~~Petition for the Renewal of~~

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LODESTAR

A Lighthouse Community Public School

~~Submitted to Oakland Uniied School District~~

~~September 28, 2020~~

~~Charter Renewal Term:~~

~~July 1, 2021 - June 30, 2023~~

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[1] Intentionally numbered out of order

LIGHTHOUSE
Community Public Schools

~~September 28~~August 7, ~~2020~~2025

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

On behalf of the remarkable children and families of Lodestar: A Lighthouse Community Public Charter School ("Lodestar"), and as the designee authorized by the ~~LCPS~~Lighthouse Community Public School's Board of Directors, I submit ~~to you all of the required materials that will commence the charter renewal process for a new charter term.~~this request for renewal of Lodestar's charter petition for a five (5) year term from July 1, 2026 through June 30, 2031. The LCPS Board of Directors has authorized the submission of the renewal request.

Lodestar respectfully requests OUSD grant a renewal for a period of ~~two~~five years commencing July 1, ~~2021. As you will see in the performance report, charter, and performance improvement plan, Lodestar is taking meaningful steps to address the underlying cause of low performance and has clear and convincing evidence, demonstrated by verified data, showing that the majority of tested grades achieved one year's progress for each year they attend Lodestar.~~2026. Since our previous charter petition in 2020, Lodestar has implemented comprehensive reforms that directly address the performance concerns identified by the OUSD Board.

Through targeted interventions in curriculum, instructional support, and student engagement and support strategies, Lodestar has achieved measurable improvements in student outcomes, resulting in Lodestar's movement from "low tier" to "middle tier" under the AB 1505 criteria. As documented in our performance report and detailed throughout this petition, recent verified data demonstrates substantial gains in graduation and College Career Index (CCI) rates (competitive for our East Oakland neighborhoods)[1], academic growth[2], and enrollment demand in District 7. These results provide clear and convincing evidence that Lodestar has successfully transformed its educational program and is positioned to continue delivering strong outcomes for our community's students over the next charter term.

As required by ~~OUSD, the full package, including this cover letter, is composed of~~OUSD's Office of Charter Schools, the following documents have been submitted through Epicenter:

- ~~Signed Statement of Assurances and all District Required Language~~
- A Final ~~Copy of~~ Renewal Petition, including ~~an Executive Summary and Appendices~~all district required language.
- Performance Report using the ~~OCS~~Office of Charter School's template
- Financial ~~Statements~~Packet including LCPS financial statements and annual budget

[1] CA Dashboard Results
[2] Results to be found in the Verified Data Report.

- ~~Performance Improvement Plan~~
- Red-line Petition, highlighting all changes made from the most recent charter petition.

~~In addition, a red-lined copy of the renewal petition and DRAFT Powerpoint presentation are also attached.~~
The contents of this package was approved by the Lighthouse Community Board of Directors on ~~September 23~~August 6, ~~2020~~2025. I, Rich Harrison, as lead petitioner for Lodestar: A Lighthouse Community Public Charter School deem this renewal petition to be complete.

Sincerely,

Rich Harrison
Chief Executive Officer
Lighthouse Community Public Schools

Petition for the Renewal of

LODESTAR EXECUTIVE SUMMARY

Introduction

Lodestar is a growing school in its 5th year of operation. Chartered in October 2015 and opened the next school year, the school has grown from 216 students in 2016 (K - 2, 6th grades) to 653 in 2020 (K - 9 grades). In this charter term, we are proud of what we have accomplished and acknowledge that we have work to do to attain the levels of excellence that we seek and that our students deserve. We have always looked deeply in the mirror at our results and continuously seek to improve our practices in order to achieve these desired outcomes.

Our First Five Years

(Added)

LODESTAR

A Lighthouse Community Public School

	2016-17	2017-18	2018-19	2019-20	2020-21
Significant Events	Opened	Moved; Prop 39 and 51 facilities challenges[2]	Moved to Permanent Location	State Testing Cancelled; COVID-19	Distance Learning continues; High School launched

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Location	Patten University, Fruitvale	St. Jarlath, Fruitvale	Permanent Campus, Sobrante Park	Permanent Campus, Sobrante Park	Distance Learning
Enrollment	256	289	503	586	653
CAASPP Test Takers	62 students (100% new to Lodestar)	138 students (38% new to Lodestar, n= 52)	292 students (53% new to Lodestar, n= 155)	0 students due to COVID-19	Testing status unknown
Testing Grades	6	3, 6, 7	3, 4, 6, 7, 8	NA	3 - 8

With the passage of AB1505, renewing charter schools are placed into three tracks (Low, Medium, and High) based on two criteria:

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[2] Lodestar applied for Prop 39 facilities in year 1 and 2 of our operation. Lodestar did not receive an acceptable offer so needed to secure private facilities. In addition, Lodestar secured over $50M of CSFA funds to renovate an OUSD campus, but because of the challenges posed in negotiations with OUSD, Lodestar sought out a permanent campus on its own, partnering with Paciic Charter School Development to purchase, renovate, and add onto a campus in East Oakland.

Charter Renewal Term:

July 1, 2026 - June 30, 2031

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1) overall performance of students on the state dashboard, and

2a) overall performance compared to state averages, and

2b) subgroup performance of students compared to state averages for those subgroups on the state dashboard.

Data from 2017-18 and 2018-19, only two years of data from the 2nd and 3rd years of the school's operations, determined Lodestar's placement on the "low" renewal track based on AB 1505.

Over the course of our irst term, as a community, we have overcome several obstacles, including moving three times in our irst three years. Happily settled in a permanent home in the Sobrante Park neighborhood of Oakland, Lodestar is poised to continue to grow into a K - 12 school.

Oakland Impact: Lodestar's Commitments

In addition to improving the quality of Lodestar, when renewed, Lodestar is committed to serving Oakland's most vulnerable students, engaging in meaningful partnerships, and sharing best practices beyond our walls.

- **Priority for Unsheltered Families:** Lodestar is committed to meeting the growing need of unsheltered families in Oakland. In the charter renewal submission and material revisions, Lodestar will be giving admission preference for families experiencing housing insecurity.
- **Sharing best practices in partnership with NAACP:** In response to the California NAACP resolution on Dyslexia mandating screening, requiring speciic teacher training, and targeted support systems and effective interventions in early literacy, Lodestar is actively partnering with the Oakland chapter to support students in core instruction. Lodestar commits to sharing its practices, protocols, training, and open to partnering with OUSD district schools and area charters to address this civil rights issue facing our special needs students.

