospective students and their families will include:

- School tour (optional)
- Attendance at an enrollment meeting to understand the Charter School's mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. (optional)
- Completion of an application form, which is comprised of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences).

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

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

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

If more applications are received than there are available slots, LCCHS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. The process will be transparent and fair, and parents/guardians need not be present to participate. 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 Charter School, the student will need to enter the lottery process again.

Students will be given preference in LCCHS random public lottery if their parents desire and they are:

- A graduate of Lighthouse's K-8 school
- A sibling to a current student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School: to keep families together
- Children of Lighthouse staff and LCPS board members (not to exceed 2.5% of the total enrollment): to honor those committed to public education
- Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.
 - o (For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
- Students living in the 94621 or 94603 zip code.
- Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland.
- All other applicants.

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required.

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 or if additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, LCCHS will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a waitlist carry over to the following school year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of Records¹

¹ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

ELEMENT 9 - INDEPENDENT FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

In compliance with Education Code section 47605(b)(5)(I),) and 47605(m), 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 Charter School’s financial affairs. The audit will check the accuracy of the Charter School’s financial statements, revenue-related data collection and reporting practices, and review the Charter School’s internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of the charter school as published in the State Controller’s K-12 Audit Guide. 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 LCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year, and a copy of the auditor’s report will be sent to the Charter Schools Office of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year.

The Audit committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and issue an acceptance of the audit to the Board of Directors along with recommendations on how these will be resolved. Finally, the Director of Finance will create a formal report that addresses any exceptions or deficiencies and submit this report to the District including a description of how the exceptions or deficiencies have or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of Lighthouse Community Charter High School is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

ELEMENT 10 - PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED AND EXPELLED

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

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

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

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

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

I. OVERVIEW

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, and awareness of responsibility to community.

Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the Charter School's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The LCCHS Student and Family Handbook is included in Appendix 10.1.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions in which a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal or Assistant Principal may, pursuant to the Charter School's adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The Principal may, pursuant to the Charter School's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the LCPS Board of Directors.

II. POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the LCPS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter

schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as LCCHS's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Family Handbook 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.

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

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

A student identified as an individual with disabilities or for whom LCCHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. LCCHS 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 LCCHS 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 student.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, LCCHS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until LCCHS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. This involuntary removal process applies to students who are subject to truancy proceedings as part of LCCHS Attendance and Truancy Policy. (LCCHS Attendance & Truancy Policy can be found in Appendix 10.2)

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity, or school attendance occurring at any time, including, but not limited to, any of the following:

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

A. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses:

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

- (a) (i) Caused, attempted to cause, or threatened to cause physical injury to another person.
(ii) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.
- (c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of, any

controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, this subdivision shall not constitute grounds for a pupil enrolled in any of grades 9 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (m) Possessed an imitation firearm, i.e.: a replica 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.
- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.

- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in, hazing. For 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, that 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- (r) 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 9 to 12, inclusive.
- (s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- (t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.

(u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil (defined as a pupil, including, but is not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2) “Electronic act” means the creation or transmission originated on or off the school

site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(A) A message, text, sound, video, or image.

(B) A post on a social network Internet Web site, including, but not limited to:

(i) Posting to or creating a burn page. A “burn page” means an

Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.

(ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in

subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1), above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (C) An act of cyber sexual bullying.
- (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1), above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(i)–(a)(ii).

The Principal or designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior. Suspensions may be done in school or at home.

2. *Mandatory Suspension and Expulsion Offenses:*

Students must be suspended and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below, that the pupil:

- (a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- (b) Brandished a knife at another person.
- (c) Unlawfully sold any controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- (d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent(s) or guardian(s) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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 Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent(s)/guardian(s), unless the pupil and the pupil's parent(s)/guardian(s) fail to attend the conference.

This determination will be made by the Principal or designee upon a finding of either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should

be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board of the Charter School following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Governing Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the 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 and/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.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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 (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer (entity) 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 entity 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.

O. 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.

P. Presentation of Evidence

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

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

If, due to a written request by the 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 the 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 Administrative Panel decides not to recommend expulsion and/or the Board determines not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal 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 findings of fact, to the student or parent/guardian. This notice shall 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 or public or private school in which the student seeks to enroll of the student's status with the Charter School

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and to the Charter School Authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the Charter School's authorizer upon request.

No Right to Appeal

The pupil shall have no right to appeal the Board's decision to expel the pupil from the Charter School, as the Governing Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence during the expulsion term. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion term.

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.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governing Board following a

meeting with the Principal or designee 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 Principal or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and in compliance with all pupil confidentiality rules under FERPA. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

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

- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the Charter School's 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA 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 IDEA-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.

ELEMENT 11 - RETIREMENT SYSTEM

Governing Law: The manner by which staff members of OP will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

RETIREMENT

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The Charter 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 higher level of portability and control over retirement funds than is offered by the State Teachers' Retirement and/or Public Employees' Retirement Systems. All staff contribute 8% and LCCHS matches that 8% contribution, vesting LCCHS contributions over five years. LCCHS staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS 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 Charter School's employee policies.

ELEMENT 12 - PUPIL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student will be required to attend LCCHS.

ELEMENT 13 - EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Governing Law: *The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School.

ELEMENT 14 - DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

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

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue

the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter 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.

Complaints by Students and Employees

Charter 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.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. 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 Charter School, 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, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Lighthouse Community Charter High School, c/o Robbie Torney, Chief of Staff:

444 Hegenberger Road

Oakland, CA 94621

To Director, Office of Charter Schools:

1000 Broadway, 3rd Floor, Suite 300

Oakland, CA 94607

(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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic 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 calendar 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 will use the 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.

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

I. DISPUTE RESOLUTION PROCESS

Intent

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

- Resolve disputes within the Charter School pursuant to the Charter 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.

Should any section of this Element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Public Comments

The LCCHS staff, the LCPS Board of Directors, and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

A. Internal Disputes

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and LCPS Board of Directors, shall be resolved pursuant to policies and processes developed by the Charter School.

The District shall not intervene in any such internal disputes without the consent of the LCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCPS Board of Directors/or CEO for resolution pursuant to the Charter 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 LCPS Board of Directors has requested the District to intervene in the dispute.

Lighthouse Community Charter High has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter High and LCPS 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 Charter School, whether the Charter 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 CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Please see Appendix 14.1 for the LCCHS Uniform Complaint Procedures.

B. Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the Charter School at any time and may attempt to provide reasonable notice to the CEO prior to any observation or inspection.

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 Charter School in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter 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 audit as specified in Element 9.

ELEMENT 15 - CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter*

School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*

3. *The students' school districts of residence*

4. *How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

1. *A description of the circumstances of the closure*

2. *The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. *Information on how to enroll or transfer the student to an appropriate school*

2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*

3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:

1. *The effective date of the closure of Charter School*

2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*

3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary

for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands

and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- 1. Preliminary budget*
- 2. Local control and accountability plan and annual updates*
- 3. Interim financial reports*
- 4. Second interim financial reports*
- 5. Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and

regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. *File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*

2. *Make final federal tax payments (employee taxes, etc.)*

3. *Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).*

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

ADDITIONAL REQUIREMENTS UNDER EDUCATION CODE SECTION 47605(G)

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or

liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business 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 of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- *Fall Census Day enrollment spreadsheet*
- *Reports required by Education Code section 47604.33:*
 - *Preliminary budget*
 - *Local control and accountability plan*
 - *First interim financial report*
 - *Second interim financial report*
 - *Final unaudited report*
- *Other audit-related, attendance, and/or enrollment information and reports:*
 - *Annual independent audit report (Ed. Code § 47605(m))*
 - *Independent Auditor Selection Form (Ed. Code § 41020(f)(1))*
 - *20 day attendance report (Ed. Code § 47652(a))*
 - *Monthly attendance reports*
 - *Monthly student exit reports (Ed. Code § 47605(e)(3))*
- *Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),*

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

INSURANCE

Lighthouse Community Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Lighthouse Community Public Schools and the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

EXTERNAL REPORTING

Lighthouse Community Charter High will maintain 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 acknowledges that pursuant to sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter High 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 and of the District. Lighthouse Community Charter High 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 does not have that Lighthouse Community Charter High needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter High in a reasonably timely manner upon request.

FACILITIES

Governing Law: *The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).*

LCCHS will be located at 444 Hegenberger, Oakland California 94621. The school will share facilities with Lighthouse Community Charter School (K-8).

ATTENDANCE ACCOUNTING

LCPS and LCCHS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

REPORTING

LCPS and LCCHS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

Lighthouse Community Public Schools and LCCHS agree to permit the District to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under shall comply with the California Public Records Act.

LCPS and LCCHS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCHS shall be operated by Lighthouse Community Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. LCPS and the Charter School shall work diligently to assist OUSD in meeting any and all

oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure OUSD shall not be liable for the operation of the Charter School.

The corporate bylaws of LCPS shall provide for indemnification of OUSD's Board, officers, agents, and employees, and LCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of LCPS.

The LCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IMPACT ON CHARTER AUTHORIZER

In accordance with Education Code Section 47604.3, Lighthouse Community Charter High will promptly respond to all reasonable inquiries of the chartering agency. Lighthouse Community Charter High recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter High 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;

July 1 – An LCAP and annual update to the LCAP required pursuant to Education Code Section 47606.5.

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

December 15 – Final Audited Financial Report for Prior Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

Lighthouse Community Charter High 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 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.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607, or any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

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 ESSA 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 ESSA 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.

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

CHARTER TERM

Term

The term of this charter shall begin July 1, 2020 and expire five years thereafter on June 30, 2025.

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.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Sections 47605 and 47607 and its implementing regulations. The Charter 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.

Material Revisions

Any material revisions to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter High 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.

Material Revision to the Charter of
Lighthouse Community Charter High School



Submitted to Oakland Unified School District
December 3, 2021

Charter Renewal Term:
July 1, 2020 - June 30, 2025

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December 3, 2021

Dear Board of Directors of the Oakland Unified School District, Superintendent Johnson-Trammell, and OUSD Office of Charter School Staff:

On behalf of the remarkable children and families of Lighthouse Community Charter High School, and as the designee authorized by the LCPS Board of Directors, I submit to you all of the required materials that will commence a **material revision process** for the charter term July 1, 2020 - June 30, 2025 commencing July 1, 2021.

There is one revision:

Changes to lottery preferences or admission procedures - We will revise our enrollment priorities in order to accommodate recruiting and accepting an unsheltered student population to meet the demands of one of Oakland’s most vulnerable student population. Our change will be a revision and a reordering of our priorities, and is aligned to material revisions that have already been approved by the Board of Education for Lighthouse K-8 and Lodestar. The table below shows this change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	A graduate of Lighthouse’s K-8 school	No change
2	A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School	A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School: to keep families together
3	Not to exceed 3% of the total enrollment; A child of a school faculty, staff, board to honor	Not to exceed 3% of the total enrollment; A child of a school faculty, staff, board to honor those committed to public education

	those committed to public education	Children of Lighthouse staff and LCPS board members (not to exceed 2.5% of the total enrollment): to honor those committed to public education
4	A sibling of a graduate of any LCPS charter school	<p>Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.</p> <p>(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth” — A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>
5	An Oakland resident residing in Zip Codes 94621 or 94603	<p>An Oakland resident residing in Zip Codes 94621 or 94603</p> <p>Students living in the 94621 or 94603 zip code.</p>
6	Any other Oakland residents.	A sibling of a graduate of any LCPS charter school

		<p>Any other Oakland residents</p> <p>Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland</p>
7		All other applicants.

As required by OUSD, the full package, including this cover letter, is composed of:

- The most recent version of the District’s Statement of Assurances .
- Final Copy of Revised Charter Petition, including the most recent version of the District Required Language.
- Red-lined copy of the charter petition, highlighting the revisions.

The contents of this package was approved by the Lighthouse Community Board of Directors on December 1, 2021.

Sincerely,



Rich Harrison
 Chief Executive Officer
 Lighthouse Community Public Schools

WHERE OAKLAND SHINES

Main Office Phone: (510) 562-8801 ★ Fax: (510) 271-8803 ★ lighthousecharter.org
Lighthouse Campus 444 Hegenberger Road, Oakland, CA 94621 ★ (510) 562-8801
Lodestar Campus 701 105th Ave., Oakland, CA 94603 ★ (510) 775-0255

Affirmation of Conditions Described in Education Code Section 47605(e)

Lighthouse Community Charter High School (9 - 12) (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically

disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall 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, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (l).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

The Lighthouse Community Board of Directors affirms its commitment to the affirmations, declarations, and assurances above for Lighthouse Community Charter High School on December 1, 2021.



Rich Harrison, Chief Executive Officer

Petition for the Renewal of

**Lighthouse Community Charter
High School**

Community, Integrity, Love, Social Justice, Agency

A California Public Charter School

Submitted to
Oakland Unified School District
October 23, 2019
& November 13, 2019

Charter Renewal Term:
July 1, 2020 – June 30, 2025

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RENEWAL CRITERIA & PERFORMANCE REPORT

- A. Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

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

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

Such increases are documented below.

AND

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

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

OR

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

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

AND

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

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

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

Analysis of Lighthouse Community Charter High School Data

Lighthouse Community Charter High California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Hispanic or Latino	ELA	78%	83%	88.46%	64.15%	42.60%
	Math	53%	51%	43.14%	38.89%	19.70%
Economically Disadvantaged	ELA	79%	82%	87.50%	62.50%	40.40%
	Math	55%	47%	41.67%	36.84%	15.30%
Students with Disabilities	ELA	N/A	N/A	N/A	N/A	N/A
	Math	N/A	N/A	N/A	N/A	N/A

Over the first three years of the charter term, Lighthouse Community Charter High School has had strong academic results on the SBAC with minimal gaps in performance across groups of students. In 2018 and 2019 school years, results on both ELA and Math had significant declines. As is reflected in our performance report (Appendix 1.1), students experienced gaps in the quality of their instructional and curricular program due to turn over in leadership and teaching staff. As a result, student outcomes on this measure were diminished. LCCHS has increased supports for students not yet achieving at grade level and has adopted a vertically aligned, rigorous curricula in all content areas.

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

Comparison Schools provided by Oakland Unified School District Office of Charter Schools. Data from OUSD Data Dashboards (<https://dashboards.ousd.org>)

School	Schoolwide Assessment	2015	2016	2017	2018	2019
LCCHS	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Life Academy	ELA	22%	61%	42.64%	64.6%	44.5%
	Math	12%	25%	10.29%	35.9%	16.1%

Madison Park 6-12	ELA	N/A	32%	29.71%	23.4%	24.5%
	Math	N/A	15%	19.11%	10.3%	3.3%
McClymonds	ELA	12%	27%	30.44%	21.4%	27.1%
	Math	4%	6%	1.39%	5.6%	2.4%
Metwest	ELA	0%	12%	41.3%	46.2%	28.2%
	Math	0%	7%	10.87%	7.3%	10.3%
Oakland High	ELA	50%	38%	40.31	38.3%	37.1%
	Math	16%	16%	19.82	16.7%	12.5%
Skyline High	ELA	46%	40%	49.20	45.5%	33.7%
	Math	16%	18%	10.49	28.3%	15.0%

Additional Comparison Schools That Lighthouse Community Charter High Students Would Otherwise Be Required to Attend Data from OUSD Data Dashboards (<https://dashboards.ousd.org>)

School	Schoolwide Assessment	2015	2016	2017	2018	2019
LCCHS	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Castlemont High	ELA	16%	6%	1.25%	2.38%	9.4%
	Math	4%	0%	1.14%	0%	0%
Fremont High	ELA	13%	18%	15.49%	7.94%	17.6%
	Math	1%	4%	2.78%	0.66%	2.5%

When examining the outcomes for Lighthouse Community Charter High School Students within the context of the overall performance within Oakland Unified comparison schools and schools that students would otherwise be required to attend, Lighthouse Community Charter High School continues to remain a quality option for families, remaining on par or performing above comparison schools. While Lighthouse Community Charter High School is not satisfied with its student achievement over the past two years and is committed to growing student achievement, it has met the requirement of being equal to or above district school comparisons.

PERFORMANCE REPORT

The following is the performance report narrative and data submitted to Oakland Unified Office of Charter Schools in September 2019.

1. Measuring the effectiveness of instruction
Measuring Effective Instruction

At Lighthouse Community Charter High School (LCCHS) we evaluate the efficacy of instruction through multiple measures - Lighthouse Community Public School (LCPS) developed tools and resources, externally available tools and resources, and through a robust analysis of student outcomes.

LCPS Tools and Resources

At LCPS we have defined Quality Instruction through our LCPS Instructional Stances. These stances undergird our teacher evaluation framework, the LCPS Framework for Transformational Teaching modeled after a rubric by the same name from the New Teacher Project.

- LCPS Instructional Stances (See Charter Petition Appendix 1.3)
- LCPS Framework for Transformational Teaching (See Charter Petition Appendix 1.16)

External Tools & Resources

At LCCHS we have drawn on, adapted, and incorporated several tools and resources to support our walkthrough of educational spaces including the following:

- Achieve the Core Instructional Practice Guides (ELA, Math)
- Zaretta Hammond's Ready for Rigor Framework for Culturally Responsive Teaching (See Charter Petition Appendix 1.3)
- EL Education Core Practices (See Charter Petition Appendix 1.7)

Student Outcomes

At LCCHS, as part of the EL Education Network, we believe in an expanded definition of student achievement. Including Mastery of Skills and Knowledge, High Quality Work, and Character. This is actualized in how we regularly review student learning and engage in reviews of student work and authentic work products shared at Student Led Conferences (SLCs) and Expos.

Methods for Measuring Instructional Efficacy

At LCCHS, we employ several methods to measuring instructional efficacy.