The Students & Families We Serve

Lodestar has a rich diversity of students and staff that relect Deep East Oakland; specifically, we serve more African American students than the majority of our local comparison schools.

Lodestar is dedicated to relecting the rich diversity of Oakland's East Region and places an intentional attention on recruiting and serving more African American students, special education students. With this renewal, we are making a vigorous commitment to recruiting and serving Oakland's unsheltered students, as seen in changes to our admissions priorities.

If we compare ethnicity data[3] of Lodestar to the nearest schools[4], we serve more African American students than the average of schools around us.

Ethnicity	Lodestar 19-20	Avg Comparison 19-20
Latino	69.7%	74.3%
African-American	20.3%	16.9%

Over the course of our charter term, we have seen other increases in our student diversity[5] including:

- Increase in percent of English Learners from 22% to 38.5%
- Increase in percent of Students with Disabilities from 6.5% to 9.5%.
    - 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities.
    - 14% of our founding high school class qualify for special education services.
- Increase in percent of low-income students from 70.1% to 78.9%

The Case for Lodestar: A Strong Option for Oakland and District 7

Lodestar doubled in size from 2017 to 2018. We served nearly 50%+ new students in 2018, many of them performing below Lodestar's baseline. Lodestar's "low" rating for AB 1505 is a direct result of taking on more students from families who sought out a quality option in East Oakland.

There are two key factors that must be weighed when deciding if Lodestar should be renewed for two years:

- Without the CAASPP in 2020, we were unable to show growth and performance for year 4 of our 5 year term - a year where we served 586 students.
- Additionally, our analysis of attendance-zone schools according to OUSD Live-Go data shows that 12 of the 14 schools our students would otherwise attend would be in the "low" track according to AB1505 criteria. Based on the most recent publicly available data, Lodestar outperforms these 12 schools.

Lodestar's low rating from AB 1505 is a direct result of meeting increased student enrollment and family demand in the 2nd and 3rd year of our charter. Lodestar qualiies for a 2 year renewal for three key reasons:

[3] CDE Dataquest

[4] Brookield, Madison Park TK - 5, Madison Park 6 - 12, Greenleaf, Global Family, Reach, Elmhurst, New Highland, Esperanza, East Oakland Pride, Encompass, Korematsu, Acorn, Frick

[5] CDE Dataquest

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Strong Academic Plan: There is a clear and aligned academic plan to address underlying cause of low student performance (see Lodestar Improvement Plan)

Growth: Lodestar demonstrates one year's progress relative to local and national comparisons as demonstrated by (summary below; see Performance Report for more information):

- The latest California 2018-19 state dashboard
- CORE growth data and the OUSD's School Performance Analysis framework
- 2019-20 NWEA MAP

College Access: Lodestar's high school that opened this school year will replicate the A-G completion rates, college access practices, and post-secondary outcomes as its sister school Lighthouse High School. For over a decade, LCPS has ensured that **all** students are enrolled in a - g courses and created academic programs where 90% of students are accepted to college; and where our **alumni graduate from college at four-times the national average for African American and Latinx students.**

Strong Academic Plan

In response to the academic data, Lodestar already has identified and started implementation of specific instructional, curriculum, and assessment strategies for improving its program and to meet the goals around increasing proficiency, distance from meeting standard, and CORE percentile growth in its Performance Improvement Plan as part of the Charter Renewal submission.

Clear Goals for 2022:

By Spring 2022, meet 2 of 3 goals[6] in ELA and Math:

- All students: 33% Proficient in ELA and 24% Proficient in Math, a 5% improvement from baseline
- All students: 42.1 Distance from Standard in ELA and 67.6.Distance from Standard, a 5 point improvement from baseline
- All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

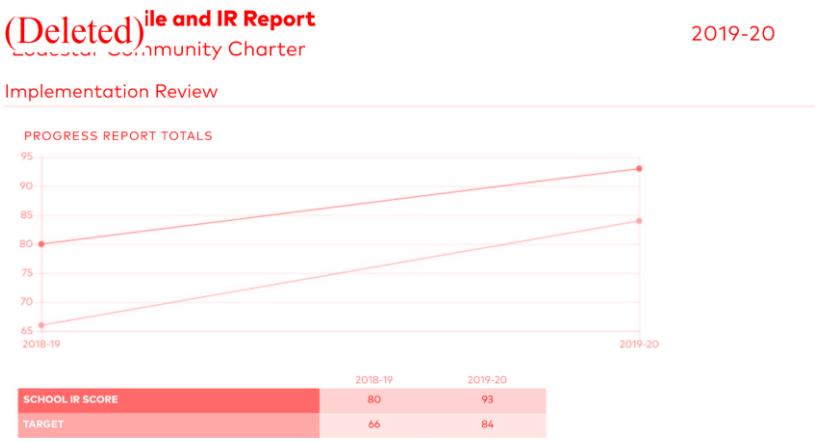
By Spring 2025, meet 2 of 3 goals in ELA and Math:

- All students: 38% Proficient in ELA and 29% Proficient in Math, a 10% improvement from baseline
- All students: 32.1 Distance from Standard and 62.6.Distance from Standard, 10 point improvement from baseline
- All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

[6] Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.

Rigorous Curriculum and Robust Assessment Practices

The foundation of our school design is EL Education, a model that supports the school to deliver high quality instruction, student-engaged assessments, and supports students in their development of character and high quality work. According to a third-party evaluation, Lodestar has a strong fidelity to the model and is improving in implementing the EL model.



THere are 4 key strategies to address and improve our academic program.

1. **Implementation of Interim Assessments in partnership with ANET**[7]: Lodestar students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards and given 4 times per year.
2. **Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners**[8] **:** Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.

[7] This is connected to the OUSD School Quality Rubric 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning)

[8] **SQR Connection -** 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)

3. **ELA: Implementation of EL Literacy Curriculum Modules**[9]**:** Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy
4. **Implementation of Eureka (K-5) and Open Up (6-8) Math Curricula:** Lodestar Literacy teachers will follow the scope and sequence of the yearly math units at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

Lodestar already has made significant strides in improving its program through transparent Diversity, Equity, and Inclusion (DEI) initiatives. Specifically, the school has addressed its suspension rates by student subgroup as well as increased the diversity of its teaching staff.