- **Teacher Evaluation: Observation and Feedback Cycles**
Principal and Assistant principal conduct classroom observations on a bi-weekly basis and a one-on-one debrief with each teacher.
- **Leadership Team Walkthroughs:** Quarterly the LCPS Instructional Leadership Team conducts walkthroughs, including the CEO, CAO, Directors and Principals from across LCPS.
- **Analysis of Student Learning Outcomes and Student Work**
 - Friday formative assessments are administered each week to evaluate student mastery of concepts and those results and students work are reviewed in 1:1 coaching meetings.
 - Quarterly Data Reviews are conducted with the faculty to reflect on student progress towards significant indicators. In addition, High Quality Work Protocols are conducted during the school year to align on college ready expectations.
- **Annual EL Implementation Review, External Reviews (Measure N, OUSD Charter Office Visit)**
 - Each year we complete a robust EL Implementation Review (See Charter Petition Appendix 1.7) as part of our work towards credentialing as an EL Network School. This

process involves walkthroughs, surveys, interviews with students, review of data, and reviewing student work.

- In addition, as part of our developing CTE Pathway, we annually review our program based on the OUSD Linked Learning Rubric.

Effective Features of Instruction

- **Relationship Based Community**

As a school community, we all believe that learning happens through development of strong relationships. We have a shared vision for the development of learning partnerships with students. We demonstrate this through the structures of our school, but also in how our teachers and staff work to know the unique stories and experiences of each student.

- **Relevant, High Quality Work**

Our teaching staff is deeply committed Culturally Sustaining Pedagogy and to designing learning opportunities that draw on students' strengths. They design their curriculum so that it culminates in with a high quality work product that is rigorous and relevant to students. On the whole, there is a high level of attention to being prepared for college (in depth research paper, office hours, feedback prior to submission of writing).

- **Collaboration & Inquiry**

A central feature of our educational program rest on students working in groups to engage in inquiry.

Areas for Improvement & Planned Actions

The most important area for improvement across the board is to support **higher levels of student achievement** and acceleration. Over the past few years, while we have seen a steady increase in our graduation rates, we have seen a decline in our student learning results on SBAC. This is a great concern for us, and a priority area for our work. We have identified the following areas as critical to that work and we have begun the planned actions outlined below.

Rigor & CCSS Aligned Curriculum

We have identified a clear need to increase the rigor and alignment to CCSS across all classrooms through high quality curriculum and assessment. Historically Lighthouse Community Charter School relied on the efficacy of several veteran teachers who were gifted curriculum designers. As we have experienced turnover in the past 3-5 years, we have seen a steady increase in the need to provide more support for novice teachers in ensuring that they are teaching to the rigor of the standards while they are learning their craft. As such, we have taken the following actions:

- Adopted new CCSS Aligned Curriculum for Math, ELA, History to ensure that curriculum resources are at grade level and that there is vertical progression of learning that continues to build to college level.
- Increased the collaboration time for departments internalize curriculum and support quality instruction. While the new curriculum supports vertical alignment, time is being dedicated to reviewing to student work in content teams.
- Leadership structures to ensure consistent support and observation and feedback.

Data-driven Instructional Practices

While Lighthouse has a strong history of working with standards based grading and aligning all learning to clear learning targets, it is clear that the daily/weekly data practices of our content teams needed development. As such we have planned the following actions:

- Introduction of data meetings with staff to regularly review student learning outcomes and work collaboratively to ensure teachers have action plans to support all students in achieving learning outcomes.
- Continuing the practice of Friday Formatives so that all students complete a weekly formative assessment and receive wise feedback that supports their growth and development towards key learning targets.
- Continued professional development on Student Engaged Assessment Practices (EL Core Practices)

Literacy Achievement

Given the decline in our ELA data, a significant emphasis on literacy across the curriculum is essential to ensure that our students are college and career ready. In addition to the adoption of new ELA Curriculum, some students are receiving additional support classes in writing and reading intervention courses are available for students identified as needing more intensive support. We have also increased the number of course offerings that students are taking annually which significantly increases the amount and types of reading and writing that all students will engage in.

Math Achievement

Given the decline in our Math achievement, a significant emphasis on supporting students who are struggling in math is planned for this year. In addition to the final two years of roll out of new math curriculum for 11th and 12th graders, there is a math support class for students and a math interventionist who will be doing push-in and pull out support.

Chronic Absenteeism

While not directly connected to instructional efficacy, it is important to note that a significant concern for us rests on student attendance. As such we have a new attendance plan in place for the 2019-2020 school year. (See Charter Petition Appendix 1.13 for detail).

2. Diversity of student enrollment

Strategies and Processes

Each year, LCCHS enrolls between 10-20 new students at the 9th grade and additional students in grades 10-12. Therefore, much of our student population is determined by our enrollment in 8th grade with families who choose to continue with Lighthouse.

Over the course of our charter term we have seen an increase in the diversity of the student population including:

- Increase in percent of African American students from 8.5% to 9.8%
- Increase in percent of English Learners from 10.75% to 25.9%
- Increase in percent of Students with Disabilities from 9.6% to 16.4%

We are committed to continuing to ensure that our student population reflects the community in which we are located. In order to ensure that our school community is reflective of neighboring community, Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not 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.
- Distribution of enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- 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.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Future Plans

Increasing AA Student Population

Our current African American student population is just under 10%. According to the East Oakland Initiative's Community Plan, LCCHS's neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35%. (East Oakland Initiative Community Plan). Given that we have an under representation of African American students, we are working in two significant ways to support that growth.

1. Focus on the belonging and connection of African American Students in the High School and Middle School

While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lighthouse is a place where they feel a sense of belonging, and continue to attend Lighthouse. Over the past few years, we have increased affinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. These have supported students' sense of belonging. In addition, a critical area of focus has been on the hiring and retaining teachers of color, particularly black teachers and leaders. We are proud that we currently have an administrative team that is led by three African American educators, and that we have increased our overall teacher diversity.

2. Adding an enrollment preference for students from LCCHS neighboring communities. We want our schools to reflect the demographics of our local community. As such, we are adding a preference for students who reside in 94621 and 94603.

Students With Special Needs

A key component to addressing disproportionate enrollment in SPED is to ensure that we are offering a program that effectively supports all students needs. Over the past few years we have significantly expanded our program to provide more wrap around SPED services. We have hosted Extended School Year (ESY) on our school campus for students. We have increased our counseling and support services

with particular attention to students who are experiencing trauma (through relocation, disrupted housing). Over the term of our charter, the percentage of students with disabilities that we enroll has increased from 9.6% to 16.4%.

English Learners

Over the course of our charter, the percentage of English Learners has increased from 10.75% to 25.9%, including recently having a cohort of newcomers.

3. Student engagement

Student Progress Monitoring

Students have several ways of knowing how they are doing academically while they are in school.

- Standards Based Grading
 - One of the key features of LCCHS program is the use of Standards Based Grading. All of our students are clear on exactly what learning targets they need to master in order to complete a course. In addition, they have access to real time data via our grading platform to track and monitor their progress. In addition, teachers provide descriptive feedback aligned to learning targets on formative work.
- Learning Target Tracking
 - Learning Targets are the standards for a course translated to more student-friendly language. A central feature of our program is the ongoing use of Learning Target Trackers in classes. Student regularly update these trackers to monitor their own progress and have check ins with the Crew Leaders to review that progress. These learning targets make up the grading policy, so tracking learning targets is a way of making standards-based grading transparent for students.
- Quarterly Student Led Conferences
 - At the end of each quarter, students facilitate a conference with their parent/guardian and their crew leader to review their progress. These conferences include the review of students grades and achievement, as well as reflection on goals for the quarter connect to the work habits and life interests. They are also a place for students to share their career goals and interests, and track their progress in the college exploration and application process.

Student Voice

Students voice, perspective, and leadership is critical to having a strong high school community, as well as supporting students as lifelong changemakers. At Lighthouse we engage with students to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- Annual Student Survey
 - Each year, students complete an organizational survey where students evaluate their experience at Lighthouse. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- Student Experience Survey
 - Part of the FTT (Framework for Transformational Teaching) teacher growth and development process, students complete a teacher survey each year and provide direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their

classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.

- Crew Circles
 - A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and crew leaders work as advocates to support students.
- Student Body Leadership
 - LCCHS has launched a new student government body. It will be going into its second year this year. While focused on planning of senior events last year, the student government will be further developed to support the inclusion and elevation of students voice.

Student Involvement in Decision Making

- Student Government
 - Students have the opportunity to participate in student government. Student in this body meet with the principal on a monthly basis and are key planners for student events, voice concerns, and work with administration to come up with new policies.
- Participation in hiring processes for leaders and teachers
 - Student voice is a significant element in the hiring process when teacher or leader vacancies arise. Students representatives engage with teachers and new principal candidates and provide their feedback directly to the hiring manager.

Changes Made Due to Student Feedback

- In the 19-20 school year, LCCHS has a new dress code, food vendor, and increased electives/course offerings. These changes are a direct result from student advocacy and input.

4. Family engagement

Family Involvement

At Lighthouse, family involvement is a critical feature of our program. Parents have several ways to get involved in school.

- Engagement with Students Learning
 - **Quarterly Student Led Conferences:** (See description above)
 - **EXPO:** Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester.
 - **Passage:** In 10th and 12th grade, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers.
- Engagement with School Leadership
 - **Coffee Tuesdays:** Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including quarterly updates from the high school community, college workshops offered by the Director of College and Career, and community organizations.
 - **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as: graduation, college readiness, senior activities, changes to policies and programs, and applying for college financial aid.

- **Parent Leadership - Parents in Action**
 - **Parents in Action** is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Parents can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

Family Monitoring of Student Progress

Lighthouse provides several ways for families to closely monitor students progress.

- **Crew Leader** - The crew leader provides a primary point of contact for families, the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.
- **Online Gradebook**- Parents have access to students grades via Jump Rope and through Aeries Parent Portal.
- **Quarterly Student Led Conferences** (See above)
- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs.

Family Voice

Family voice, perspective and leadership is critical to having a strong high school community. At Lighthouse, we engage with families to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- **Annual Survey:** Parents complete an annual survey to provide feedback on our school community in the areas of Connection, Decision-Making, Family Participation, Learning and Assessment, and School Climate.
- **Coffee Tuesdays:** Each week parents during Coffee Tuesdays have an opportunity to connect with our family liaison and school representatives
- **CEO/CAO Listening Sessions:** The CEO and CAO conduct regular listening sessions pushing into Coffee Tuesdays to hear concerns, ideas, and accolades directly from families

Family Decision Making

- **LCAP Feedback**
One way parents engage in decision making is through their contribution to the LCAP planning process. They provide feedback on areas for improvement and offer their assessment of our school's program.
- **Participation on hiring committees for school leaders**
Parents play a key role when we are hiring leaders for our school community. Parents provide are invited to evening input sessions to provide input on the qualities they would like to see in candidates. These are used by the hiring committee during the hiring process. In addition, parents can be members of the hiring committee or participate in the day of hiring interviews.

Impact of Family Feedback

- Parent feedback on rigor and number of courses offered. This resulted in changes in course offerings and bell schedule.

- Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.

5. Teacher engagement

Teacher Voice

Teachers have several ways to be engaged and share their voice and perspective on issues that impact the school community. These opportunities are both formal and informal.

Formal Engagement

- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on LCCHS. In January, teachers complete Gallup's Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete the INSIGHT Survey and provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school.
- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are as an organization supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Principal:** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development.

Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with either the AP or Principal who supports them. These are opportunities that provide direct access to leaders and enable staff to raise concerns, get support and ensure their questions are answered.
- **Grade Level & Department Leads:** Teachers meet weekly in grade level and departmental configurations. Each team has a lead. Those leads are there to listen to any concerns and to work with the administrative team to support teachers.
- **CEO Office Hours:** On a quarterly basis the CEO holds an open office hour session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind.

Decision Making

- **ILT & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community: The Instructional Leadership Team - which is comprised by Departmental leaders and admin; The Culture Team - which is comprised by grade level leads and admin. These teams oversee critical areas of the school community and representatives seduce as leaders.
- **Decision Making Processes:** An area for need that has been elevated by the staff is wanting to have cleared decision making practices and communication about who will make final decisions.

What is an example of a change you have made to the school based on teacher feedback?

- Increasing planning time built into the school schedule
- Compensation for afterschool office hours

- Teacher design of new course offerings

6. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?

English Learners

Lighthouse Community Charter High School's English Learner population has grown over the course of the charter term. In the 2019-2020 school year, English Learners comprise 25.9% of the student population. With the increase in student population, we have also seen an increase in the diversity of learner profiles and needs for support. We know that we have significant work to do so better support our English Learners and that they have some of the highest rates of chronic absenteeism (24%). In spite of this, we have made significant strides in improving 4-year graduation rates for our English Learners (87.5% for 2018-2019), and in supporting students in having plans for a range of post-secondary options including supporting transition to community college. Below is a summary of aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

What is working?

- LCCHS has added specific newcomer support classes to support newcomer cohort.
- AP Spanish has continued to be a way to build upon primary language resources of English Learners.
- Teachers utilize a variety of classroom strategies to support language acquisition.
- LCCHS hired a Reading/ELD interventionist to support teachers and students using a new push in/pull out model.

What needs improvement?

- Providing a range of services to support different profiles of English Learners.
- Supporting the development of teacher knowledge of embedded supports for English Learners across content areas; establishing a consistency of approach across classrooms.
- Professional development for instructional leaders to leverage the California English Language Development Standards supporting teachers with differentiation.

What are our planned future actions?

- Strengthen our initial and ongoing professional development on supporting English Language Learners.
- Providing staff with more detailed profiles on students' educational experience and English Language skills prior to the start of the school year for strategic planning.
- Adding additional intervention opportunities inside and outside of the school day including implementing an additional LTEL support class.
- Utilizing additional curricular tools and supports (such as books on Audible or online language programs).
- Continue school-wide attendance initiatives for all students, in particular key student groups.

What are some of our barriers?

- Size of English Learner population- Overall and in specific levels/profiles, having a smaller group of students presents challenges for staffing and programming to meet all students' needs.
- LTEL strong oral/conversational - language needs are not always apparent
- High Chronic Absence for English Learners

Students with disabilities

Over the course of our charter term, the overall population of students with disabilities has grown to 16.4%, including having students with a range of learner profiles that need a variety of support services. During this time, we have also transitioned from relying primarily on an external partnership (Seneca's All In Program) to bringing strategic services in house at LCCHS. We are still in the process of developing our full scale in-house model, but have made many strides towards improving students access to high quality education at Lighthouse and have made significant gains in students four year graduation rates with our increased in support. However, the accelerated growth towards reading and math achievement lags behind other student groups. (Only 24% of students met grade level achievement or growth targets in reading). Below is a summary of aspects of our program that are currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

What is working?

- LCCHS has a new collaboration/consultation model with Resource Specialists and General Education meeting on a weekly basis to discuss individual students needs, accommodations and supports.
- LCCHS has designed a school schedule that allows for a more targeted push in of educational specialists. Schedule redesign ensures that students are not missing electives to get additional support.
- LCCHS has invested in having additional reading/math intervention push in/small group model with a Reading and Math interventionists.
- LCCHS has a comprehensive mental health counseling supports in house for students including having two full time clinicians dedicated to the high school.
- LCCHS has invested in ensuring that students have access to academic support including individual audiobooks

What are our planned future actions?

- Implement the new model and supports described above.
- Continued work on Chronic Absenteeism.
- Continued and more in-depth teacher professional development around understanding IEPs and implementation of accommodations and modifications in the classroom.
- Continue expansion of in-house special education services to support deeper alignment and collaboration.

Students in Need of Remediation

At LCCHS students have a range of remediation needs. From needing to develop in key areas where there are skill gaps, to completing credit recovery courses. Our current approach is to do a better job of support all students in being successful in their course work and in accelerating their learning so that we have less need for remediation. We are still in a developmental phase in determining the best approach for remediation at LCCHS.

What's working?

- LCCHS offers students the opportunity to complete credit recovery both during and outside of the school day through on-line course offerings (Apex, UC Scout).
- LCCHS has created a new intervention support model and courses to better address students' needs.
- LCCHS new bell schedule enables students to retake courses and complete interventions as part of the school day.

Areas for Growth

- Summer School credit recovery has had limited success.
- Students continue to have significant gaps in key areas given interrupted learning experiences. This presents an acceleration challenge, especially in math at the upper grade levels.

Planned Actions

- During the day support and push-in with interventionists
- Addition of intersession supports for students for just in time needs when students are out of school.

Advanced students performing above grade level

A key question for our school community is how we continue to support the growth and development of students who are performing above grade level while ensuring we are meeting the needs of students who are not yet at grade level. LCCHS believes in inclusive, heterogeneous learning environments, and so the key approach to supporting students who are achieving above grade level has been through differentiation of curriculum, ensuring rigorous experiences for all students, and providing opportunities for students to participate in learning outside the walls of LCCHS.

What is working?

- Flexibility in the school schedule and individual programming support from Director of College and Career so that students can go Community College Classes during the school day.
- Internships are a key experience for all students.
- With the change in bell schedule, we are offering a wider range of course offerings.
 - Honors Physics, Honors Ethnic Studies, AP Spanish, Spanish 3H
- Students are supported in finding and participating in external opportunities such as The Mountain School and Global Glimpse.
- 95% of students take the SAT.

Areas for Growth

- Students have expressed a desire to have access to more advanced, AP Courses.

Future plans

- The LCCHS school community wants to consider the addition of more advanced classes and its connection to school's commitment to heterogeneous grouping.
- LCCHS is exploring how to develop stronger partnerships with local community colleges to broaden students' access to advanced course work.

African American Students

Over the current charter term, LCCHS has seen a slight increase in the number of African American students in spite of trends in the neighborhood of declining African American student population. Constituting approximately 10% of the student population, we are committed to ensuring that our African American students feel a sense of belonging.

What is working?

- LCCHS small school community provides opportunity for deep connections to adults and peers.
- Increase in percentage of African American staff supporting students and families' sense of belonging.

What needs more work?

- We continue to see a discrepancy in African American students a sense of belonging.

Future Actions Planned

- Continue implementation of the revised the Discipline Policy
- Continue to support the growth and development of affinity spaces for students including the Black Student Union
- Continue deep DEI work for all staff.

7. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?

The board interaction with students, parents and teachers has been informal. Board members often volunteer for different student support events (working with seniors on essays, budgets) and attend various LCCHS Events, including Declaration Day.

In addition, board members on the academic accountability committee have attended workshops on key action areas (e.g. chronic attendance) with staff members.

All board meetings are held at the school campuses, and teachers and staff have attended and joined for public comment.

In 19-20 school year, the board will also begin holding an hour of community engagement prior to every board meeting to provide open access, informal opportunities for board members to connect with the community.

Does the governing board evaluate the school leader?

The governing board does NOT evaluate the school leader. The school leader is evaluated by the Chief Academic Officer.

Provide an example of a recent issue or policy that the board is working on.

- Currently, the board is in the process of revising its financial reserve policies. After a few years of growth as an organization, we have tapped most reserves to accommodate the growth.
- In the 18-19 school year, the board worked on a revision to the Discipline Policy and Revised Graduation Requirements.

8. Innovation

What are 2-3 innovative practices at your school that could not be implemented in a district school setting?

The primary difference regarding being in a charter setting is connected to the flexibility and pace with which we can implement changes to support our school community.

- Changes to our meal program
- Master Schedule/Bell Schedule - redesign of schedule including number of sections that teachers teach, courses offered
- Curriculum decisions – innovative and responsive selection of curriculum materials for the high school.
- Additional days for teachers' professional development (teachers work 200 days, and we were able to decrease the number of student days to add an additional staff development day focused on DEI.)

Our program has several elements that we believe are innovative and have been recognized within Oakland and beyond. We have been the recipient of two Dissemination Grants for the following areas of our program.

- Our Making Program and Creativity Lab, which is a K-12 program, is a hallmark of our work. This nationally renowned program has grown into our Lighthouse Product Innovation & Design Pathway.
- College Readiness Model (Link to program page) Our robust College Readiness Model, including two required courses that are taught by our Director of College and Career are an essential part of our core program. Having the low caseload and flexibility enables our Director of College and Career to teach those courses.

We are committed to our role in supporting the larger Oakland Educational Community to innovate its programs. Many teachers throughout Oakland have been trained at Lighthouse through our Creativity Lab.

Finally, last year we launched our organization wide DEI work. This year, every community member participating in mandatory affinity groups to continue our collective DEI work. This work is grounded in our Theory of Change and our DEI Pillars. (See Appendix 1.17 for DEI Pillars and Commitments)

PERFORMANCE REPORT REQUESTED DATA REQUEST

Supplemental Financial Information (for Year 5 of current charter term)

Percent of budget to be spent on facilities	7%
Percent of budget to be spent on teacher salaries	38%
Percent of budget to be spent on other staff salaries	18%

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Waitlist data should be from around the first day of school.

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
Year 1	2/18/15	9	41	0	41
		10	5	0	5
		11	6	0	6
		12	3	0	3
Year 2	2/3/16	9	52	0	52
		10	13	0	13
		11	13	0	13
		12	1	0	1
Year 3	3/16/17	9	169	0	169
		10	22	3	19
		11	10	5	5
		12	5	2	3

Year 4	3/8/18	9	285	13	272
		10	52	6	46
		11	25	2	23
		12	12	0	12
Year 5	3/6/19	9	284	16	300
		10	40	10	50
		11	25	1	26
		12	17	0	17

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	10	9	18	5		3.76%	3.4%	6.3%	1.75%	
Students who left the school other than at the usual time of leaving	5	9	26	18		1.9%	3.4%	9.1%	6.3%	

* Enter most recent data available.

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	286	100%
Asian	5	1.75%
Black or African American	28	9.8%
Filipino	4	1.4%
Hispanic or Latino	223	78%

Native American or Alaskan Native	1	0.35%
Native Hawaiian or Pacific Islander	0	0%
White	11	3.85%
Two or More Races	9	5.15%
Race Not Reported	5	1.75%
Male	138	48.3%
Female	148	51.7%
Homeless Students	0	0%
Foster Youth	0	0%
FRPM-Eligible/ Economically Disadvantaged	235	83%
English Learners	74	25.9%
Students with Disabilities	47 (34 IEP, 13 504)	16.4% (11.9% SPED; 4.5% 504)

** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Enrollment Projections

For the upcoming charter term, projected enrollment for each year

	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	320	320	320	320	320

Maximum enrollment of school during the upcoming charter term: 320

Expulsions

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0

Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	88%
Cohort Dropout Rate	6%

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	47/56	40/49	36/57	36/62
	84%	82%	63%	58%
% attending 2-year college	7	8	19	23
	12%	16%	33%	37%
% attending vocational/ technical training	0	0	0	3
				5%
% joined military	0	0	0	0
% working exclusively	2	1	2	0

	4%	2%	4%	
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	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	15	16	18	19	20
# of new classroom teacher hires	3	2	6	5	9
# of classroom teachers retained from prior year	12	14	12	14	11
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	1	1	N/A
# of currently vacant classroom teaching positions (FTEs)					0

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	20
# Asian	0
# Black or African American	4
# Hispanic or Latino	2
# White	12
# Other Ethnicity or Missing	2

PERFORMANCE REPORT – FACILITIES AND MATERIAL REVISIONS

Facilities
Please respond to the following:
Does your lease extends through the end of your requested charter term? If not, please describe your plans for a facility solution.
YES
Do you anticipate applying for Prop 39 during the course of the upcoming charter term?
NO

Material Revisions
Material Revision to Lottery Preferences
State the revision(s) the school’s governing board wishes to make to the charter
We wish to make TWO changes to our Lottery Preferences.
1. Remove the Lodestar Preference.
2. Add ZIP Code Preference (94621 and 94603) prior to Oakland Preference
Describe the reasons for the request(s)
1. Lodestar Preference was due to delay in construction for the 19-20 school year only. We are currently under construction for the Lodestar High School facility and anticipate that we will be able to open on time for the 20-21 school year. Therefore, we currently do not need this preference.
2. Including a preference for students who are from the two zip codes in our surrounding community would support us in our efforts to increasingly reflect the demographics of our local community.
Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
The anticipated change would be an increase in the number of students from the two local zip codes which would hopefully lead to an increase in African American student enrollment.

ELEMENT 1 - EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

SEE FIGURE 1.4 AT END OF ELEMENT 1.

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*

· Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

· To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	80	80	80	80	80
10	80	80	80	80	80
11	80	80	80	80	80
12	70	80	80	80	80
Other					
Total	310	320	320	320	320

Maximum enrollment of school during the upcoming charter term: 320

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease

in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *The annual goals for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

I. MISSION

Lighthouse Community Charter High (“LCCHS”) exists to address the problem of persistent educational inequity that threatens our collective future by preparing students for college and a career of their choice. Lighthouse graduates are lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.

Founded in 2005, Lighthouse Community Charter High is now in its fifteenth year of operation and has graduated eleven classes.

II. TARGET STUDENT POPULATION

LCCHS serves ninth through twelfth grade students who live throughout Oakland, with a particular focus on the region of East Oakland in which high percentages of students live in poverty. The school intends to maintain an enrollment of approximately 320 students across these grades, as detailed below.

Figure 1.1 Projected Student Enrollment

	9 th	10 th	11 th	12 th	Total
Students	80	80	80	80	320

As required by Education Code Section 47605(d)(2)(A)-(B), LCCHS is open to all students in the State of California. We serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery is held. In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, LCCHS will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners, and socio-economically disadvantaged students).

For far too many low-income Latino and African American students, college has been an unattainable dream. At LCCHS that dream is not only a possibility, but a reality. While Oakland Unified School District has made significant strides to meet the academic and developmental needs of its high-school-aged students, the college going rate is far too low to prepare Oakland youth for 21st century jobs. LCCHS is working to accelerate achievement for these youth, in turn increasing the college going and college completion rate. Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating LCCHS along with its sister school LCCS, as a K-12 school community.

In 2017-2018, only 43.5% of students graduated from an OUSD high school on-time having completed the A-G requirements. Only 25% of African American and 30% of Latino students graduated within four years with the A-G requirements complete. This means that over two-thirds of African American and Latino students graduating from OUSD schools in 2018 could not even apply for admission to the UC or CSU system. That same year, at Lighthouse, 73% of students graduated with A-G Requirements complete, and 63% of them enrolled in a four-year college or university.

LCCHS’s commitment is that every student enrolled will receive a college-preparatory experience in 9th through 12th grade, with the goal of having 100% to complete A-G requirements upon graduation so that they can enroll in the college or career program of their choice.

III. PHILOSOPHY & APPROACH TO EDUCATION

At Lighthouse Community Public Schools, we believe that persistent educational inequality threatens our collective future. Our mission is to prepare all students for the college and career of their choice. In order to achieve that mission, we support our youth in developing as lifelong changemakers, who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community.

LCPS Core Values

Our core values undergird all of our work and are the basis of our norms and agreements as a community of learners, including students, staff, and families. LCPS core values are:

- **Community** - We are best when we respect, value and celebrate our diversity and strengthen our connections.
- **Integrity** - We act on our shared and personal values, especially in the face of adversity.
- **Love** - We extend ourselves so that all feel a sense of belonging and acceptance.
- **Social Justice** - We act with courage and commitment to move toward a just and equitable world.
- **Agency** - We are empowered to pursue purposeful action as life-long changemakers.

LCPS Graduate Profile

The LCPS Graduate Profile articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lighthouse Community Charter High. 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. (See Appendix 1.2 for LCPS Graduate Profile)

The LCPS Graduate Profile is grounded in Dr. David T. Conley’s research of key college and career readiness skills. As the foundation of our academic program, attainment on our Graduate Profile will enable students to become self-motivated, competent, lifelong learners in the 21st Century. The Graduate Profile is organized around these five domains:

- **Purposeful and Self Aware** - Critical to our students’ success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students’ identities are persistently under attack, LCCHS strives to be a school community that honors and uplifts our students’ myriad cultures so they can thrive both within and beyond their K-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make responsible and ethical decisions.
- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded in Academic Program (see Section V) to support all young people in developing these skills.

- **Committed to Service and Justice** - Students graduate from LCCHS committed to service and justice. Starting in 9th grade, students critique privilege and the status quo as part of their daily curriculum. Through LCCHS's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. The Academic Program provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our curriculum is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.
- **Relationship Builders** - Throughout their time at LCCHS, students cultivate relationships based on kindness, compassion, and empathy. LCCHS prioritizes collaboration across difference; communication and relationships are essential for students' success within and beyond the classroom. Students are supported in developing and maintaining physical and emotional health and well-being and develop the skills required to navigate systems and persist when faced with challenges. These relational and collaborative skills prepare students for success in the 21st Century
- **Lifelong Learners** - At LCCHS, students develop their skills and confidence in taking productive risks, innovating, and having a sense of adventure. Throughout their education, students grapple with complexity and develop stamina and confidence in doing so. Students engage in deep problem solving and are encouraged to develop their initiative and critical thinking to address complex scenarios. They seek feedback to learn from failure and success and set achievable goals that advance personal and academic development.

How Learning Best Occurs: LCPS Instructional Stances

At LCPS, we believe that high-quality instruction is essential to prepare students for college and a career of their choice. Our instructional stances draw upon Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century, EL Education's *Expanded Definition of Student Achievement* and *Core Practices*, and Zaretta Hammond's *Ready for Rigor Framework*. Our Instructional Stances encompass our vision for high-quality teaching and learning. (See Appendix 1.3 for LCPS Instructional Stances and referenced research.)

At LCPS, learning is:

- **Purposeful**
 - Learning is driven by essential questions that allow students to create lifeworthy understandings; learning inspires insight, opportunity, integrity, and action.
 - Learning builds toward authentic products. Products are modeled on real-world formats, are shared with a real-world audience, and aim to impact our communities.
 - Learning is measured using an expanded definition of achievement including knowledge and skills, character, and high-quality work.
 - Learning is deep, rather than broad. While we don't aim to cover all content, we also don't choose to focus on one topic at the expense of all others.

- Learning is standards-based. We build from the Common Core State Standards (“CCSS”) in English Language Arts (“ELA”) and Mathematics, the Next Generation Science Standards (“NGSS”), the English Language Development (“ELD”) Standards, the History-Social Science Framework, and the remaining state standards (collectively “State Standards”) and create curricular coherence within and across classes. We structure learning to ensure that all learners meet high standards.
- **Relationship Based**
 - Learning is joyful. We create intellectually and socially safe classroom environments, so students are able to take risks.
 - Learning is rooted in our community and our students’ identities. We teach people. Our teaching builds, and builds on, our students’ identities.
 - Learning supports students to create healthy relationships and develop collaborative skills.
 - Learning happens in community. We build classroom cultures of collaborative and independent learning. We build learning partnerships.
- **Learner-Driven**
 - Learning is inquiry-based. Learning is driven by complex problems. Teachers and students use questions to guide and facilitate understanding.
 - Learners construct their own understanding. We provide structure so that learners are engaged in the hard, messy work of learning. Learners do the heavy lifting.
 - Learning opens doors for people to make choices and explore their passions.
 - Learning is driven by student-engaged assessment. Learners set goals, monitor progress, communicate, and reflect; teachers provide wise feedback that supports this process.
 - Learning is personalized (which, for us, does not mean computerized). We use data to design and dynamically adjust learning experiences based on learner needs, strengths, approaches, and curiosities. Learners work towards mastery in different ways.

IV. PRINCIPLES IN SCHOOL DESIGN

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

- A. High Expectations for All Students
- B. A Rigorous Curriculum
- C. Serving the Whole Child
- D. Family Involvement
- E. Professional Learning Community

Our school program aligns to the principles outlined below, incorporating proven methods of instructional design to fulfill our mission. Our program serves all students – including youth with exceptional needs, English Learners, homeless and foster youth, and students who require extra support to achieve pupil outcomes. The underlying philosophy and core practices within each principle is detailed below.

A. Design Principle 1 – High Expectations for All Students

At LCCHS, all students must develop the knowledge and skills articulated in the LCPS Graduate Profile. We aim to support all students in meeting these high expectations so that we can achieve our mission that all students enter into the college and career of their choice.

At LCCHS, High Expectations means:

- **College-eligibility for all.** Our master schedule ensures that all students complete A-G requirements within their four years at LCCHS. Students take six classes a day, all of which fulfill A-G requirements. As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, there is flexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes. (See Appendix 1.4 for Master Schedule, Appendix 1.5 for A-G Course List)
- **College and career prep as core subjects.** At LCCHS, we take college and career counseling out of an office and integrate it into the school day via our College and Career Prep course and Senior Seminar course. By ensuring all students engage in these classes, a post-secondary education is accessible to all students, especially for those who are unsure if they belong in college or those who will be the first in their families to attend college. Both of these classes include assessments so that students can see the value in and get feedback on what they are learning.
- **All students are part of a pathway.** Every student receives the benefit of being part of the Lighthouse Product Innovation and Design Pathway. Building on our nationally known Maker Program, and Creativity Lab, all students advance through our Career Technical Education (“CTE”) pathway sequence. In doing so, all students are active participants in building and shaping their worlds by looking closely at the world around them, exploring the complexity of how objects or systems are designed, and designing opportunities to enact change in their environments to create a more just and equitable world.
- **A college-going culture.** At LCCHS, we work hard to facilitate events and activities that help students see college as a legitimate, viable, and exciting option. Whether taking students on college visits so that they see people who look like them in college, holding financial aid workshops for families, or hosting annual College Declaration Days, it is important that we help students see college as a place for them.
- **Junior Year Internships.** All juniors participate in internships or work experiences that provide them with opportunities to integrate academic learning and real-world experience. These experiences provide students with work-based learning, so they have the opportunity to explore a career interest within the local community. Beyond the

application of knowledge and technical skills, these internships promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility.

- **Senior Passage.** During 12th grade, all seniors will design, develop, and carry out a research project on a topic of interest to them. Research projects demand an ability to conduct and synthesize academic research and the capacity to leverage resources and support in school and the wider communities. This paper is a critical element of the Senior Passage experience and is essential to a student's preparation for college-level rigor.

B. Design Principle 2 – A Rigorous Curriculum

Lighthouse Community Charter High's curriculum is aligned with State Standards. LCCHS prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a schoolwide college- and career-bound culture. A college-bound curriculum includes content area knowledge and skills such as literature and calculus, academic research and writing skills, and technology literacy. Creating high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for college and career.

At LCCHS, depending on the content area, our teachers use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work. We believe curricula should elevate student collaboration, voice, thinking, and reflection; reflect a commitment to developing character; and empower students to contribute to a more just and equitable world. A central feature of LCCHS Curriculum is the linking of specific content matter to big ideas so that depth leads to breadth. By focusing on an area of study for an extended period of time, our curriculum promotes universal access, deep understanding of content, long-term retention of the material, and the development of higher order thinking skills.

Academic Content and Performance Standards

At LCCHS, we ensure that all students develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Through curricula aligned with the State Standards, students will achieve appropriate age or grade-level mastery that fulfills or exceeds the UC/CSU A-G requirements in:

- **English Language Arts** - Grounded in the Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.

- **Mathematics** - Grounded in the Common Core State Standards for Mathematics, students engage in a three-year Integrated Math sequence grounded in problem solving and mathematical discourse. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of math and science contexts. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. In all courses, students will have regular opportunities to also work on their group collaboration skills. Upon completion of the three-year sequence, students may engage in advanced mathematics courses.
- **History and Ethnic Studies** - Beginning in with an Introduction to Ethnic Studies in 9th grade and culminating with an Advanced Ethnic Studies course in 12th grade, students will research and analyze national and world histories, cultures, and perspectives. Students will explore history through social, political, and economic lenses. Engaging in research, debate, and analysis, students will deepen their commitment to service and justice.
- **Science & Engineering-** Grounded in the Next Generation Science Standards, students complete a four-year science sequence that is grounded in labs and inquiry projects. In these courses, students will think critically using the Scientific Method. Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving.
- **CTE Product Innovation & Design Pathway-** Grounded in the CTE Standards for Advanced Manufacturing and Product Development, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process, work as part of design teams to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work and collaborate with industry professional and real-world clients.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.
- **World Languages** - Students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.
- **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. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

Curricular Design

Key aspects Lighthouse Community Charter High's curriculum include but are not limited to the following:

- **Inquiry-Rich** - LCCHS curriculum development focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCHS curriculum integrates fieldwork, presentations from experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Student Engaged Assessment** – LCCHS develops curriculum that allows students to take the lead in speaking about their own learning. Leaders and teachers create structures and procedures that support students to create, maintain, and present portfolios demonstrating growth and achievement during student-led conferences, passage presentations, and celebrations of learning. They also implement standards-based grading systems that communicate academic outcomes relative to specific required standards. Teachers involve students in dialogue about assessment and communicating achievement. Students can articulate what they have learned and speak to their own strengths, struggles, goals, processes of learning, and preparation for college and career success. Further detail about the elements of LCCHS Assessment Practices are found in Element 3.