Inclusive, Anti-Racist School Culture

Our commitment to an inclusive school culture in which students are fully participating is evidenced in our drastic reduction of school suspensions. Our commitment to being an anti-racist school is evidenced in our policies and practices of restorative justice and the centering of Black excellence and joy in our culture.

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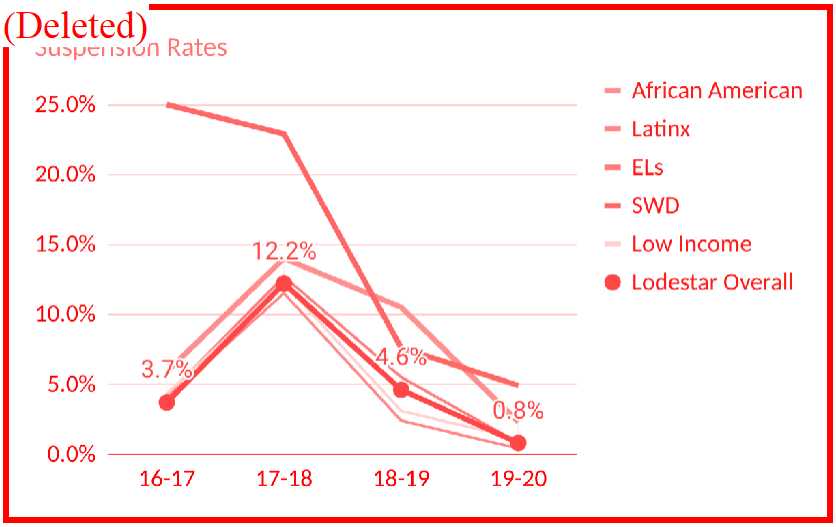

Teacher and Leader Diversity

As an organization and school, our Diversity, Equity, and Inclusion commitments, metrics, and initiatives have resulted in increased diversification of our teachers and leaders. Research shows that when teachers reflect the student body, student achievement increases.

[9] **SQR Connection** - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)

Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force; and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identified as people of color and/or mixed race. Our partnership with the Alder Graduate School of Education, in place since 2019, has created a robust pipeline of teachers of color who represent the communities we serve and are readying for the classroom in innovative residency models. Of Lodestar's 2020-21 Alder residents, 75% (3 out of 4) are Black and Latinx and 50% (2 out of 4) are Spanish-bilingual.

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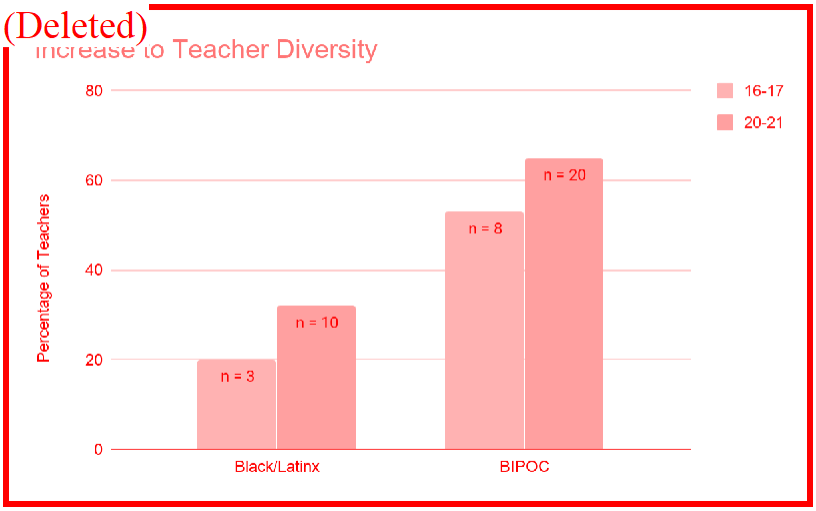

Growth: Lodestar Demonstrates Progress

The latest California state dashboard from 2018-19 shows that Lodestar adds value to the educational K-12 options for Oakland families.

Lodestar's African-American student achievement on the CAASPP outpaced State and OUSD averages two years in a row in math and one year in ELA.

Our longitudinal data also shows that the longer students stay at Lodestar, the stronger their proficiency rates.

With a renewal, Lodestar will be able to continue its trajectory of student growth.

California State Dashboard Comparison

Compared to OUSD, Lodestar has a higher equity rating in 7 of 8 student subgroup comparisons in both ELA and Math (African-American, Latinx, Low-income, and English Learners).

ELA	Overall	African American	Latinx	Low Income	English Learners	Students with Disabilities
Lodestar	Orange	Orange	Orange	Orange	Yellow	Not Rated
OUSD	Orange	Red	Orange	Red	Red	Orange

A.	Local Control Accountability Plan (LCAP)
B.	LCPS Strategic Plan 2024-2028
C.	LCPS Organizational Chart
D.	LCPS Articles of Incorporation
E.	LCPS Board Bylaws
F.	LCPS Conflict of Interest Code
G.	Lodestar School Safety Plan (Emergency Management Plan)
H.	LCPS Family Handbook 2025-26 SY
I.	LCPS Employee Handbook 2025-26 SY
J.	LCPS Teacher Development & Evaluation Framework
K.	LCPS Finance and Budget Information

Math	Overall	African American	Latinx	Low Income	English Learners	Students with Disabilities
Lodestar	Orange	Orange	Yellow	Yellow	Yellow	Not Rated
OUSD	Orange	Red	Red	Red	Orange	Orange

STAYING POWER: Student Proficiency Increases with Years at Lodestar - Dramatically

When we analyze CAASPP results of students who have been with us for three years, we see what we are calling "The Lodestar Effect," a demonstrable increase in CAASPP performance over time. Students who joined Lodestar in 2016-17 and stayed through the 2018-19 school year and took the CAASPP, scored significantly higher in ELA and math than students who had been with Lodestar less than two years. We believe an additional two years with a charter renewal, our students will be able to demonstrate even more significant gains on the CAASPP. In the visuals below, B = beginning (standard not met); A = approaching (standard nearly met); M/E = meeting/exceeding (standard met or exceeded).

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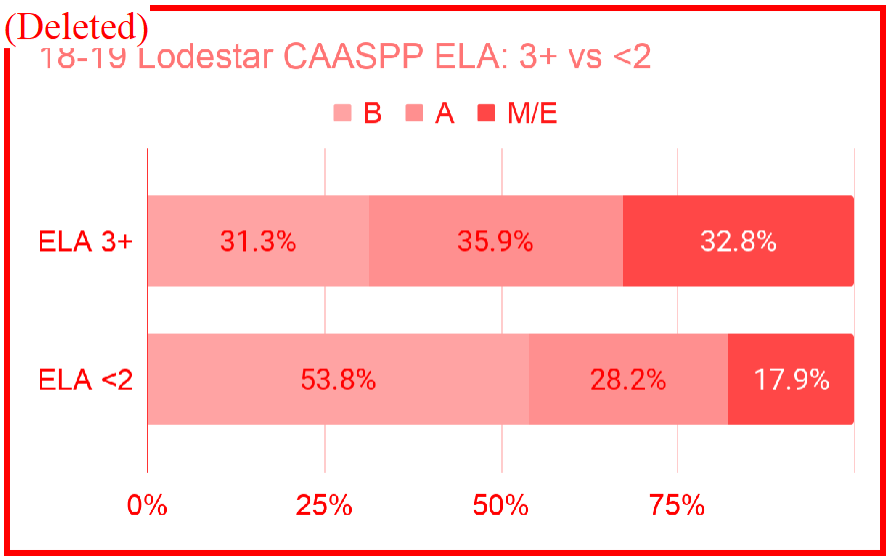
18-19 Lodestar CAASPP ELA: 3+ vs <2
B
A
M/E
ELA 3+
31.3%
35.9%
32.8%
ELA <2
53.8%
28.2%
17.9%
0%
25%
50%
75%

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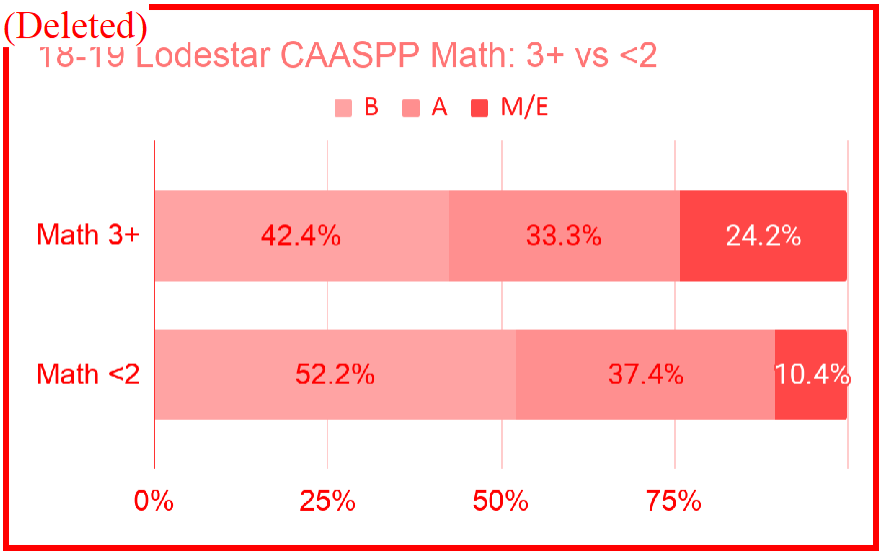

Distance from Standard - DFS Improves with Years at Lodestar

The following shows how students who have been continuously enrolled at Lodestar since 2016 outperform students who have been at Lodestar only one year, another way to look at "The Lodestar Effect."

	ELA		**Math**	
	All Students	Continuously Enrolled from 16-17 through 18-19	All Students	Continuously Enrolled from 16-17 through 18-19
18-19	-50.06	-31.49	-64.52	-44.21
17-18	-37.29	-26.74	-50.00	-36.76
16-17	-40.39	-35.44	-61.39	-56.44

OUSD's School Performance Analysis and CORE Growth

OUSD School Performance Analysis (SPA)

Indicator	2016-17		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	N/A	N/A	Met	Met	Met	Met
Mathematics	N/A	N/A	Met	Met	Met	Met
Suspensions	N/A	N/A	Not Met	Not Met	Met	Met
Chronic Absenteeism	N/A	N/A	Met	Met	Not Met	Not Met
Total To meet, school must meet >50% of schoolwide/equity indicators for each year	N/A		Met (Met 75%; 6 of 8)		Met (Met 75%; 6 of 8)	

EQUITY

To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, schools can meet by meeting the threshold on either Dashboard Color or CORE Growth Level metric.

Indicator	Data Source	Student Group								Met / Not Met	
		B/AA	H/Lx	PI	SD	EL	SPED	HL	FY		
ELA State Test	Dashboard Color (DFS; change)	Orange -58.5; -29.5	Orange -44.1; -8.1		Orange -54.9; -10.9	Yellow -61.7; +5.9				Met (4 of 4)	Met
	CORE Growth Level (Percentile)	Medium MS: 57%	Medium ES: 42% MS: 79%		Medium ES: 39% MS: 75%	Medium ES: 39% MS: 73	Medium MS: 51			Met (5 of 5)	
Math State Test	Dashboard Color (DFS; change)	Orange -86.2; -6.6	Yellow -68.6; +4.7		Yellow -77.7; -+6.0	Yellow -84.4; +15.7				Met (4 of 4)	Met
	CORE Growth Level (Percentile)	Medium MS: 41%	Medium: ES: 91% MS: 50%		Medium ES: 89% MS: 49%	Medium ES: 94% MS: 48	Medium MS: 40			Met (5 of 5)	
Suspensions	Dashboard Color (% Suspended once; ; change)	Orange 10.5%; -3.5%	Green 2.4%; -9.1%		Yellow 5.5%; -7.2%	Yellow 3.1%; -9.1%	Orange 7.6%; -15.3%			Met (5 of 5)	
Chronic Absentee ism	Dashboard Color (% Chronically absent; change)	Red 24.2%; +9%	Red -15.1%; +8.8		Red 19.9%; +9.5	Red 11.9%; +5.6%	Red 21.2%; +4.1%			Not Met (0 of 5)	

Lodestar Demonstrates One Year's Progress Relative to NWEA MAP National Norms

Lodestar students had more than a year's worth of progress as measured by the NWEA MAP, a nationally normed referenced assessment tool.