C. Design Principle 3 – Serving the Whole Child

At LCCHS, we believe that we must support and foster a student’s social, emotional, and physical wellbeing if they are to achieve our high expectations. LCCHS employs a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following proven practices:

- **Family Involvement** – Students are viewed within the context of their families and LCCHS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, tri-annual SLC meetings and bi-annual Expositions of Student Work (“EXPO”) ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Parents in Action, Coffee Tuesdays, and other family-led events.
- **Character Development/HOWLS** – Students’ emotional and social growth is supported through the teaching of the Habits of Work and Learning (HOWLS), which are based on our Core Values and Graduate Profile. These principles and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Cohort Size** – A smaller cohort size promotes 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. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.

- **Crew** – In 9th – 12th grades, Crew (commonly known as advisory) exists to ensure that each LCCHS student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting goals, developing effective strategies to achieve designated goals, and ensuring consistent communication with families. These goals are revisited at least three times each year at Student Led Conferences meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCHS’s culture, specifically the Core Values, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCHS staff in 9th - 12 grades assume the role of Crew Leader in addition to their core responsibilities.
- **Student Led Conferences** – Every student at LCCHS develops annual and quarterly goals that are collaboratively created with the student, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the student’s goals is student-driven and includes parent voice. At Student Led Conferences a student’s academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a student’s ability to succeed in school.
- **Mental Health & Wellness** – LCCHS supports our students wellness through providing on-site access to counselors who are available to support students emotional and psychological needs. Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Sports Program-** LCCHS is part of the Bay Area Charter Schools Athletic Conference (BACSAC), Oakland Athletic League (OAL) and California Interscholastic Federation (CIF). LCCHS students participate in a variety of sports programs including: Girls’ and Boys’ Soccer, Girls’ and Boys’ Basketball, and Co-Ed Flag Football. Our teams have created a sense of community and pride and have been recognized champions in their areas of sport.
- **Family Support Services** – As needed to support our students and families, LCCHS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Alameda County Mental Health and the Seneca Family of Agencies.

D. Design Principle 4 – Family Involvement

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. 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. We believe thoughtful and inclusive family involvement can:

- **Increase Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCHS’s high academic and behavioral outcomes.
- **Build Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCHS does are advocates in the wider community and are more likely to give back to the school.

To support family involvement, LCCHS provides multiple methods and entry points to meet the diverse needs of our families. LCCHS has established the following events to ensure that all families are involved and supported in understanding the school life and academic progress of their child. While not required, these events are a part of the fabric of the school and the hope is that a family member or caring adult of students attend which they do:

- **Student Led Conferences** – Three times per year (Fall, Winter, and Spring), parents and students are required to attend Student Led Conferences meetings to discuss their child’s progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals and review student progress towards graduation benchmarks.
- **EXPO** – Twice per year, parents are invited to attend Expos of Student Work to participate in learning demonstrations, review high quality work from their student, and to understand the core learning for the semester.
- **Back to School Night** – Back to School Night provides teachers a chance to introduce families to Restorative justice practices, their classroom specific policies and curriculum and to build community amongst parents.

In addition, there are several on-going optional opportunities that families and staff can engage in to deepen and further develop their collaboration. Dependent on community need and funding, these may include but are not limited to the following:

- **Coffee Tuesdays** – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family’s academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **College and Career Prep Nights** – The Director of College and Career will host a series of evening events on topics such as College Application Processes and Financial Aid. Often, these events feature workshops and speakers on various topics pertinent to our families’ needs.

- **Parents in Action** – Parents in Action form the parent leadership body of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including LCAP and school plans, and plan parent and community events that help foster parent to parent relationships.
- **Workdays** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

In addition, LCCHS has 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 frequently 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 Centers at LCCHS has offered language classes, STEM education classes for parents, specialized classes to support parents of at-risk youth, classes to support families in understanding the school and state reporting systems, and numerous college information events.

E. Design Principle 5 – Professional Learning Community

At LCCHS we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Learning** – This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- **Supported by a Collaborative Culture** – The majority of LCCHS professional development is conducted in teacher-led teams, focused on analysis of student learning outcomes. We believe the core values that uphold with our students are also the ones that we uphold in our Professional Learning Community.
- **Goal-oriented** – Individual educators, teacher teams, and the Charter School have a clear understanding of the vision for the Charter School and the incremental steps we can take together in meeting that vision.
- **Data-driven** – Teams engage in regular analysis of relevant data including student work, curriculum-embedded assessments, and benchmarks inform instructional and institutional decisions.

LCCHS utilizes a variety of core practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

- **Departmental Planning Time** – Weekly planning time for departments is built into the school day with a common prep period so that teachers can develop and refine curriculum and instruction. Department Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Grade Level Meetings** – Time for teachers to work together with a Lead Teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are considered across the

school community. Grade Level Leads are part of the School Culture Leadership Team and facilitate these learning spaces.

- **Wednesday Professional Development** – A student early release day is utilized as a common professional development experience. The focus of this work aligns with our organizational goals and adjusts each year to meet the needs we are seeing in our school community. See a sample PD Calendar in Appendix 1.6.
- **Professional Development Institutes (“PDI”)** – Pupil-free weeks are times in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- **Instructional Coaching & Responding to Student Data** – Administrators work with teachers on a bi-weekly basis to support them in reflecting on their instructional practice and analyzing student learning outcomes from the previous two-week cycle. In addition, teachers may be provided with support for instructional practice including modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education as well as on-going on-site support from EL School Designers. EL Education provides a variety of professional development opportunities connected to EL Core Practices. (See Appendix 1.7 for EL Core Practices)

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the core practices utilized. This may include a mix of classroom observation, student assessment data, and input from teachers. The goal of our professional development is to optimize conditions for student and teacher learning and in service of meeting the goals outlined in our strategic plan.

V. ACADEMIC PROGRAM

The LCCHS Academic Program is designed to support all students in becoming college and career ready. As an inclusive school community, that serves all learner profiles, we ensure that all students have access to a rigorous core curriculum and necessary support to be successful. The following section details the key elements of our Academic Program, including: LCPS High School Graduation Requirements, LCCHS Core Curriculum, the LCCHS CTE Pathway, the LCCHS School Culture Practices & Approach to Discipline, and the LCCHS School Calendar.

A. LCPS High School Graduation Requirements

This section describes the graduation requirements for earning a high school diploma from Lighthouse Community Public Schools. There are three elements that are necessary for graduation from LCPS: Course Requirements, GPA Requirement and LCPS Milestones.

Lighthouse College Preparatory Diploma

All students at LCPS are prepared for college and career through a sequence of rigorous coursework aligned to the UC/CSU A-G Requirements. The LCPS College Preparatory Diploma signifies completion of all entry requirements for the California State University and the University of California systems as well as additional LCPS requirements.

Course Requirements

The following outlines the course requirements for an LCPS College Preparatory Diploma. In order to obtain credit in courses, students must master 60% of learning targets for the course. [70% of learning targets starting with the class of 2023.]

Academic Subject Area	LCPS College Preparatory Course Offerings
<p>History/Social Sciences (30 Units Required)</p>	<p>Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 Units)</p>
<p>English (40 Units Required)</p>	<p>English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units)</p>
<p>Mathematics (30 Units Required 40 Recommended)</p>	<p>Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)</p>
<p>Lab Science (30 Units Required 40 Recommended)</p>	<p>Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)</p>
<p>Language Other Than English (20 Units or Equivalent Required)</p>	<p>Spanish I (10 Units) Spanish II (10 Units) Spanish III Honors (10 Units) AP Spanish (10 Units)</p>
<p>Visual & Performing Art (10 Units Required)</p>	<p>2-D Design (5 Units) Required Graphic Design (5 Units) or Digital Photography (5 units)</p>
<p>College Preparatory Elective</p>	<p>Offerings include: US Foreign Policy Since 1945</p>

(10 Units Required)	Creative Writing Art History
CTE Pathway Courses (10 Units Required)	3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)
<i>A-G Required/Recommended Units</i> <i>Additional Units</i>	<i>180 A-G Units</i>
Additional Credits and Courses (30 units total)	College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	<i>210 Units Required</i> <i>240 Units Recommended</i>

GPA Requirements

Students must hold a minimum weighted cumulative (9-12) Grade Point Average (“GPA”) of a 2.0 in order to obtain a diploma.

LCPS Milestones

LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile.

- 10th Grade: Students must successfully complete 10th grade passage to move to 11th grade.
- 11th Grade: Students must successfully complete College and Career Seminar, including their Junior Year Internship in order to move to 12th grade.
- 12th Grade: Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

Lighthouse State Basic Diploma

In some cases, for *qualifying* students with disabilities documented in and Individualized Education Program (“IEP”) or Section 504 Plan, a LCPS State Basic Diploma may be earned in cases in which the student's disabilities *preclude* attainment of the LCPS College Preparatory Diploma. This recommendation is made with the IEP/504 Team and requires approval by the Principal and Chief Academic Officer (“CAO”). In addition, migratory students and newly arrived immigrant students, students who are in foster care, students who are homeless, or students who are former juvenile court students, and students of a military family may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. In such cases, students would receive a LCPS State Basic Diploma.

The following outlines the requirements for an LCPS State Basic Diploma.

Course Requirements

In order to obtain credit in courses, students must master 60% of learning targets for the course or as indicated by IEP.

Academic Subject Area	LCPS State Basic Diploma Course Offerings
<p>History/Social Sciences (30 Units Required)</p>	<p>Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 units)</p>
<p>English (30 Units Required)</p>	<p>English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units) ELD (10 Units)</p>
<p>Mathematics (20 Units Required) <i>(including 10 Units Algebra or Algebra Equivalent)</i></p>	<p>Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)</p>
<p>Lab Science (20 Units Required)</p>	<p>Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)</p>
<p>Language Other Than English, Visual & Performing Art or CTE (10 Units Required)</p>	<p>Choice of 10 units from: Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)</p>
<p>Additional Credits and Courses (80 units total)</p>	<p>Choice of 80 units from: Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units)</p>

	AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units) US Foreign Policy Since 1945 (5 units) Creative Writing (5 units) Art History (5 units) College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	180 TOTAL Units Required

GPA Requirements

There is no minimum GPA for a LCPS State Basic Diploma.

LCPS Milestones

The requirements below may be adjusted or modified for students receiving a LCPS State Basic Diploma.

- 10th Grade - Students must successfully complete 10th grade passage to move to 11th grade.
- 11th Grade - Students must successfully complete College and Career Seminar, including their Junior Year Internship in order to move to 12th grade.
- 12th Grade - Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

(See Appendix 1.8 for LCPS Graduation Policy)

Transfer of Courses & College Entrance Requirements

Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges (“WASC”) may be considered transferable to other public high schools, and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements. Parents will be notified of the courses offered and the graduation requirements in LCCHS Student and Parent Handbook given to parents and students upon enrollment at the Charter School. (See Appendix 1.5 for LCCHS A-G Course List for the 2019-2020 School Year, Appendix 1.9 for WASC Accreditation Letter)

B. LCCHS Core Curriculum

At LCCHS, all students have access to standards-aligned, culturally relevant, curriculum and expeditions that support deeper learning and inquiry. All teachers have resources and support to

design and facilitate high-quality learning opportunities for students our core curriculum is a combination of adopted curricula, adapted curricula and teacher designed curricula that allows all students to grapple with demanding, State Standards-based content and meaningful tasks, and produce high-quality work. Curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing in all areas of our Graduate Profile; and should empower students to develop as lifelong change makers.

In the chart below, we have detailed our core base curricula for all of our course offerings. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to the. State Standards and the integrity of the curriculum’s aims and methods. Adaptation or enhancement can be a wise choice if it increases students’ understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

Figure 1.2 Lighthouse Community Charter High Curricula

DEPT	COURSES	CURRICULUM
English	English 9, English 10, English 11	Match Education
	English 12	ERWC
Science	Physics	Patterns Physics, by Bradford Hill
	Physics Honors	Physics Honors, Patterns Physics
	Chemistry	Living by Chemistry
	Biology	Teacher created curricula
Math	Integrated I, II, III, Calculus	CPM Integrated I, II, III & Calculus
History	Ethnic Studies, Advanced Ethnic Studies	Teacher Created, Facing History & Ourselves
	US History & World History	New Visions
	World History	New Visions
Spanish	Spanish 1, 2, 3H	Descubre I, II, III
	AP Spanish	Temas
CTE	2-D Design, 3-D Design, Advanced Product Design	Teacher created curriculum

Over the course of the charter LCCHS may make changes in order to address changes to state requirements and/or student need. These would not constitute a material revision to the charter.

C. Pathway Program

Building off the success of the LCPS nationally renowned Maker program, LCCHS has developed its Product Innovation and Design Pathway. All students at Lighthouse Community Charter High participate in our Lighthouse Product Innovation & Design Pathway. Our Pathway

is Silver Certified by the Linked Learning Alliance. In this pathway, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process; work as part of design teams to develop products that meet market demands and/or a community need; develop entrepreneurial skills and knowledge to market products; develop portfolios to showcase their work and collaborate with industry professional and real-world clients.

Through a three-year course sequence of 2-D Design, 3-D Design, and Advanced Product Innovation and Design. These courses are aligned to the CTE Standards for Product Design and Innovation and count as both A-G and CTE Course Credit for all students. LCCHS has been the recipient of the Strong Workforce Program grant to further develop its pathway program and to deepen its partnership with Laney College so that students can graduate LCCHS having completed both community college course work and industry certification. LCCHS vision for our fully realized pathway is detailed in Appendix 1.10. This vision may evolve through the course of the charter term and will not constitute a material revision of the charter.

D. LCCHS School Culture

Establishing a college-going, inclusive school culture is a central feature of Lighthouse Community Charter High. We have an expanded definition of student achievement that calls on us to support our youth in developing their habits of character alongside their academic skills. We are committed to creating an environment in which all students feel safe, respected, bring their authentic selves, and thrive. We do so, by intentionally building a restorative and responsive school community that supports character development.

Core Values and HOWLs

At the heart of school culture and school norms are our Core Values. These are character traits that necessary for achievement of our mission and success in college, and beyond. We expect all adults and students to model the core values on a daily basis. They are:

- ***Community***: We are best when we respect, value and celebrate our diversity and strengthen our connections.
- ***Integrity***: We act on our shared and personal values, especially in the face of adversity.
- ***Love***: We extend ourselves so that all feel a sense of belonging and acceptance.
- ***Social Justice***: We act with courage and commitment to move toward a just and equitable world.
- ***Agency***: We are empowered to pursue purposeful action as life-long changemakers.

These character traits are further broken down into specific learning targets each year. These common character traits comprise students Habits of Work and Learning (“HOWLs”) and are built into every unit of study. Students have regular opportunity to reflect on their growth and development on those targets alongside their academic work.

Culture of Crew

An essential aspect of school culture at Lighthouse Community Charter High is the culture of Crew. Drawing on the EL Education Model, the culture of Crew impels all members of a school community to work together as a team, to pitch in, to help others. The structure of Crew—a small learning community that meets multiple times a week - helps students feel like a family and offers a place to gain academic and social support. In Crew, students engage in academic progress checks, goal setting, community service, and identity development activities. Every two years, students participate in “Passage” where they read, write, reflect, and present to demonstrate their readiness for their next life challenge. Crew leaders also meet with students, parents, and other teachers every quarter where students present their grades, their goals, and their strategies to meet those goals. These Student Led Conferences are organized and run by students. Crew is an engine for equity and inclusion, a place where all students feel they belong and can succeed.

Student Leadership & Voice

Students voice, perspective, and leadership is critical to having a strong high school community and supporting students as lifelong changemakers. At LCCHS, we engage with students to learn about their perspectives and to hear their concerns in a variety of formal and informal ways. Below are some of the proven core practices that we have developed to ensure we are listening to and responding to student voice.

- **Annual Student Survey:** Each year, students complete an organizational survey where students evaluate their experience at LCCHS. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- **Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See Appendix 1.16 for detail on Framework for Transformational Teaching or “FTT”), students complete a teacher survey each year that provides direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.
- **Crew Circles:** A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and Crew leaders work as advocates to support students.
- **Student Body Leadership:** LCCHS has launched a new student government body. It will be going into its second year during the 2019-2020 school year. While focused on planning senior events last year, the student government will be further developed to support the inclusion and elevation of students’ voice.
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with teachers and new Principal candidates and provide their feedback directly to the Hiring Manager.

Approach to Discipline

At LCCHS, the aim of student discipline 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.

Restorative Justice

At LCCHS, we believe that community is created and must be fostered constantly. We use Restorative Justice (“RJ”) as a tool to help nurture our community. The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit.

Parent and Guardian’s Role

Parents and guardians play a significant role in supporting a student’s wellbeing and helping LCCHS create a collaborative, inclusive community. Parents participate in student re-entry meetings or conferences regarding students’ behavior. At LCCHS, we welcome these conferences as opportunities to support positive communication and work as a team with families.

Staff Role

Our staff also plays a significant role in supporting a student’s wellbeing as well as supporting the overall safety of the school community. Staff will also serve as student advocates and restorative circle participants. Staff participate in reentry circles and always work together with students and families to repair any harm.

LCCHS Student Behavior Expectations

At LCCHS, we expect that students will be prepared to meet the expectations of the school community in alignment with our Charter School’s core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for “teachable moments” for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. 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 values/norms.
- Students will be redirected and provided time to correct their behavior.
- Counselors or administrators may be called to give students one-on-one support when necessary to help students in meeting classroom expectations.

A student will be referred to an administrator for immediate support and may be removed from the classroom to receive additional support or intervention when:

- the student’s actions cause danger to the physical and/or emotional well-being of other students.
- multiple attempts at behavior redirection have been made, without change in the behaviors and the actions of the student is greatly inhibiting the learning of the other students.
- the student’s actions constitute one or more enumerated offenses in the LCCHS suspension and expulsion policy.