The data strongly suggests that our students would have had significant gains had they taken the Spring 2020 CAASPP

Lodestar Compared to National Norms

Lodestar uses NWEA MAP to monitor student growth over the course of the school year. Below, we share our data story from MAP, emphasizing the Conditional Growth Index (CGI), a standardized measure of growth compared to growth norms. We believe this data demonstrates that our students were making considerable progress toward one year or more's worth of growth in the 19-20 school year when the pandemic prevented our students from being able to demonstrate their ability to show this growth on the CAASPP.

According to NWEA, a CGI of 0 suggests typical growth and a CGI above 0.5 is an indicator of accelerated growth. When compared to national growth norms, a CGI of +1.0 suggests better than 84% of those tested, a +2.0 suggests better than 97% of those tested nationally.

Math Conditional Growth Index

Below is a summary chart of the Math CGI at Lodestar from January 2019 to January 2020. Highlights include:

- 4th - 7th grades showed accelerated growth in math, with 5th - 7th grade students outgrowing 84% of other students' growth in math, nationally
- 8th grade showed typical growth in math
- 3rd grade students showed below average growth.[10]

Grade	W19-W20	# of students
3	-4.11	46
4	0.99	42
5	1.04	37
6	1.92	59
7	1.02	33

[10] This data relects the period between January 2019 - June 2019 (when this cohort was in 2nd grade) and August 2019 - January 2020. At this time, we had not formally adopted Eureka Math in Grades K-2 and were still providing math through an "instructional level" versus "grade level" model. This data prompted us to adopt Eureka (which we were piloting across 3-5) across the entire K-5 and to completely shift our model away from instructional level groupings. In addition, this cohort of students had a novice, irst-year teacher in math during the 19-20 school year.

8	0.25[11]	52

Reading - Conditional Growth Index

Below is a summary chart of the Reading CGI at Lodestar from the Winter of 2019 to the Winter of 2020. Highlights include:

- 4th, 5th, 6th, and 8th grades showed accelerated growth in reading compared to all other students nationally:
  - 5th and 6th grade students outgrew 84% of other students growth, nationally
  - 4th and 8th grade students outgrew 99% of other students growth, nationally!
  - 3rd and 7th grade students showed below average growth[12]

Grade	W19-W20	# of students
3	-2.29	43
4	5.09	38
5	1.83	45
6	1.37	59
7	-0.94	34
8	5.55[13]	50

Charter Renewal During a Global Pandemic

Any recommendation and/or vote to give Lodestar anything less than a two year renewal or close Lodestar would be an act of egregious injustice and would upheave the lives and communities of so many families who have already been deeply affected by the global pandemic.

In the 2020 school year, students are attending school 95.8% of the time and 100% of families had a family/teacher conference in the first two weeks of school.

[11] 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

[12] Grade 3: As with Math, our Grades 3-5 had fully adopted the EL Education Modules. This data relects the January 2019 - June 2019 period when this 3rd grade cohort was in 2nd grade, and again prompted a shift to adopt the modules across the entire K-5. Grade 7: This cohort had a maternity sub during the January 2019 - June 2019 period while the 6th grade humanities teacher was out on leave, and this is relected in their achievement data during this window.

[13] 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

East Oakland children, youth, and families are facing an assault on their lives from multiple fronts:

- A global pandemic is affecting East Oaklanders at a much higher rate than other residents of Oakland, California, and the United States
- Racial injustice is affecting our families access to high quality education across our communities
- The loss of jobs, income, and housing security plagues many of our families.

Not only is there enough objective academic evidence to support giving Lodestar a two-year renewal, but it is simply the ethical thing to do in a time when Lodestar is creating stability and getting academic results for our students during a pandemic.

Now, in the new school year, even more distance learning supports are in place alongside Lodestar's improvement plan and instructional, curriculum, and assessment strategies including:

- **Quality Instruction**: Use of the innovative, mastery-based learning management system, Altitude to monitor work completion of grade level standards work; Daily crew meetings via zoom to provide connection and community building
- **More time learning:** Compared to OUSD and the State, Lodestar offers students an additional 1 to 1 ½ hours instruction per day. Age-appropriate schedules for students that allow for synchronous and asynchronous learning in small and large groups. Minutes of synchronous instruction per day range from 180 (average) across grades K - 5 to 260 for grades 6 - 9; Minutes of asynchronous instruction per day range from 140 minutes across K - 5 to 140 minutes for grades 6 - 9 .
- **Serving our Students with Special Needs**
    - Contact with all families whose students have IEPs to engage in conversation about services during distance learning
    - Special education service delivery model that combines support inside and outside of the general education classes and ongoing collaboration with the teaching team
    - Mental health and counseling to 4.6% of our students and building out systems that will allow us to serve a larger population
- **Family Engagement:** Weekly teacher/family check-ins via text, call, or zoom; Monthly town hall meetings for parents with above average attendance (last month, 85 parents participated when typically 20 - 25 parents would attend on-site meetings)
- **Basic Needs:** Home delivery of technology and food as needed, as well as weekly meal distributions on site.

These supports have resulted in 95.8% ADA across grades K - 9; 100% of students and families having a parent/teacher conference in the irst two weeks of school.

Conclusion

Students and families are demanding high quality school options in East Oakland. It is an equity imperative to renew Lodestar in order to continue on the trajectory of growth we have demonstrated before the pandemic.

Lodestar is meeting renewal criteria for a two-year renewal, has a plan underway to address low performance, will achieve strong post-secondary options, has a permanent facility, and is a part of a stable organization with strong leadership.

Providing Lodestar a two-year renewal is not only in the best interests of its students, but also in the best interest of the future of Oakland.

~~Afirmations~~Affirmations, Declarations, and Assurances

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

Lodestar~~: A~~, a Lighthouse Community Public School (also referred to herein as ~~"~~"Charter School~~"~~"):

~~1.~~ 1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (~~"~~"Ed. Code~~"~~") § 47605(e)(1))

~~2.~~ 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.~~ 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.~~ 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~~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.~~ 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.~~ a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

~~b.~~ b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

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

9. 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. 10. Shall post the California Department of Education'sEducation's Charter School Complaint Notice on Charter School'sSchool'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 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. 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. 2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. 3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. 4. Shall be subject to conlictconflict of interest and other laws pertaining to public oficialsofficials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. 5. Shall require its teachers to hold a certiicatecertificate, 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(l))

6. 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 speciiedspecified 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. 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, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classiicationclassification, 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. 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. 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 (I).

10. 10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C.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. 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. 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 oficialofficial publications. (Ed. Code §§ 48907 and 48950)

13. 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.~~ a. The California Code of Regulations

~~b.~~ b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

~~c.~~ c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)

~~d.~~ d. Displaying all required postings at school site and online

~~e.~~ e. Following the minimum and maximum age requirements for enrollment

~~f.~~ f. Providing the minimum number of instructional minutes

~~The Lighthouse Community Board of Directors afirms its commitment to the afirmations, declarations, and assurances above for Lodestar: A Lighthouse Community Public Charter School on September 23, 2020.~~

~~BBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBB~~

~~Rich Harrison, Chief Executive Oficer~~

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control

LODESTAR EXECUTIVE SUMMARY

Lodestar Performance Report

Submitted by Lighthouse Community Public Schools
To the Oakland Uniied School District
September 28, 2020

Performance Report Table of Contents

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Introduction

For nearly a decade, Lodestar: A Lighthouse Community Charter Public ("Lodestar") has served as an anchor of stability and hope in East Oakland. What began in 2016 as a K-2 and 6th grade school serving 216 students has grown into a thriving TK-12 educational community of 730 scholars – a testament to the deep trust our families and students have placed in our mission.

The Lodestar story is one of perseverance and community partnership. Authorized in October 2015, Lodestar embarked on an ambitious journey to create a seamless pathway from kindergarten to college and career. This vision became a reality in 2024 when we celebrated our first graduating class. These graduates represent more than individual achievement. They embody the promise we made to East Oakland families to nurture their children from their earliest years through their transition to college and career.

The challenges of recent years, including the global pandemic and shifting demographics as families have left Oakland, have asked Lodestar to deepen our roots in our community and to refine our approach to meet evolving needs. We have had to enhance our support services, develop new and innovative programming, and demonstrate an unwavering commitment to any and all students who choose to enroll in our school.

Today, as we enter our 10th year of service, Lodestar is a cornerstone of the East Oakland community. We have consistently demonstrated our ability to evolve while maintaining stability – providing families with the rare gift of a single school community that can nurture their children from transitional kindergarten through their graduation day. This continuity has created powerful intergenerational relationships and a school culture rooted in a shared community history and collective aspiration.

We are now positioned to begin year two of an ambitious four-year strategic plan. By 2028, Lighthouse Community Public Schools ("LCPS"), which operates Lodestar, will be a **beacon of academic excellence** in East Oakland and beyond, serving as a model of **community-centered educational justice** for 1700 Black and Brown TK-12 students and families.

~~Lodestar is a growing school in its 5th year of operation. Chartered in October 2015 and opened the next school year, the school has grown from 216 students in 2016 (K - 2, 6th grades) to 653 in 2020 (K - 9 grades). Over the course of our first term, as a community, we have overcome several obstacles, including moving three times in our first three years. Now settled in a permanent home in the Sobrante Park neighborhood of Oakland, Lodestar is poised to continue to grow into a K - 12 school. In this charter term, we are proud of what we have accomplished and acknowledge that we have work to do to attain the levels of excellence that we seek and that our students deserve. We have always looked deeply in the mirror at our results and continuously seek to improve our practices in order to achieve these desired outcomes.~~

Our Last Five Years

Table 1: Lodestar Stats and Notable Events SY21-22 to SY25-26

	2021-22	2022-23	2023-24	2024-25	2025-26
Significant Events	Returned to in-person learning		First High School Graduating class	Launched TK	

Enrollment	669	712	739	735	732 Projected
CAASPP Test Takers	381	415	420	423	423 Projected
Tested Grades	3-8	3-8, 11	3-8, 11	3-8, 11	3-8, 11

With the passage of AB1505, renewing charter schools are placed into three tracks (Low, Medium, and High) based on two criteria: (1) overall performance of students on the state dashboard~~,~~ and ~~2a~~(2) overall performance compared to state averages, and ~~2b)~~ subgroup performance of students compared to state averages for those subgroups on the state dashboard. ~~Data from 2017-18 and 2018-19, *the 2nd and 3rd years* of the school's operations,~~Lodestar's Data from the 2022-23 and 2023-24 school years determined Lodestar's placement on the "~~low~~middle" renewal track based on AB 1505.

Oakland Impact: Lodestar's Commitments

Lodestar is committed to serving Oakland's most vulnerable students, engaging in meaningful partnerships, and sharing best practices beyond our walls.

The California Community Schools Partnership Program (CCSPP) grant is a five-year, $3M investment that has enabled Lodestar to strengthen its support for families through expanded community partnerships, improved family engagement strategies, and increased access to holistic student services.

- **Continuing to Prioritize Unsheltered Families:** Lodestar's material revision to give admission preference for families experiencing housing insecurity was approved by the OUSD school board in 2020. Currently we have **27** unhoused pupils at Lodestar and continue to support these students and families through our Community School commitments and a network of partnerships with local and non-profit organizations.

- **Newcomer Support:** The LCPS Newcomer Program is a comprehensive support system for recently arrived immigrant students, designed to foster English language development, academic progress, social-emotional resilience, and cultural integration. Upon enrollment, students and families engage in a personalized intake process to identify needs and connect with targeted supports, including designated English Language Development ("ELD") instruction, technology access, bilingual mentorship, Social Emotional Learning ("SEL") counseling, and college/career readiness resources. The program also emphasizes family engagement through bilingual orientations, adult ESL classes, and community events. Progress is monitored through English Language Proficiency Assessments for California ("ELPAC"), Individualized Learning Plans, and regular check-ins, while staff receive ongoing training in culturally responsive and trauma-informed practices. Led by an Assistant Principal and a designated support teacher, the program ensures all newcomers are included, supported, and positioned for long-term success.

- **Transitional Kindergarten:** In the 2024-25 school year, we launched a transitional kindergarten program, serving 22 students in our first class. Giving families the opportunity to start their children at 4 years old provided an additional year of early literacy instruction. At LCPS we have been able to ensure that our students

are performing comparable to the national average or above in early foundational skills areas of initial sounds, print concepts and auditory sounds. The Charter School shall adhere to legal requirements for classroom size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

- **Partnership with Youth Alive!:** As a recipient of a federal Bipartisan Safer Communities Grant, Lodestar partners with Youth Alive! to provide targeted support for students at risk of violence through mentorship, crisis intervention, and restorative practices. Youth Alive staff work closely with school leaders, counselors, and families to identify students who may be impacted by violence—either directly or indirectly—and offer them consistent, trauma-informed care. Through one-on-one mentoring, conflict mediation, and access to community-based resources, Youth Alive helps students build resilience, strengthen relationships, and stay connected to school. This partnership plays a vital role in promoting safety, healing, and long-term success for our most vulnerable youth.