In the cases where students are removed from a classroom, a parent/guardian will be notified, and a record of the incident will be documented for parent and teacher reference.

The Use of Consequences

In addition to repairing harm, there are times that consequences will be applied. At times students may 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 aim to be logical, predictable, consistent, and culturally and developmentally responsive. Examples include the warnings and time-outs 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.

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support 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 with the administrator to take a break and reflect, and an appropriate consequence will be devised. It is important to note that student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

E. School Year & Daily Schedule

LCCHS’s academic calendar complies the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, 64,800 minutes of instruction for students in 9th through 12th Grade. (Appendix 1.11 includes proposed bell schedule for 2020-2021 school year.)

The proposed calendar for 2020-2021 will include 177 instructional days, 2 more than the required 175 days for charter schools. Appendix 1.12 provides a sample school calendar which LCCHS intends to adhere to as state and federal funding allows. LCCHS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our

professional development partners and such modification shall not be considered a material revision of the charter.

VI. SERVING STUDENTS WITH DIFFERENT LEARNER PROFILES

In the following section we describe how we serve students who have different learner profiles, specifically: Students who are not meeting learning outcomes, students with disabilities, English Learners, socio-economically disadvantaged students, and gifted students. At LCCHS, we believe that all students regardless of age, race, zip code, physical challenge, intellectual capability, capacity or competency need to be provided with the most inclusive learning environment. We believe that families and community members are our partners and need to have meaningful involvement in students' education and in the life of the Charter School. And, fundamentally, all students need to be provided with a continuum of services that address their academic, behavioral, and social emotional needs.

Multi-Tiered System of Supports

At LCCHS we implement an aligned, integrated system of student support so that all students become lifelong changemakers prepared to be successful in college and a career of their choice. A Multi-Tiered System of Supports ("MTSS") provides an integrated, comprehensive framework that focuses on instruction, differentiated student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. An element of that system is our tiered intervention model. Outlined below are our systems, practices, and programs that enables us to provide tiered supports to students and families at LCCHS.

Systemic Planning

On an annual basis, LCCHS examines the current priority of specific student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the Charter School and to collaboratively create shared goals and strategies for the school year. The data that is used to inform this planning process includes: student achievement data, student and family survey data, staff survey data, and SWIFT- Fidelity Integrity Assessment. LCCHS uses these assessments to refine and develop Tiered Intervention Matrices. (An of a Tiered Support matrix for Attendance is included in Appendix 1.13)

A. Supporting Students Not Yet Meeting Learning Outcomes

Tiered Intervention Model

By using assessment data to inform educators' decisions about how best to teach and support the development of their students, our Coordination of Services Team ("COST") provides for the early identification of learning and behavioral challenges and timely intervention for students who need support for long-term learning problems. A successful Tiered Intervention Model seeks to minimize the risk for long-term negative learning outcomes by responding quickly and

efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

This system is a continuum of supports. At LCCHS, we use more than one intervention within a given level of prevention. (See Appendix 1.14 for more detail Tiered Support Matrix)

- Primary (*Tier 1*) prevention: high quality core instruction that meets the needs of most students
- Secondary (*Tier 2*) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (*Tier 3*) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

LCCHS believes that all students are able to excel and succeed and we are committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. LCCHS supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum.

In order to ensure that we are identifying students who may need additional support, we use a combination of data-driven practices and teacher referrals are used to identify students need additional support. Through the regular (bi-weekly) review of student data in several key area (attendance, behaviors, discipline, academic, Social Emotional) and through the use of a variety of screening tools, students are identified early for addition supports.

COST Team

The Coordination of Services Team (“COST”) consists of 4-5 key stakeholders, including administration and intervention staff such as Intervention Specialists, Resource Specialists and mental health support providers. This team is responsible for ensuring that LCCHS is supporting all students. The COST Team works to inform intervention groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team focuses on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. In addition, the team discusses individual student referrals, triaging students for more in-depth discussion and matching them with correct support services including supportive interventions that can be implemented by teachers within the classroom. The team also completes quarterly reviews for students who have been assigned to specific interventions and to conduct strategic planning around trends and emerging needs.

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. LCCHS ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a

student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Intervention Courses & Credit Recovery

LCCHS provides additional supports to students who are not yet mastering grade level standards in the following ways:

- **Intervention classes** – Specific blocks of time during the day are set aside to provide additional support to students. This may include small group instruction via pull-out or push-in and it may include stand-alone support classes.
- **Office Hours** – LCCHS offers office hours to students on a weekly basis. During office hours, student have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.
- **Credit Recovery** – LCCHS provides opportunities for students to remediate classes through credit recovery. The primary goal of all credit recovery options is to ensure that students gain the knowledge and skills in the class. For this reason, credit recovery can take many forms including: online courses, community college classes, or repeating a course.

B. Special Education Services

LCCHS makes the following assurances:

- **Free Appropriate Public Education** – LCCHS will ensure that a free appropriate public education shall be provided to all enrolled students including children with disabilities and/or those who have been expelled from school. No assessment or evaluation will be used for admissions purposes. No student will be denied admission to the Charter School because he or she needs special education services.
- **Full Educational Opportunity** – LCCHS will ensure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCHS will ensure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- **Individualized Education Program** – LCCHS will assure that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. The Charter School will ensure that the mandated requirements of each student's IEP are met.
- **Assessments** – LCCHS will ensure that, for each student with an IEP, an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.

- **Confidentiality and Procedural Safeguards** – LCCHS will ensure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and notified of the provisions for a free appropriate public education.
- **Personnel Standards** – LCCHS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – LCCHS will ensure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (“SBAC”) and California Science Test (“CAST”).
- **Child Find** – LCCHS will assure that all students with disabilities are identified in accordance with the policies and procedures of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

State and Federal Law

LCCHS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LCCHS will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (“OCR”).

SELPA

LCCHS pledges to work in cooperation with its SELPA to ensure that a free appropriate public education is provided to all students with exceptional needs. California law gives charter schools various options on how to deliver special education and related services. Charter schools may choose to operate either as (1) a school of the chartering authority, (2) an independent local education agency (“LEA”) member of a SELPA. The Charter School shall be its own local education agency pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. LCCHS is currently a member of the El Dorado County Charter SELPA. Finally, LCPS retains the Charter School’s right to operate as a school of the District for purposes of special education. In this case, a Memorandum of Understanding (“MOU”) or similar would be developed between the Charter School and the District.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

Facilities

LCCHS shall be solely responsible for its compliance with the IDEA, Section 504 and the ADA. The facilities to be utilized by LCCHS shall be accessible for all children with disabilities. The facilities to be utilized by LCCHS shall provide children with disabilities equal access to all aspects of the educational program.

Services

LCCHS hires and supports a well-qualified staff at the school site to provide both Response to Intervention and Special Education services in conjunction with the general education faculty. In addition, LCCHS contracts with Seneca Family Services to provide specialized services for students. These services and partnership are detailed at length below.

Special Education Students and Tiered Support

LCCHS provides a full suite of supports for students with special needs. At the core of the program is the Tiered Support Model described earlier in this charter. The Director of Special Education assists us to integrate Special Education into this larger Tiered Support framework as well as our larger schoolwide assessment framework. The schoolwide assessment framework, described in Element 2 of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress across grade levels and disciplines.

The COST Team utilizes data from this assessment framework to monitor student growth, and any lack of progress is flagged immediately. The COST Team is composed of administrators, Interventionists, and Resource Specialists. Through the Tiered Support Model, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. This support is provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1 interventions can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education and related services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Resources Specialist who will develop an assessment plan if appropriate.

A student with an Individualized Education Program (“IEP”) will have access to all of the interventions available schoolwide as required by their IEP. LCCHS Resource Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at the Charter School to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately credentialed Special Education provider, he is also receiving services and interventions available to all general education students as part of his plan. The Charter School Special Education program is designed specifically to accelerate a student’s growth in target areas and ensure that student’s ability to succeed in the general education setting both academically and socially.

Search & Serve Process

LCCHS shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Parents will be informed that special education and related services are provided at no cost to them. The Search and Serve Process will be overseen by the Principal under the direct supervision of LCPS Director of Special Education.

No assessment or evaluation will be used for admission purposes. If a student enrolls with an existing IEP, the Charter School will notify the SELPA within 5 days. An IEP meeting will be convened within 30 days of enrollment.

Referral for Assessment Process

A student shall be referred for special educational instruction and related services only after the resources of the general education program have been considered and, where appropriate, utilized. The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services.

Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Any such referrals will be responded to in writing by the Charter School within 15 days. LCPS will notify the SELPA of the assessment request within 5 days of receipt.

If LCCHS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. Parents will be informed via the Resource Specialist that special education and related services are provided at no cost to them. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process

The Resource Specialist will be responsible for gathering all pertinent information and sharing such information with LCCHS. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Standardized Individual Assessment;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SELPA policies and procedures, the Charter School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments;
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;

A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services. The Charter School will ensure that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment ("LRE"). Each student who has an IEP will have an IEP team that oversees the IEP development,

implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Assistant Principal or Principal;
- The Director of Special Education, as needed;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

The Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. In cooperation with the parent or guardian, the IEP will be implemented by LCCPS and the Charter School, in cooperation with the SELPA.

Upon the parent or guardian's written consent, the IEP will be implemented by the charter school. The IEP will include all required components and be written on SELPA forms.

The student's IEP will be written on SELPA forms and will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan ("ITP") is required at the appropriate age;
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review Process & Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress and continued eligibility. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the Charter School will have thirty days to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

In addition, the Charter School shall comply with the SELPA Local Plan. It is LCCHS's understanding that it shall represent itself at all SELPA meetings. The Charter School understands that it will be subject to the Allocation Plan of the SELPA. The Principal and the Special Education lead from Seneca Family of Agencies will work together to manage the budget and contract for appropriate services, take responsibility for meeting the special education compliance and quality requirements, and ensure confidentiality and accurate/timely reporting.

Professional Development for All Staff

The Resource Specialists and other team members will participate in the professional development opportunities provided by the SELPA. This will help to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff

members will be provided a personalized professional learning plan that will identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, or Linda Mood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Staffing

LCCHS is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at the charter school will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California’s Education Code and the IDEIA. LCPS and the Charter School will contract with Seneca to provide targeted services. The charter school Principal and the Special Education lead from the Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Due Process, Procedural Safeguards, & Reporting

LCCHS may initiate a due process hearing or request for mediation with respect to a student with special needs enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parent/guardian file for a due process hearing or requests mediation, LCCHS shall defend the case. In either situation, LCCHS will be responsible for the cost of such representation and the outcome.

LCCHS will work closely with SELPA staff to ensure a student’s procedural safeguards are implemented and to resolve problems and concerns at the lowest possible level. LCCPS and the Charter School will acquire parental written consent and ensure parental participation.

LCCHS will collaborate with the authorizer to collect and maintain information required by IDEA for students including but not limited to: age, grade, type of disability, EL status, number of students receiving services, number of students receiving and types of test modifications and exemptions, settings of service, suspension data, and reasons for charter exiting if applicable.

C. Providing Section 504 Services

LCCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. The Charter School is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Student's 504 Plan will be reviewed at least once per year to

determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Please see Appendix 1.15 for LCPS's 504 Board Policy, 504 Administrative Regulation, and 504 Parents' Rights Statement.

D. Serving English Learners

LCCHS is committed to supporting English Learners, ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners. English Learners comprise 15% of our student population. LCCHS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

Our EL program, described below, addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our English Learners. LCCHS will comply with applicable federal, state, and District requirements regarding EL education including long-term English Learners or English Learners at risk of becoming long-term English Learners and re-designation of EL students. In addition, LCCHS will meet all requirements of federal and state law regarding providing equal access to the curriculum for English Learners.

Identification, Designation & Notification

LCCHS will determine the home language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights ("OCR") of the U.S. Department of Education, if a parent affirms on the Home Language Survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of enrollment or 60 days prior to first enrollment, the Charter School will assess the English proficiency of all students who do not have a previous EL Classification in the State of California and whose primary home language may not be English using the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment ("IA") ("ELPAC").

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient ("I-FEP") or Intermediate English Learner or Novice English Learner. Should the State of California change its recommendations for classification of EL and I-FEP during the term of this charter, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.

Families will receive notification of how their child's ELPAC results and initial language designation within 30 days of receipt of these results, as well as information on how their child's learning needs are being addressed by the Charter School. In addition, they will be invited to the

Charter School for an information session to review these results in detail and discuss ways to support their child’s English language development. LCCHS will report the number of EL students attending the Charter School to the District and the State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCHS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the ELPAC Summative Assessment (“SA”) annually to determine growth in English language proficiency until they are reclassified. In accordance with the guidance from the State of California, there are four components to reclassification: the ELPAC, an academic measure, teacher recommendation and parent consent. LCCHS will follow the ELPAC Language Classification process as outlined in Figure 1.3 to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCHS will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure 1.3 Reclassification Criteria

State Requirement	Measure	Threshold
Assessment of English Language Proficiency	ELPAC	4 Overall <ul style="list-style-type: none"> No sub scores of 1
Comparison of Student Performance with English Proficient Students	SBAC ELA (tested grades) OR Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”)	Met or Exceeded Standards At Grade Level Benchmark Above 50th percentile
Teacher Evaluation	English Grade	Meeting
Parent Opinion and Consultation	Parent Notification Letter	Notice to parents or guardians and parent’s or guardian’s opportunity to participate in the reclassification process.

Strategies for Supporting English Learners

Academically, LCCHS will meet the needs of its English Learners through a combination of Integrated and Designated English Language Development. Like all students at LCCHS, all English Learners will be held to clearly articulated high expectations, provided access to the school’s rigorous curriculum, and offered personalized support as needed. English Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At LCCHS, we believe that holding English 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.

Integrated ELD & Designated ELD Instruction

All teachers will use Integrated ELD strategies to support English Learners to access, participate in and demonstrate knowledge of the content. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English.

All English Learners will receive content-based Designated ELD instruction that focuses on the language to participate and knowledge of how English works. Designated ELD is a dedicated class focused explicitly on teaching language that English Learners are not likely to learn outside of school or efficiently pick up on their own, will not explicitly learn in other subject areas, and need to use for effective academic learning, classroom participation, and real-life purposes.

At LCCHS, our EL Program will adjust to meet the needs of our student learner profiles and will include courses such as:

- **Academic Language Development Class for LTELS**

In this course, students develop all modes of academic language, with a particular focus on reading and writing, as well as learning strategies to support academic success.

- **Newcomer Class** (Students in the US fewer than 3 years)

In this class, the focus is on filling in academic and language gaps to transition to mainstream program or postsecondary education. The course is designed for development of conceptual, analytic, and language practices simultaneously. It includes regular use of all modes of language and highly individualized programs and lessons.

Teacher Qualifications and Professional Development

All core teachers at the Charter School are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development (“CLAD”) Certification. In addition, LCCHS will provide stipends to teacher’s base salaries to assist in recruitment of teachers who:

- Hold a Bi-lingual Cross-cultural, Language and Academic Development (“BCLAD”)
- Speak Spanish, which is the dominant home language of our target neighborhood

In addition to the supports above, all LCCHS will provide professional development to all administrators and teachers, both core and non-core, on effective Integrated ELD Strategies.

Program Assessment

Metrics to assess the progress of LCCHS EL program include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are classified as proficient in English in five to seven years, or less
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams

- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students

If the Charter School finds that students are not making sufficient academic progress as indicated through ELPAC results and the above data, it will modify the EL program as needed.

E. Supporting Socio-economically Disadvantaged Students

The LCCHS program in place was designed specifically to support socio-economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college and the career of their choice. LCCHS currently serves a population of students from which is 80% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element 1 is designed to support students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

- Schoolwide beliefs, by teachers, parents, and students that all students will go to college
- Regular, standards-based assessments to track mastery of learning standards and inform instruction
- Passage portfolios and presentation during which student demonstrate their readiness for the next grade level
- Untracked heterogeneous classrooms
- College-counseling for every student

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the State Standards
- Authentic learning experiences
- Focus on English language acquisition
- Supports built into the school day and provided after school for tutoring, homework help, intervention, and enrichment
- Access to 1:1 technology

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known
- Social Emotional counseling for individuals and groups who demonstrate a need
- Two meals made with local, organic foods available daily to all student

Involving Families

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to supporting college and career readiness)
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers three times a year to discuss progress and individual goals for their child

Cultivating Teaching Excellence

- Teacher work at least 20 additional days per year to collaborate and reflect on effective teaching and learning
- Teachers conduct regular analysis of student data to improve instruction

In addition, LCCHS regularly disaggregates its assessment data to look at the achievement of this sub-group as compared to the school at large and non-disadvantaged peers. If data indicates that the group is struggling, adjustments in program and instruction will be made. If data indicates that a student within this subgroup is struggling, this triggers the COST process described in depth above and the according support services as needed to ensure the child closes any gap and is able to meet our mission of college and the career of their choice.

F. Supporting Students Achieving Above Grade Level/Gifted Students

LCCHS is committed to supporting all students in excelling in its program. 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. Families and students are involved in the process of setting and maintaining high standards at triennial Student Led Conferences where goals are crafted to meet the specific growth goals of each individual student. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level course work at local universities, community colleges, and/or online courses as appropriate for each student’s needs.

VII. SUPPORTING STAFF PROFESSIONAL GROWTH & DEVELOPMENT

In order to provide the educational program set out in this charter, and to achieve our mission, teachers must be constantly developing their craft in the service of their students. LCCHS is committed to providing the professional development that enables teachers to do just that. The LCCHS professional development provides for each of the following:

- A. Dedicated Time for Professional Development
- B. Collaborative Teams: Departmental & Grade Level
- C. Data-driven Decision Making
- D. Framework for Transformational Teaching: LCCHS Teacher Growth and Development

A. Dedicated Time for Professional Development

LCCHS believes that excellent teachers and excellent instruction are critical in achieving its mission. As such, LCCHS places an emphasis on collaborative, instructional planning. Teachers at LCCHS engage in three levels of instructional planning: long-term plans, unit/expedition plans and weekly plans. Time is set aside weekly, quarterly, and in the summer months to ensure teachers have the time to thoroughly plan at each of these levels and in concert with fellow teachers, administrators, content experts, and instructional specialist (e.g. ELD, special education).

Professional development at LCCHS happens on an ongoing basis and through a variety of structures. Teachers engage in learning with the larger LCPS community on a regular basis as well as in school-based teams. These include but are not limited to:

LCPS Wide Professional Development

- **New Staff Week** – Teachers who are new to LCCHS, begin school a full week prior to the rest of the community. During this time, they have a chance to build community, learn about LCCHS students, families and culture, dive deeply into the curriculum and instructional program, and meet and connect with their supervisors.
- **Curriculum Institutes** – Teachers are invited to join in deep curriculum focused professional development at the end of each school year. During this time, teams of teachers analyze the efficacy of the curriculum and instruction from the previous year and develop their skill and knowledge of best practices to implement the common curricula in the upcoming school year.
- **Professional Development Institutes (“PDI”)** – Held at the beginning of each quarter (August, October, January, April), teachers and staff come together to build community, explore new learning, analyze data, and make action plans for the coming quarter. Teacher teams flesh out their curriculum maps for the coming quarter, using achievement data to plan for remediation and acceleration.
- **Diversity, Equity and Inclusion** – The entire LCPS community comes together annually to spend a day deepening shared understanding of how to best support Diversity Equity and Inclusion in our school community. These days build on the ongoing work that staff engages in during PDI weeks in affinity and across difference.

School-Based Professional Development

- **Weekly Early Release for Professional Development** - Every Wednesday, teachers and staff engage in three hours of professional development. This includes time for new inputs, data analysis, collaborative planning, and community building.
- **Flexible Release Time** - Coverage is provided for teachers to facilitate peer observation on site as well as in the field.

B. LCCHS Collaborative Teams

Departmental Teams

Departmental Teams meet on a regular basis with collaboration time built into the daily schedule. Department members engage in analyzing student work, ensuring alignment to content standards

and college readiness rigor. Teachers work across grade levels focusing on specific teaching strategies to support all learners in accessing and achieving in their classes.

Grade Level Teams

Grade Level teams consist of teachers and Crew leaders in a given grade level. Grade level teams typically meet three (or more) times per month for about an hour at a time. Grade level teams are tasked with knowing students deeply, coaching them well, and collaborating to make sure that we best serve individual students, classes, and grades in achieving the Lighthouse mission. Grade level teams collaborate to facilitate passage experiences, norm expectations, and arrange community events. Each participant is expected to participate regularly in grade level teams by meeting the LCCHS meeting norms and guidelines as well as the guidelines determined by the team.

C. Data-Driven Decision-Making

The core of all work at LCCHS is the realization of student growth. Charter School staff closely analyzes academic and whole-child growth metrics. Academic analysis is both a collaborative and individual process. LCCHS teachers regularly analyze the following student achievement data down to the individual student level:

- Summative and formative classroom assessments
- Course specific interim assessments (curriculum embedded)
- NWEA MAP
- AP
- SAT and PSAT
- ELPAC, CAST, SBAC, and other state administered assessments

D. Teacher Growth & Development – Framework for Transformational Teaching

The LCCHS’ Framework for Transformational Teaching (“FTT”) is modeled after a rubric by the same name from the New Teacher Project. It describes excellent instruction aligned to our Instructional Stances and Graduate Profile and provides a common language to articulate what they look like in practice. By rating only five performance areas, the Framework allows evaluators, observers, coaches, and teachers to focus on feedback and development.

The FTT describes performance in five performance areas aligned to our Instructional Stances and Graduate Profile:

- **Relationship-Based Community:** Is this an intellectually and socially safe and collaborative learning community where all students are valued and heard?
- **Purposeful Learning:** Are all students working with appropriately challenging content that leads to development of: standards-mastery, lifeworthy understandings, character, and high-quality work?
- **Learner-Driven: Academic Ownership:** Are all students responsible for leading their own learning and doing the grappling in this classroom?
- **Learner-Driver: Demonstration of Learning:** Do all students actively demonstrate in a variety of ways that they are learning and constructing their own understanding?

- **Professional Practice:** Am I growing and contributing as a skillful and culturally responsive educator, colleague, learner, and community member?

(Appendix 1.16 includes the full FTT Framework and Professional Growth Process.)

VIII. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

The goals, actions and measurable outcomes included in this section, in accordance with Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)B) articulate the plans for charter term and align with the LCPS Graduate Profile, LCAP and Measurable Pupil Outcomes (“MPOs”).

Figure 1.4

1: All students are Academically Proficient
In order to support Academic Proficiency for all students, we must ensure our curriculum and instructional program aligns to the rigor of State Standards and ensure that all students, including English Learners and students with exceptional needs, have access to the core curriculum.
Goals
Lighthouse students are academically proficient. They demonstrate disciplinary literacy, produce high-quality work, and persist in solving authentic problems. (LCAP Goal 1)
Actions(s)
<p>Supporting ALL Students</p> <ul style="list-style-type: none"> • Implement adopted CCSS-Aligned Curriculum for Math & ELA, ensure that curriculum resources are at grade level and that vertical progression of learning continues to build to college level rigor. • Implement focused collaboration time for departments to internalize curriculum and support quality instruction. • Utilize instructional leadership structures to ensure consistent support via coaching, observation and feedback. • Implement bi-weekly data meetings with administrator and teachers to review student learning outcomes and work collaboratively on action plans to support all students in achieving learning outcomes. • Support on-going development of teacher knowledge of CCSS- aligned curriculum through week-long summer Curriculum Institutes and quarterly Professional Development in course groups.

Supporting English Learners Access to Academic Content

- Implement schedule that enables English Learners access to support courses while still completing A-G course sequence.
- Implement the EL Coordinator position to oversee the assessment, placement, and support of English Learners.
- Provide professional development to staff on effective SDAIE and Integrated ELD instruction practices in order to support English Learners in core classes.

Supporting English Learner English Language Development

- Maintain support of a reading/ELD interventionist to work in push in and pull out model with long-term English Learners.
- Further develop Newcomer EL Program so that all Newcomers receive Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement.
- Continue to provide professional development to staff on effective practices to support English Learners language development in core classes.

Intervention Supports for Academic Proficiency

- Continue to assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
- Continue to refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.
- Continue to provide targeted interventions for students identified as needing additional support through MTSS.
- Continue to regularly observe and provide feedback to teachers to improve practice.
- Provide math intervention supports for students identified as needing additional support through MTSS.
- Adopt or develop curricular materials in intervention classes and provide appropriate training for teachers of those courses.

Aligned State Priorities

- 1— Quality Teachers, Curriculum, and Facilities (Basic Services)
- 2— Implementation of State Standards
- 4— Student Achievement
- 8— Other Pupil Outcomes

Measurable Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- Each year, the percent of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO #5)

- Each year, for each statistically significant student group, \ the percentage of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO #6)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #1)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #2)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO #7)

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

ELPAC
 SBAC
 NWEA Measures of Academic Progress

2. All students are engaged and belong.

Students’ voice, perspective, and leadership is critical to having a strong high school community, as well as supporting all students in developing as lifelong changemakers. At Lighthouse, we are committed to supporting student engagement and belonging in school. Critical to a students’ sense of belonging is their sense of safety, the quality of academic instruction, and students’ agency and voice in the school community.

Goals

Lighthouse students are healthy relationship-builders who are connected to the community and each other. (LCAP GOAL #2)

Action(s)

Supporting Reduction in Referrals and Suspensions

- Implement MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.
- Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.
- Implement Restorative Justice training to support use of RJ practices in the classroom.
- Use HOWL Learning Targets to promote classroom character development.
- Examine school culture data in School Culture Teams and implement school-wide interventions.
- Align discipline procedures to support consistent application of restorative actions and consequences.
- Continue to implement Diversity, Equity and Inclusion training with staff.

Increase Student Engagement

- Continue to implement Annual Student Survey, review data as a staff by the staff to better understand the needs of students and make plans to improve student experiences.
- Continue to obtain direct feedback on teaching and learning via a student classroom survey
- Utilize Crew as a venue in which students are able to voice concerns and needs and crew leaders work as advocates to support students.
- Develop a robust student leadership program to elevate student voice and decision making in the school community.

Support Positive Attendance

- Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS
- Engage Students and Families with home visits.
- Recognize Good and Improved Attendance.
- Monitor Attendance Data and Practices.
- Conduct personalized early outreach for chronically absent students.

Aligned California State Priorities

5— Student Engagement

6— School Climate

Measurable Pupil Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9)
- Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.

- Throughout the charter term, maintain an expulsion rate less than 1%.
- Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)

Methods of Measurement
(Methods of Assessment can also be found in Element 3)

California School Dashboard
Student Survey Data

3. All families are engaged.

At Lighthouse, family involvement is a critical feature of our program. Family voice, perspective and leadership is critical to having a strong high school community.

Goal

Lighthouse Families will feel connected to the school and each other as partners in their children’s education. (LCAP Goal #3)

Action(s)

- Maintaining Parental Involvement**
- Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals.
 - Hold parent learning events based on parent interest, need, and school goals.
 - Train families in use of Family Portal within School Information System to better keep families informed of student progress and school events.
 - Provide family education opportunities related to the college application and scholarship process.
 - Hold twice yearly “State of the School” meetings with families around areas of Charter School focus to share data and get input on school plans.
- Promoting Parent Participation**
- Continue to provide translation at all parent meetings and Student-Led Conferences as needed.
 - Continue to ensure that invitations to meetings are sent through multiple media: Facebook, videos, website, all calls, text messaging and emails.
 - Continue to ensure that written and oral communication is sent in families preferred language.
 - Continue to develop the family liaison position to broaden outreach and impact.
 - Continue to have cultural celebrations that represent our communities’ identities.

English Learners and Students with Exceptional Needs

- Continue to provide professional translation of parent events.
- Implement practice of Special Education parent nights to focus on the needs and concerns of parents who have students with exceptional needs.
- Increase targeted outreach to parents of unduplicated students and students with exceptional needs to ensure engagement in all parent events.
- Ensure parent leadership bodies are representative of community (e.g. ELAC, Parents in Action)
- Disaggregate engagement and survey data to actively track and monitor participation.
- Train parents to be community organizers and take leadership in reaching other parents in affinity.

Aligned State Priorities

3—Parental Involvement & Family Engagement
6—School Climate

Measurable Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- 95% percent of families overall and for each significant subgroup will attend at least one Student Led Conference. (Site MPO #1)
- Each year, at least 70% percent of families overall and for each significant subgroup will positively rate their voice in school decision-making and/or opportunity for feedback. (MPO 12)
- Each year, at least 70 percent of families overall, and within each statistically significant subgroup, positively rate their connection to the school community.

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

- Annual family survey
- Parent Event Sign-in Sheets/Participation Logs
- Student Led Conference Tracker

4: All students are prepared for college and career.

Lighthouse supports all students to be prepared to be successful in college or career by ensuring that all students in graduating from Lighthouse with A-G Requirements complete having had experience in a broad range of courses including CTE Pathway courses.

Goals

Lighthouse students will be prepared to be successful in college and the career of their choice. (LCAP Goal #5)

Action(s)

Supporting A-G Completion

- Ensure all students take A-G approved course sequence, unless an alternative course sequence is identified within an IEP.
- Implement a broad program of study including A-G and CTE courses.
- Implement a master schedule supports access to college prep courses as well as strategic support classes for English Learners and Students with Exceptional Needs.

Supporting 4-Year Cohort Graduation

- Utilize crew as a venue in which students are supported socially, academically, and emotionally
- Implement MTSS structures in order to identify students in need of additional academic supports.
- Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS
- Continue to provide credit recovery options for students.
- Provide intervention support for students in key academic areas.
- Continue to develop Lighthouse CTE Pathway program quality.
- Support robust work-based learning experiences for all students.
- Ensure all students create their own 10-year plan focused on their career interests.
- Continue to articulate Lighthouse Product Innovation and Design Pathway courses to Community College courses.

Supporting Completing College Admissions Process

- Continue to enroll all juniors and seniors in college and career preparation classes (College and Career Prep and Senior Seminar)
- Continue having Crew leaders oversee and monitor college and scholarship application processes for their cohort.
- Continue ensuring that all high school students participate in college visits, with additional small group and individual tours facilitated as needed (e.g. transition tours for students with IEPs)
- Continue partnerships to provide additional support in academic and financial preparation for college.
- Continue to embed SAT preparation in math and English classes.

Aligned State Priorities

4— Student Achievement

5— Student Engagement

7— Course Access

8— Other Student Outcomes

Measurable Outcomes

(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)

- Lighthouse will maintain an A-G completion rate of 90% or higher, overall and in each of the significant subgroups.
- The 4-year cohort graduation rate will increase by a minimum +1% until the goal of 80% is met, overall and in each of the significant subgroups. (MPO #13)
- Each year, students overall and in each significant subgroup who are "prepared" on the College Career Indicator will increase at least one percent above the previous year's baseline until the target of 80% is met, as measured by State of California Dashboard. (MPO #14)
- A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.

Methods of Measurement

(Please refer to Element 3 for further detail.)

California School Dashboard:

- California College and Career Readiness Indicator
- 4-year Cohort Graduation Rate
- 4-year Cohort Drop Out Rate

A-G Completion Rate

SAT Achievement Reports & Participation Rates

ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 70% percent of students positively rate school safety.	70%
3. Each year, at least 70% percent of students positively rate academic instruction.	70%
4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	70%

LEA-specific MPOs are included in Table 2.1 Below.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

· *The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.*

· *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.*

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).*

I. OUTCOMES OF EDUCATIONAL PROGRAM

LCCHS will support all students in achieving outcomes aligned with the academic program in Element 1. These outcomes are aligned to the California State Priorities, University of California A-G Requirements, LCPS Graduation Requirements and are reflected in LCPS Graduate Profile, LCAP and OUSD MPOs. (See Appendix 2.1 for MPOs)

FIGURE 2.1

1: All students are Academically Proficient
Goals
Lighthouse students are academically proficient. They demonstrate disciplinary literacy, produce high-quality work, and persist in solving authentic problems. (LCAP 1)
Aligned State Priorities

- 1— Quality Teachers, Curriculum, and Facilities (Basic Services)
- 2— Implementation of State Standards
- 4— Student Achievement
- 8— Other Pupil Outcomes

Measurable Outcomes

- Each year, the percent of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 5)
- Each year, for each statistically significant student group the percentage of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 6)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 1)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 2)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO # 7)

Methods of Measurement

(Methods of Assessment can also be found in Element 3)

ELPAC – Initial and Summative
 SBAC - Annual
 NWEA Measures of Academic Progress, Triannual Assessment

2. All students are engaged and belong.

Goals

Lighthouse students are healthy relationship-builders who are connected to the community and each other. (LCAP GOAL #2)

Aligned California State Priorities
5— Student Engagement 6— School Climate
Measurable Pupil Outcomes
<ul style="list-style-type: none"> ● Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9) ● Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. ● Throughout the charter term, maintain an expulsion rate less than 1%. ● Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)
Methods of Measurement (Methods of Assessment can also be found in Element 3)
California Schools Dashboard Student Survey Data

3. All families are engaged.
Lighthouse Families will feel connected to the school and each other as partners in their children’s education. (LCAP Goal #3)
Aligned State Priorities
3—Parental Involvement & Family Engagement 6—School Climate
Measurable Outcomes
<ul style="list-style-type: none"> ● 95% percent of families overall and for each significant subgroup will attend at least one Student Led Conference. (Site MPO #1) ● Each year, at least 70% percent of families overall and for each significant subgroup will positively rate their voice in school decision-making and/or opportunity for feedback. (MPO # 12) ● Each year, at least 70 percent of families overall, and within each statistically significant subgroup, positively rate their connection to the school community.

Methods of Measurement
(Methods of Assessment can also be found in Element 3)

- Annual family survey
- Parent Event Sign-in Sheets/Participation Logs
- Student Led Conference Tracker

4: All students are prepared for college and career.

Goals

LCCHS students will be prepared to be successful in college and the career of their choice.
(LCAP Goal # 5)

Aligned State Priorities

- 4— Student Achievement
- 5— Student Engagement
- 7— Course Access
- 8— Other Student Outcomes

Measurable Outcomes

- Lighthouse will maintain an a-g completion rate of 90% or higher, overall and in each of the significant subgroups.
- The 4-year cohort graduation rate will increase by a minimum +1% until the goal of 85% is met, overall and in each of the significant subgroups. (MPO # 13)
- Each year, students overall and in each significant subgroup who are "prepared" on the College Career Indicator will increase at least one percent above the previous year's baseline until the target of 80% is met, as measured by California Schools Dashboard (MPO # 14).
- A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.

Methods of Measurement
(Please refer to Element 3 for further detail.)

- California Schools Dashboard:
- California College and Career Readiness Indicator
 - 4-year Cohort Graduation Rate
 - 4-year Cohort Drop Out Rate
- A-G Completion Rate
SAT Achievement Reports & Participation Rates

II. LCCHS GRADUATION STANDARDS

In order to graduate from Lighthouse Community Charter High students must master content Learning Targets (see Element 3 for further detail) in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, CTE Pathway and Academic Elective courses. These Learning Targets are aligned with the State Standards. By virtue of completing this required course work, all students will have the opportunity to fulfill and exceed the UC and CSU “A – G” course requirements in the high school years. In addition, to graduate from LCCHS, all students must demonstrate mastery of the Charter School’s Graduate Profile. Refer to Element 1 for full details on Graduation Requirements and Appendix 1.8 for Graduation Policy.

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

In order to best serve our students and community, the LCCHS will continue to examine and refine the list of student outcomes over time to reflect the Charter School’s mission and any changes to state or school standards that support this mission. 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 end of the charter term. The District board agrees to hear and render any amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

The manner in which students demonstrate mastery of these competencies is further detailed in Element 3.

ELEMENT 3 - METHODS OF MEASURING PUPIL OUTCOMES

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

I. INTRODUCTION

Lighthouse Community Charter High provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At LCCHS, we believe that assessment practices should motivate students to become leaders of their own learning and clearly communicate progress to students and families. Students track their progress toward State Standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning. Because of LCCHS's expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level.