- **Partnership with Raising Leaders:** Lodestar High School partners with Raising Leaders—an Alameda County initiative—to support students through a structured pathway of workshops and paid internships that also allow them to earn elective credit:
    - Skill-Building Workshops: Selected students participate in an 8-week Raising Leaders workshop series. Upon successful completion, they earn 5 elective credits
    - Paid Internships: Graduates of the workshops are then eligible for paid, 8-week internships with county departments and community organizations. Interns typically earn around $2,000–$2,160 per placement.

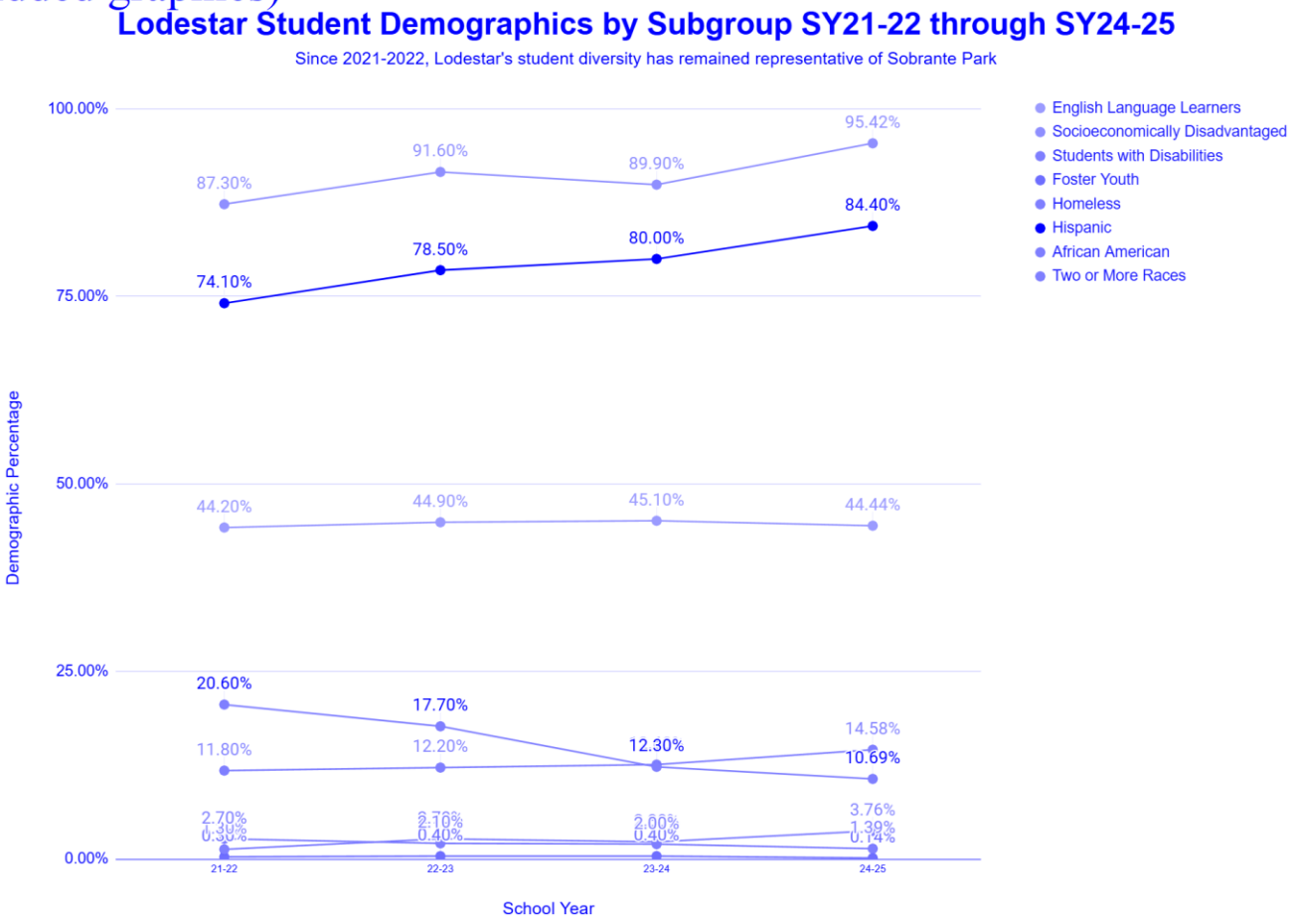
Grant funding supplements the maintenance and growth of career development pathways. The Career Technical Education Incentive Grant (CTEIG) is a state grant that maintains and strengthens our The 9-12 Media Arts Pathway career technical education programs. This fall, we will launch our first-ever Healthcare Pathway in partnership with Chabot College, funded by $1.1 million in workforce development grants. Two multi-year grants are funding this program, the Strong Workforce and Golden State Pathways grants. The Making Art and Design Pathway for TK-8 is partially funded by a multi-year grant from the Quest Foundation.

The Students & Families We Serve

Lodestar is dedicated to reflecting the rich diversity of Oakland's East Region and places an intentional attention on recruiting and serving African American students, special education students, McKinney Vento students and Newcomer students. Additionally, over this charter term we have continued to grow our athletics program in both our middle and high school, an important feature for many Oakland families.

Figure 1: Lodestar Student Demographics

(Added graphics)



Since 2021-2022, Lodestar's student diversity has remained representative of Sobrante Park[3]:

- Maintained a near half of students being English Learners
  - 44.2% in 2021-22 school year to 45.4% EL in 2024-25[4]
- Increase in percent of Special Education students from 11.81% to 14.58%
- Increase in percent of Unduplicated FRPM/EL/Foster from 89.4% to 97.6%

The Case for Lodestar: A Strong Option for Oakland and Our Sobrante Park Neighborhood

Lodestar ~~meets the criteria~~qualifies for a ~~two-year~~5-year renewal~~, in spite of this AB1505 criteria~~ for three key reasons:

- ~~The charter school is taking meaningful steps to address the underlying cause of low performance, and those steps are reflected in a written Performance Improvement Plan adopted by the LCPS Board of Directors.~~
- ~~There is clear and convincing evidence showing that the school achieved measurable increases in~~

[3] CA School Dashboard (from 2023-2024 and earlier) and Internal Student Information System (for 24-25)
[4] Ed-Data.org

academic achievement, as defined by at least one year's progress for each year in school.