All assessment tools used at LCCHS align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. Assessment will take place in all grades and across subjects, as well as in the area of character development. Assessment will be used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflecting on student achievement and to design professional development that supports to meet the needs of all students.

Student assessment at LCCHS will include:

- Curriculum embedded assessments aligned to learning targets
- Portfolios to provide an ongoing record of high-quality work that meets mastery,
- Formative Assessments to measure achievement on an ongoing basis
- Presentations to share and defend learning
- Student Led Conferences to reflect on progress and set goals
- Growth Metrics
- State assessments and/or other standardized tests, as required by Education Code 47605(c)(1),
- PSAT and SAT to support college readiness

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 goals

II. FORMS OF ASSESSMENT

In order to ensure that all students within LCCHS are achieving the student outcomes detailed in Elements 1 and 2, assessment 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. It will also serve a critical role in reporting student and school achievement and progress to caretakers.

A. Learning Targets & Mastery Based Grading

Learning targets are the foundation of a student-engaged assessment system. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own. Teachers refer continually to learning targets during the lesson, check for understanding of learning targets, construct formative and summative assessments that match learning targets, and track students' progress toward targets. Students demonstrate their ownership of their learning by articulating the connections between learning targets and the work of the lesson and by showing evidence of their progress toward meeting them.

Teachers report progress toward specific State Standards-aligned learning targets (not just letter grades). Leaders and teachers ensure that students and families understand the connection between classroom grading policies and Charter School reporting practices. This information is included in the Student and Family Handbook and family education/information sessions. Teachers often ask students to track and record their own progress toward meeting learning targets during class time.

Learning Targets for students with special needs will be aligned with the goals stated in each child's IEP. Classroom level standards for English Learners will be aligned the English Language Development Standards.

B. Curriculum Embedded Assessments

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through curriculum embedded assessments and teacher-created assessments on a regular and on-going basis. This ongoing work (e.g. journals, essays, labs, tests, reports, projects and products) will be assessed on a pre-determined rubric and may be open for revision.

C. Portfolios

Students and teachers will work together to regularly assess work and gather evidence of mastery of State Standards into the Student Portfolio. Portfolios may hold a variety of materials, including content and performance assessments, cooperative and individual class work, and final projects and products. These Portfolios serve provide a record of on-going work, support teachers, students, and parents in reflecting on a student’s academic growth over time and make student learning visible to families and the community, in both Student Led Conferences Meetings and Expositions of Student Work (detailed below).

D. Passage Presentations

At the conclusion of sophomore and senior years, 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 demonstrated growth and development towards the LCPS Graduate Profile. 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.

E. Student Led Conferences & Goals

Each student at LCCHS has individualized goals based on their Student Led Conferences (“SLCs”). Parents, students, and teachers come together three times a year, once to develop the SLC goals 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.

F. Diagnostic and Growth Measures

At the beginning of each school year, the LCCHS will conduct diagnostic assessments of each student to establish baseline levels of mastery. The NWEA MAP or internally developed tools will be used to establish established baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below). The ELPAC will measure students’ English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State’s objectives and priorities.

G. English Language Development Assessments

The ELPAC will be used each year or within 30 days of a new English Learner’s entry if they have not been previously assessed in California in order to establish baseline levels of language development in listening, speaking, reading and writing. Within each unit of study, teachers will use rubrics to assess student mastery of the forms, functions, and content vocabulary embedded within each unit of study, aligned to the ELD standards. In addition, they will use rubrics targeting general academic language usage to support them in listening, recording, and analyzing student interactions in a variety of social settings (i.e. whole group, small group, one on one).

Together, these measures will provide the needed information about what language forms,

functions, and structures the student has mastered and where the student needs support next to maximize growth.

H. State Assessments

As required by Education Code 47605(c)(1), Lighthouse Community Charter High will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (“CAASPP”), or legal equivalent, to all students required to take each battery of tests:

- Smarter Balanced Assessment Consortium
- California Science Test
- English Language Proficiency Assessment for California
- Physical Fitness Test

I. PSAT and SAT

To support our students in their college preparation, LCCHS offers the PSAT on campus for all 9th, 10th and 11th graders. All high school students will take the SAT at least once prior to graduation. The PSAT and SAT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.

III. ASSESSMENT METHODS ACROSS CONTENT AREA AND SUBJECT MATTER

Figure 3.1 provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile Academic Knowledge	English Language Arts	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Writing pieces across genres ● Seminar, debate, and discussion ● Creative presentations of literature ● Presentations and performances ● Simulations ● Interim Assessments ● Research Paper 	SBAC NWEA MAP ELPAC SAT SAT II
	Mathematics	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus Paragraphs ● Complex mathematical problems (problems of the week / day) 	SBAC NWEA MAP SAT SAT II

		<ul style="list-style-type: none"> ● Interim Assessments ● Seminar, debate, and discussion ● Group Work ● Presentations 	
	Social Studies	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Seminar, debate, and discussion ● Presentations and performances ● Research projects and papers ● Simulations 	SAT II
	Science	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Scientific Inquiries ● Lab Reports ● Posters ● Research projects ● Seminar, debate, and discussion ● Presentations 	CAST SAT II
	Foreign Language	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Essays and creative writing tasks ● Presentations and performances ● Seminar, debate, and discussion ● Simulations 	SAT II AP
	CTE Pathway	<ul style="list-style-type: none"> ● Presentations of Work and Critiques ● Focus Paragraphs ● Portfolio Review ● Passage Presentations ● EXPO ● Industry Panel Reviews 	None
	Visual Arts	<ul style="list-style-type: none"> ● Tests and quizzes ● High Quality Work reviews ● Art reviews and critiques ● Gallery exhibitions 	None
	Electives	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Seminar, debate, and discussion ● Presentations / galleries ● Performances ● Simulations ● Research Papers ● Physical Demonstrations 	PFT

<p>LCPS Graduate Profile</p> <p>Purposeful & Self Aware</p>	<ul style="list-style-type: none"> • Habits of Work & Learning Grades • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship reflections 	None
<p>LCPS Graduate Profile</p> <p>Relationship Builders</p>	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None
<p>LCPS Graduate Profile</p> <p>Committed to Service & Justice</p>	<ul style="list-style-type: none"> • Passage Presentations 	None
<p>LCPS Graduate Profile</p> <p>Lifelong Learner</p>	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None

As indicated in the introduction of Element 3, our broad variety of assessments will be used across grade levels and subject areas. Figure 3.2 is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure 3.2 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
<p>ELPAC</p> <p>Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing</p> <p>Provide criterion-referenced data on student mastery</p>	9-12	ELD Across Subject Area Settings	<p>Upon enrollment in California schools</p> <p>Annually until reclassified</p>	<p>Level 4 (Well Developed)</p> <p>Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language</p>
<p>Coursework & Content Assessments</p> <p>Measure standards mastery</p>	9-12	ELA Math Science Social Studies	Ongoing and at the end of each unit of study	60% mastery (70% starting with the class of 2023)

		Art Spanish Pathway		
Student Work and Portfolio Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
Student Led Conferences Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Triennial	Mastery of at least one goal
Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	10 & 12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Annual	70% of standards have evidence of mastery
Smarter Balanced Assessment Continuum (SBAC)	9, 10, 11, 12	ELA Math	Triennially (Interims and Final Summative)	Standards Met, Standard Exceeded, and

Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard				categorical growth
NWEA Measure of Academic Progress Measures students growth on Reading and Math	9,10,11, 12	Reading Math	3x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	11	Science	Annually	Proficient
Physical Fitness Test Measure student's physical fitness	9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
PSAT and SAT Measure student's college readiness	9-12	Reading Writing Math	Annually	At the national norm

IV. STUDENT, TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes at LCCHS will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, LCCHS collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving on outcomes of our Graduate Profile. Some of examples of our best practices include:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).

- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

V. SCHOOL AND FAMILY USE OF DATA

LCCHS strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Student Led Conferences, Expositions of Student Work, and Passage as detailed in Figure 3.3. Reports are user-friendly and provided in the families’ native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at SLCs and EXPOs of student work.

Figure 3.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas 	Updated every two weeks (Always accessible)
Mailings & Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, SBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights 	Ongoing
Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills 	Triannual

	<ul style="list-style-type: none"> Clearly articulate student progress toward passage 	
Expositions of Student Work	<ul style="list-style-type: none"> Share student mastery of key projects and products from the semester Make public classroom learning within the Charter School, with families, and with the broader community Develop student presentation skills and ownership of learning 	Biannual
Graduation Progress Check	Clearly delineate student progress toward graduation	Annual

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

VI. SCHOOL, DISTRICT AND STATE USE OF DATA

Local Control Accountability Plan (“LCAP”)

LCCHS will use the multiple forms of data collected to assess progress toward the goals described in Element 1 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, each year, LCCHS produce a Local Control and Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element 1 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and the Charter School shall submit the LCAP to OUSD and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT 4 - GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter 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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

I. GOVERNANCE STRUCTURE

Lighthouse Community Public Schools is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Charter School (K-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Public School (K-12). Lighthouse Community Charter High functions as a K-12 community in partnership with Lighthouse Community Charter School (“LCCS”).

The governance structure of the Lighthouse Community Charter High includes the following: (See Appendix 4.1 for LCPS Organizational Chart)

- LCPS Board of Directors
- LCPS Chief Executive Officer
- LCPS Chief Academic Officer
- LCCHS Principal
- Lighthouse Parent Advisory Committee (Parents in Action)

Board members, school administration, faculty, and families are involved in the decision-making process at Lighthouse Community Charter High. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO and CAO to oversee LCPS’s development and organization; the Principal who manages the Charter School’s operations, academic program and related activities; the Charter School’s Culture and Instructional Leadership teams whose purpose is to increase the achievement and engagement of all students

through continuous improvement of curriculum, instruction, assessment, and culture and communicates recommendations of the staff directly to the Principal; and the Parent Advisory Committee which communicate the recommendations of the parents directly to the Principal.

California Non-Profit Public Benefit Corporation

Lighthouse Community Public Schools, a California non-profit public benefit corporation, pursuant to California Law, operates Lighthouse Community Charter High. The Charter School is governed pursuant to the Bylaws adopted by the Incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Lighthouse Community Public Schools' Articles of Incorporation are included in Appendix 4.2, Bylaws are included in Appendix 4.3, and Conflict of Interest Code as Appendix 4.4, which complies with the Political Reform Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. LCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

LCPS is governed by a nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors includes between seven (7) and fifteen (15) members. In accordance with Education Code Section 47604(c), the Oakland Unified School District may appoint a representative to sit on the Lighthouse Community Public Schools Board of Directors. All directors shall be appointed by the Board, except for the authorizer representative, if any. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified.

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for pupil representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall, order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one pupil member. A pupil member of the Board shall have preferential voting rights as defined in Education 47604.2(b)(4).

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 Community Charter High. See Appendix 4.5 for the Board Roster and resumes/bios of current board members.

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

- Fiscal management
- Fundraising
- Facilities
- Special education
- Technology
- Curriculum and instruction
- Public health care

- Legal issues in education
- Oakland Unified School District
- Non-profit corporation management

Board Meetings

The Board of Directors will meet regularly. All Board meetings will be held in accordance with the Brown Act and Education Code Section 47604.1(c), and are open to the public (Unless otherwise authorized by Government Code Section 54953(e)), with each agenda including time for community input regarding Lighthouse Community Charter High. In accordance with Education Code Section 47604.1(c)(3), two-way communication will be provided at each school site where LCPS operates.

The Board Meeting schedule, agenda and location will be posted on the Lighthouse Community Charter High’s website and in places accessible by the public in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings will be held in compliance with the Bylaws.

Board Duties

The Board of Directors is fully responsible for the operational and fiscal affairs of Lighthouse Community Charter High. The LCPS Board of Directors major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School’s annual budget and financial audit, overseeing the Charter School’s fiscal affairs, and selecting and evaluating the CEO. Board members will not be directly involved in the daily operations of the Charter School.

Board election, appointment, vacancy, and turnover specifics are detailed in the LCPS Bylaws, included as Appendix 4.3. Each board member at Lighthouse Community Public Schools is required to attend an annual board retreat where he or she is trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter school law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the Charter School’s website and at the Charter School sites. The LCPS Board meets every other month at one of the school sites whenever possible to support ease of access for all community members. The minutes of each governing body 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. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

II. LEADERSHIP ROLES

The following is a summary of key leadership roles within LCPS and LCCHS. Detailed job descriptions can be found in Appendix 4.6.

A. LCPS Family of Schools Leadership

Chief Executive Officer (“CEO”)

The Chief Executive Officer is an organizational leader who oversees LCPS. The CEO’s primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the CEO needs to be a capable leader of student and adult culture, facilitator of collaboration, manager of diverse teams, and be able to enforce school policies. All of this is in service of the Charter School mission, ensuring that every child achieve college and the career of his or her choice.

The CEO will have the following core responsibilities:

- Oversight of Charter School operations, including fundraising, budget, personnel, Charter School academic program, and other related tasks;
- Lead, manage and mentor the team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Supervise LCPS senior staff;

- Oversee the execution of a strategic fundraising program, which raises money for current and future Charter School needs and ensures a healthy financial future for the organization;
- Raise the visibility of LCPS to education reform advocates and leaders;
- Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members

Chief Academic Officer (“CAO”)

The Chief Academic Officer at Lighthouse Community Public Schools is the instructional leader for the organization. The CAO is a part of the senior leadership team for LCPS. The CAO manages Principals and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. The CAO reports to and partners closely with the CEO to lead the instructional vision of the organization.

The CAO will have the following core responsibilities:

- Oversight of Charter School Academic Program, including professional development, curriculum and instructional model
- Oversees development of master schedule and bell schedule to ensure programmatic outcomes
- Lead, manage and mentor academic team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Selection and supervision of the Principal

Director of Finance

The Director of Finance at Lighthouse Community Public Schools is part of the senior leadership team. The Director of Finance is responsible for administrative control and supervision of all business and financial operations of the organization (LCPS) and the Charter School (LCCHS). Oversight responsibilities in this role include Budget Development, Forecasting, Payroll, External Compliance and Reporting.

Director of Operations

The Director of Operations at Lighthouse Community Public Schools is a part of the senior leadership team for LCPS. The Director of Operations is the operational leader for the organization. The Director of Operations oversees LCCHS’s operations, facilities, technology, food service, custodial services and enrollment.

Director of Talent and HR

The Director of Talent and HR is part of the senior leadership team for LCPS. The Director of Talent and HR oversees LCPS Hiring, Recruitment, Talent Pipeline, Career Pathways, Human Resources and Employee Growth and Development. The Director of Talent and HR support the Charter School Principal in ensuring that well-qualified staff are hired, developed and retained.

Director of Special Education

The Director of Special Education at Lighthouse Community Public Schools oversees the Special Education program at LCCHS.

B. Site Based Leadership Roles

Principal

The Principal manages the Charter School's operations, academic program and related activities. At LCPS, the Principal's primary role is that of the instructional leader, and the Principal holds primary responsibility for ensuring the high academic achievement of all students. The Principal's primary responsibility is to manage the high school's academic program and develop and supervise teachers and other staff. The Principal is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The Principal is accountable for student and staff outcomes across grades 9-12, accelerating achievement for all students.

Assistant Principal

At LCCHS, the Assistant Principal (AP) is a developing instructional leader who works with the Principal and Instructional Leadership Team to lead school culture and learning systems. The AP, together with the principal and teacher leaders, will work to foster an innovative and progressive learner-centered community, including being tasked with the leadership of specific school initiatives/systems. The Assistant Principal's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specific academic programs including the RTI team to achieve increased academic outcomes for all students in line with the Charter School's mission and vision.

Director of College and Career Success

The Director of College and Career Success's primary responsibility is to guide students, families and teachers through the process of preparing students for college, applying to college, financing college, transitioning to college, graduating from college, and seeking employment. Additionally, the Director of College & Career Readiness serves as a liaison between LCCHS and external entities that help support the mission, including colleges and universities, scholarship organizations and donors, internship sites and mentors, extracurricular programs and partners, testing agencies and more.

CTE Pathway Program Coordinator

The CTE Pathway Program Coordinator oversees the growth and development of the Charter School's Product Innovation & Design Pathway. This includes serving as primary point of contact and oversight of program elements for both Measure N and Strong Workforce Program grant implementation. This will also include supervising and coaching pathway teachers and leading our pathway team's continued compliance with the Measure N, Linked Learning and Strong Workforce Program requirements. This person will also work closely with our Director of College and Career Readiness to develop our work-based learning offerings in alignment with our pathway and to connect students and families to this work.

Dean of Students

The Dean of Students oversees and supports LCCHS school culture. By bringing LCCHS values of community, integrity, love, social justice, and agency to life, the Dean of Students supports the creation of a community where students are prepared for success in college and career of their choice. The Dean of Students primary responsibility is developing and supporting restorative practices and systems to ensure that all students are developing as upstanders within their community who are able to repair harm and find solutions to problems. The Dean of Students is central to creating and upholding a positive college-going culture where all students belong and develop as lifelong learners and community changemakers.

High School Out of School Program Coordinator

The Out of School Program Coordinator's holds primary responsibility for the management, oversight, and success of all "out of school time" program offerings for the High School. The Out of School Program Coordinator facilitates and monitor day-to-day operations of the high school out of school program, manages grant data collection and reporting, and ensures accuracy of attendance records.

Grade Level and Departmental Leads

Teachers assume leadership roles within the school to support their grade level teams or departments. Grade Level and Department Leads facilitated professional learning communities and provide mentorship to their team members. Grade Level leads serve on the School Culture Team. Departmental Leads serve on the Instructional Leadership Team.

C. Teams

Instructional Leadership Team

The LCCHS Instructional Leadership Team ("ILT") is comprised of administrators and department lead teachers. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses engages in deep dives on instructional topics (benchmarks, curriculum, etc.) to inform their work with departments. This is the team that is primarily focused on driving student growth and achievement.

School Culture Team

The LCCHS School Culture Team ("SCT") is comprised of administrators and grade level lead teachers. The team checks in on progress towards school culture goals, identifies areas or need or support for staff, aligns on Crew plans, and designs grade level collaboration meeting agendas. This is the team that is primarily focused on driving positive school culture.

Parent Advisor Committee – Parents in Action

Lighthouse Community Public Schools will continue to convene a parent advisory committee called Parents in Action. Parents in Action is composed of voluntary parent leaders and/or parent representatives reflect the diversity of families at Lighthouse. Parents in Action is charged with:

- Providing input on school plans including LCAP Development
- Supporting the LCCHS Mission
- Providing families the opportunity to weigh in on critical Charter School issues
- Bringing concerns and appreciations of the community to the Principal, CEO and LCPS Board of Directors
- Organizing family events
- Fundraising

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

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 Section 47605(d)(1), Lighthouse Community Charter High is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any individual (employee or pupil) based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School is a school of choice and no employee will be required to work at LCCHS. All employees of LCCHS will work under an at-will employment agreement. LCCHS shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The charter school will comply with all state and federal mandates and legal guidelines relative to ESSA.

I. SELECTION PROCESS

Selection and appointment of employees will be the exclusive prerogative of the Charter School. As such, with the exception of the Principal, those who work at the Charter School shall be selected, employed, and released by the Principal, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the Principal rest with the Chief Academic Officer. The Principal hires the Assistant Principals. The Principal or Assistant Principals, in consultation with the Principal, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Directors of other functional areas (Operations, Finance, etc.).

To ensure the selection of the highest quality staff, we implement the following selection process:

- Request resumes, cover letters and written responses to prompts.
- Conduct a brief phone interview for initial screening
- Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities

- Verification of credentials, past employment, and professional and personal reference checks
- Make selection and provide verbal offer
- Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

II. EMPLOYEE QUALIFICATIONS

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

- Met the expectations of state and federal requirements as they relate 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

A. ADMINISTRATORS

Principal Qualifications

The Charter School will hire a Principal with the following qualifications:

- At least three years administrative experience with demonstrated success overseeing all areas of operation including but not limited to: instructional leadership, school operations, finance and fundraising, budget, personnel, school academic program, advocacy and outreach, and other related tasks. At least five years teaching experience with demonstrated success in excellent practice and impact on student outcomes.
- Demonstrated success working with diverse, urban student populations.
- Demonstrated commitment to the mission of LCPS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, communication, collaboration, responsibility, and perseverance.

Assistant Principal Qualifications

The Charter School will hire an Assistant Principal with the following qualifications:

- At least 3+ years of successful secondary classroom teaching and teacher/instructional leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- Valid CA teaching credential required; administrative credential preferred

- MA in education, educational leadership or related field, preferred
- Knowledge of learner-centered curriculum, instruction, and assessment,
- Experience working in Oakland schools preferred and charter school experience, a plus
- EL Education experience, a plus.
- Spanish fluency preferred.

Dean of Student Qualifications

The Charter School will hire a Dean of Students with the following qualifications:

- B.A. or B.S. required, relevant master’s degree a plus
- 3+ years experience working with urban youth required
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning and any other progressive positive behavior approaches a plus
- Bilingual Spanish speaking preferred
- Appropriate California Credential a plus

B. Teaching Staff

Pursuant to Education Code Section 47605(1), teachers for core, college preparatory classes shall hold a Commission on Teacher Credentialing teaching certificate, permit, or other documents required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

In accordance with Education Code Section 47605(1), as that Section read at the time the charter was drafted, the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

If Assembly Bill 1505 (2019) is chaptered, teachers employed by Charter School during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment, pursuant to Education Code Section 47605.4 added by Section 3 of that bill.

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, Educational Specialist permit, or other document required by the Commission on Teacher Credentialing required for the teacher's certificated assignment.
- B-CLAD and/or CLAD credential or valid English Learner authorization.
- Previous teaching and/or work experience
- 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 or non-college preparatory electives identified as art electives, 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.

If Assembly Bill 1505 (2019) is chaptered, teachers employed by Charter School during the 2019–20 school year shall obtain the certificate required for the teacher's certificated assignment prior to July 1, 2025. If Assembly Bill 1505 (2019) is chaptered, any teachers of non-core subject areas not employed during the 2019-20 school year shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

C. Instructional and Administrative Support Staff

After School Program Staff

After School Program Staff will be selected by the Principal and the High School Out of School Program Director on an application and interview basis in consultation with the Principal, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for After School Program Staff are as follows:

- High school diploma
- AA degree or equivalent
- Strong Spanish speaker and writer
- Two years' experience in a similar position preferred

Director of College and Career Qualifications

The Director of College and Career oversees the Lighthouse Community Charter High's College and Career Readiness Program including providing college and career counseling, facilitating the College and Career Prep and Senior Seminar Courses.

Minimum Qualifications for the Director of College and Career:

- BA/S or MA/S
- Experience working with and/or teaching a diverse, urban student population

- Administrative, or Pupil Services Credential, or related college counseling certification, preferred
- Experience with college and career counseling and navigating higher education
- Ability to develop partnerships with local and national organizations and entities to support students in their pursuit of a college and career of choice

CTE Pathway Program Coordinator Qualifications

The CTE Pathway Program Coordinator oversees the growth and development of the Charter School's Product Innovation & Design Pathway.

Minimum Qualifications for the CTE Pathway Program Coordinator:

- B.A. or B.S. required; Master's Degree preferred
- California secondary teaching credential and/or administrative credential preferred
- 5+ years teaching experience in an urban education setting serving low-income students of color preferred
- Experience teaching and supporting teachers within a CTE pathway preferred
- 2+ years of coaching and/or school leadership experience preferred

Professional Development

The Charter School seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development Plan described in Element A which may include but is not limited to the following highlights:

- 5 days of paid summer professional development for all employees new to LCPS schools.
- 23 days of professional development built into the school year: before opening and after every quarter
- Students have an early-release day every Wednesday so teachers can have ongoing professional development

Employee Handbook

See Appendix 5.1 for LCPS Employee Handbook.

ELEMENT 6 - HEALTH AND SAFETY REQUIREMENTS

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

(A) Child abuse reporting procedures;

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;

(F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;

(H) A safe and orderly environment conducive to learning at the school;

(I) *The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;*

(J) *Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.*

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a

person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

Lighthouse Community Charter Public Schools 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 our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. A summary of these procedures and policies is distributed to all staff and families annually.

I. STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

LCPS will comply with all applicable state and federal laws regarding the background checks and clearance and all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Talent and Human Resources shall monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee or supervised for more than seven (7) days if a community member and more than ten (10) days if a parent or guardian, shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (See Appendix 7.1 for LCPS Volunteer Policy)

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws and submit proof of fulfillment of the annual training requirements, as required by the California Child Abuse and Neglect Reporting Act (“CANRA”) and Education Code Section 44691 regarding mandated reporting requirements for school personnel.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and at least once every four (4) years thereafter as required by Education Code Section 49406.

Immunizations

The Charter School adheres to all law related to immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

Medication in School

LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served.

Blood-Borne Pathogens

The Charter School will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCPS Board of Directors has established a written Exposure Control Plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). A draft of this policy is included as Appendix 7.2.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The Charter School maintains a drug and alcohol and smoke free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LCPS and the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LCPS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies included as Appendix 7.3.

Suicide Prevention Policy

LCPS has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 7.4.

Emergency Preparedness

LCPS has adopted an extensive Emergency Preparedness Handbook, 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 Preparedness Handbook describes procedures for most conceivable emergencies and is included as Appendix 7.5. LCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

On or before the start of the 2022–23 school year the Charter School shall stock the Charter School’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of this paragraph in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Commencing with the 2022-23 school year, the Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

Type 1 Diabetes

On and after January 1, 2023, the Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention

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

II. FACILITY SAFETY

Facility

The charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. Toward that end, the Charter School:

- Will be 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.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR 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.
- Will maintain a valid Certificate of Occupancy.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

ELEMENT 7 - MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

In order to ensure that there is a racial and ethnic balance at the Charter School reflective of the general population residing within the territorial jurisdiction of the district, the Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not 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, such as English, Spanish and Chinese.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- 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.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

The charter school shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

ELEMENT 8 - ADMISSIONS REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School 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.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Information about how Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii), may be found in Element 8, Section 1 below.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable

provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

I. ADMISSIONS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

LCCHS will actively recruit a diverse student population from the District who understand and value the Charter School’s mission and are committed to the school’s instructional and

operational philosophy. 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 LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School.

By October 1 of each year and/or when the District releases the open enrollment period dates, Lighthouse Community Charter High will notify the District in writing of the application deadline and proposed lottery date. The charter school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. 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 admission process for prospective students and their families will include:

- School tour (optional)
- Attendance at an enrollment meeting to understand the Charter School's mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. (optional)
- Completion of an application form, which is comprised of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences).

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

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

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

If more applications are received than there are available slots, LCCHS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. The process will be transparent and fair, and parents/guardians need not be present to participate. 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 Charter School, the student will need to enter the lottery process again.

Students will be given preference in LCCHS random public lottery if their parents desire and they are:

- A graduate of Lighthouse's K-8 school
- A sibling to a current student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School: to keep families together
- Children of Lighthouse staff and LCPS board members (not to exceed 2.5% of the total enrollment): to honor those committed to public education
- Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.
 - o (For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
- Students living in the 94621 or 94603 zip code.
- Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland.
- All other applicants.

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required.

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 or if additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, LCCHS will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a waitlist carry over to the following school year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of Records¹

¹ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

ELEMENT 9 - INDEPENDENT FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

In compliance with Education Code section 47605(b)(5)(I),) and 47605(m), 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 Charter School’s financial affairs. The audit will check the accuracy of the Charter School’s financial statements, revenue-related data collection and reporting practices, and review the Charter School’s internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of the charter school as published in the State Controller’s K-12 Audit Guide. 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 LCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year, and a copy of the auditor’s report will be sent to the Charter Schools Office of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year.

The Audit committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and issue an acceptance of the audit to the Board of Directors along with recommendations on how these will be resolved. Finally, the Director of Finance will create a formal report that addresses any exceptions or deficiencies and submit this report to the District including a description of how the exceptions or deficiencies have or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of Lighthouse Community Charter High School is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

ELEMENT 10 - PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED AND EXPELLED

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

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

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

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

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

I. OVERVIEW

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, and awareness of responsibility to community.

Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the Charter School's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The LCCHS Student and Family Handbook is included in Appendix 10.1.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions in which a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal or Assistant Principal may, pursuant to the Charter School's adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The Principal may, pursuant to the Charter School's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the LCPS Board of Directors.

II. POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the LCPS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter

schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as LCCHS's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Family Handbook 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.

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

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

A student identified as an individual with disabilities or for whom LCCHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. LCCHS 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 LCCHS 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 student.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, LCCHS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until LCCHS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. This involuntary removal process applies to students who are subject to truancy proceedings as part of LCCHS Attendance and Truancy Policy. (LCCHS Attendance & Truancy Policy can be found in Appendix 10.2)

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity, or school attendance occurring at any time, including, but not limited to, any of the following:

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

A. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses:

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

- (a) (i) Caused, attempted to cause, or threatened to cause physical injury to another person.
(ii) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.
- (c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of, any

controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, this subdivision shall not constitute grounds for a pupil enrolled in any of grades 9 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (m) Possessed an imitation firearm, i.e.: a replica 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.
- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.

- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in, hazing. For 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, that 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- (r) 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 9 to 12, inclusive.
- (s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- (t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.

(u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil (defined as a pupil, including, but is not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2) “Electronic act” means the creation or transmission originated on or off the school

site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(A) A message, text, sound, video, or image.

(B) A post on a social network Internet Web site, including, but not limited to:

(i) Posting to or creating a burn page. A “burn page” means an

Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.

(ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in

subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1), above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (C) An act of cyber sexual bullying.
- (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1), above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(i)–(a)(ii).

The Principal or designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior. Suspensions may be done in school or at home.

2. *Mandatory Suspension and Expulsion Offenses:*

Students must be suspended and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below, that the pupil:

- (a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- (b) Brandished a knife at another person.
- (c) Unlawfully sold any controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- (d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent(s) or guardian(s) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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 Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent(s)/guardian(s), unless the pupil and the pupil's parent(s)/guardian(s) fail to attend the conference.

This determination will be made by the Principal or designee upon a finding of either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should

be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board of the Charter School following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Governing Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the 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 and/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.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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 (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer (entity) 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 entity 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.

O. 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.

P. Presentation of Evidence

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

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

If, due to a written request by the 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 the 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 Administrative Panel decides not to recommend expulsion and/or the Board determines not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal 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 findings of fact, to the student or parent/guardian. This notice shall 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 or public or private school in which the student seeks to enroll of the student's status with the Charter School

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and to the Charter School Authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the Charter School's authorizer upon request.

No Right to Appeal

The pupil shall have no right to appeal the Board's decision to expel the pupil from the Charter School, as the Governing Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence during the expulsion term. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion term.

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.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governing Board following a

meeting with the Principal or designee 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 Principal or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and in compliance with all pupil confidentiality rules under FERPA. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

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

- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the Charter School's 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA 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 IDEA-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.

ELEMENT 11 - RETIREMENT SYSTEM

Governing Law: The manner by which staff members of OP will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

RETIREMENT

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The Charter 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 higher level of portability and control over retirement funds than is offered by the State Teachers' Retirement and/or Public Employees' Retirement Systems. All staff contribute 8% and LCCHS matches that 8% contribution, vesting LCCHS contributions over five years. LCCHS staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS 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 Charter School's employee policies.

ELEMENT 12 - PUPIL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student will be required to attend LCCHS.

ELEMENT 13 - EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Governing Law: *The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School.

ELEMENT 14 - DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

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

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue

the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter 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.

Complaints by Students and Employees

Charter 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.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. 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 Charter School, 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, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District’s discretion in accordance with that provision of law and any regulations pertaining thereto. 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Lighthouse Community Charter High School, c/o Robbie Torney, Chief of Staff:

444 Hegenberger Road

Oakland, CA 94621

To Director, Office of Charter Schools:

1000 Broadway, 3rd Floor, Suite 300

Oakland, CA 94607

(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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic 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 calendar 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 will use the 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.

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

I. DISPUTE RESOLUTION PROCESS

Intent

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

- Resolve disputes within the Charter School pursuant to the Charter 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.

Should any section of this Element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Public Comments

The LCCHS staff, the LCPS Board of Directors, and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

A. Internal Disputes

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and LCPS Board of Directors, shall be resolved pursuant to policies and processes developed by the Charter School.

The District shall not intervene in any such internal disputes without the consent of the LCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCPS Board of Directors/or CEO for resolution pursuant to the Charter 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 LCPS Board of Directors has requested the District to intervene in the dispute.

Lighthouse Community Charter High has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter High and LCPS 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 Charter School, whether the Charter 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 CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Please see Appendix 14.1 for the LCCHS Uniform Complaint Procedures.

B. Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the Charter School at any time and may attempt to provide reasonable notice to the CEO prior to any observation or inspection.

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 Charter School in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter 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 audit as specified in Element 9.

ELEMENT 15 - CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter*

School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*

3. *The students' school districts of residence*

4. *How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

1. *A description of the circumstances of the closure*

2. *The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. *Information on how to enroll or transfer the student to an appropriate school*

2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*

3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:

1. *The effective date of the closure of Charter School*

2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*

3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary

for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands

and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- 1. Preliminary budget*
- 2. Local control and accountability plan and annual updates*
- 3. Interim financial reports*
- 4. Second interim financial reports*
- 5. Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and

regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. *File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*

2. *Make final federal tax payments (employee taxes, etc.)*

3. *Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).*

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

ADDITIONAL REQUIREMENTS UNDER EDUCATION CODE SECTION 47605(G)

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or

liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business 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 of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- *Fall Census Day enrollment spreadsheet*
- *Reports required by Education Code section 47604.33:*
 - *Preliminary budget*
 - *Local control and accountability plan*
 - *First interim financial report*
 - *Second interim financial report*
 - *Final unaudited report*
- *Other audit-related, attendance, and/or enrollment information and reports:*
 - *Annual independent audit report (Ed. Code § 47605(m))*
 - *Independent Auditor Selection Form (Ed. Code § 41020(f)(1))*
 - *20 day attendance report (Ed. Code § 47652(a))*
 - *Monthly attendance reports*
 - *Monthly student exit reports (Ed. Code § 47605(e)(3))*
- *Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),*

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

INSURANCE

Lighthouse Community Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Lighthouse Community Public Schools and the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

EXTERNAL REPORTING

Lighthouse Community Charter High will maintain 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 acknowledges that pursuant to sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter High 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 and of the District. Lighthouse Community Charter High 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 does not have that Lighthouse Community Charter High needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter High in a reasonably timely manner upon request.

FACILITIES

Governing Law: *The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).*

LCCHS will be located at 444 Hegenberger, Oakland California 94621. The school will share facilities with Lighthouse Community Charter School (K-8).

ATTENDANCE ACCOUNTING

LCPS and LCCHS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

REPORTING

LCPS and LCCHS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

Lighthouse Community Public Schools and LCCHS agree to permit the District to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under shall comply with the California Public Records Act.

LCPS and LCCHS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCHS shall be operated by Lighthouse Community Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. LCPS and the Charter School shall work diligently to assist OUSD in meeting any and all

oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure OUSD shall not be liable for the operation of the Charter School.

The corporate bylaws of LCPS shall provide for indemnification of OUSD's Board, officers, agents, and employees, and LCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of LCPS.

The LCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IMPACT ON CHARTER AUTHORIZER

In accordance with Education Code Section 47604.3, Lighthouse Community Charter High will promptly respond to all reasonable inquiries of the chartering agency. Lighthouse Community Charter High recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter High 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;

July 1 – An LCAP and annual update to the LCAP required pursuant to Education Code Section 47606.5.

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

December 15 – Final Audited Financial Report for Prior Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

Lighthouse Community Charter High 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 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.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607, or any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

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 ESSA 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 ESSA 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.

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

CHARTER TERM

Term

The term of this charter shall begin July 1, 2020 and expire five years thereafter on June 30, 2025.

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.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Sections 47605 and 47607 and its implementing regulations. The Charter 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.

Material Revisions

Any material revisions to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter High 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.