The Case for Renewal (See Executive Summary for more information)

Emphatically, we believe Lodestar deserves to be renewed for two years to continue to demonstrate our ability to get accelerated results for students. The district is well within the bounds of AB1505 - and will do what is just for our students and families - by renewing our charter for two years. In this report, we offer data that makes our case that includes:

Strong Academic Plan: There is a clear and aligned academic plan to address the underlying causes of low student performance. In 2020, Lodestar was in the "low track," and a performance improvement plan was successfully implemented to move the school into the "middle track" per AB 1505 in 2025. In 2024-25, Lodestar and LCPS launched a 4 year strategic plan aligned to our LCAP.

Academic Growth: Lodestar demonstrates one year's progress relative to local and national comparisons as demonstrated by (summary below; see Performance Report for more information):

- The 2023 and 2024 California School Dashboard ("Dashboard") results and the state's Charter Renewal Criteria;
- CORE growth data and the OUSD's School Performance Analysis framework
- Longitudinal NWEA MAP over the course of the charter term

- **Our African-American student achievement on the CAASPP outpaced state and OUSD averages two years in a row in math and one year in ELA**

African American Students:

- Lodestar **students are closer to meeting the academic standard and are growing toward the standard faster than their OUSD peers**. Lodestar CORE data outpaces OUSD's CORE data, in performance in ELA and Math for both elementary and middle school students and outpaces OUSD's growth in ELA and math for elementary students and math for middle school students.is proud to have demonstrated strong academic performance, growth, and impact in both state measures, such as CAASSP and College-Career Index rates for our African American students, as well as on our verified assessments. Our college and career readiness rates for our students speaks to our thoughtful culture and academic programming.
- **Lodestar students made over a year's worth of progress as evidenced by CORE and MAP data from 2017-18 to 2019-20.**
    - In aggregate, Lodestar's growth is above the 50th percentile in both ELA and math in the CORE comparison data set, relative to OUSD district and charter schools.
    - Similarly, Lodestar students had more than a year's worth of progress as measured by the NWEA MAP, a nationally normed referenced assessment tool. **The data strongly suggests that our students would have had significant gains had they taken the Spring 2020 CAASPP**

- **The longer students attend Lodestar, the higher performing they become, demonstrating Lodestar's value add to student's academic performance.** Students who stay with us over multiple years show larger gains and are closer to meeting standards than their peers who have been with the school for only one or two years.
- An analysis of resident schools according to OUSD Live-Go data shows that **12 of the 14 schools our students would otherwise attend would be in the "low" track according to AB1505 criteria**
- Lodestar is part of a strong organization, Lighthouse Community Public Schools, and has a strong inancial track record, transparent governance, robust stakeholder engagement, a permanent facility, and strong demand from families, as evidenced in enrollment and waitlist data.
- Lodestar is also part of an organization that has gotten remarkable post-secondary results for our students for over a decade, ensuring that **all** students are enrolled in a - g courses, where 90% of students are accepted to college; and where our **alumni graduate from college at four-times the national average** for African-American, Latinx, and irst generation college students.

It is critical to note that the school moved to deep East Oakland in 2018-19. With that move and a signiicant increase in enrollment, 50% of our students were new to us in 2018-19. Students new to Lodestar performed far below students who were returning, accounting for some of the declines in student performance from 2018 to 2019. We are convinced that if we had been able to give the SBAC in spring of 2020, we would have seen signiicant gains in proiciency and Distance from Standard (DFS). **This factor must be weighed when deciding if Lodestar should be renewed for two years.**

Charter Renewal During a Global Pandemic

East Oakland children, youth, and families are facing an assault on their lives from multiple fronts:

- A global pandemic is affecting East Oaklanders at a much higher rate than other residents of Oakland, California, and the United States
- Racial injustice is affecting our families access to high quality education across our communities
- The loss of jobs, income, and housing security plagues many of our families.

We believe that a recommendation and vote to give Lodestar anything less than a two year renewal or close Lodestar would be an act of egregious injustice and would upheave the lives and communities of so many families who have already been deeply affected by our current times.

Not only is there enough objective academic evidence to support giving Lodestar a two-year renewal, but it is simply the ethical thing to do in a time when Lodestar is creating stability and getting academic results for our students during a pandemic. In distance learning, our students are attending school about 96% of the time.

In Conclusion

Building on our organization's 20 years of dedication to continuous improvement of our schools on behalf of Oakland children and families, we have acknowledged our data and made robust plans for areas where Lodestar is low-performing. Robust assessment practices, curriculum idelity, and a strengthening of our systems to serve students that are below grade level are in the works and will pay great dividends for the academic achievement of our students. **Lodestar must be renewed for the sake of our students and their future.**

About Lodestar's Structure & Use of Acronyms

Lodestar operates a K - 12 charter that for instructional purposes is grouped into two grade bands (K - 5 and 6 - 12), each having an administrative team of Principal, Assistant Principal, Dean, and Office Manager. At the time of renewal, Lodestar serves K - 9, with a plan to add a grade level until 2023, when we will be K - 12. The two grade bands share a Family Engagement Coordinator, After School Coordinator, and Operations Staff. These administrative teams meet bi-weekly in K - 9 operational meetings, monthly in Principal and Instructional Leadership Team meetings, and on an adhoc basis, as needed. Throughout the report, the reader will see references to the following:

- Lower School (LSES) serves K - 5
- Upper School (LSUS) serves 6 - 9
- When only "Lodestar" is mentioned, it means K - 9 or K - 12 depending on the context.

Eventually, as the high school grows, the Lodestar Upper School will be further divided into two grade bands:

- Middle School (LSMS) serves 6 - 8
- High School (LSHS) serves 9 - 12

1. Instruction

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

Through an ongoing and deep relationship with EL Education (formerly named Expeditionary Learning), Lodestar employs many unique school wide instructional practices that positively impact student outcomes. EL Education is a national model of school reform that has had proven results in schools across the country. A proud partner of EL since opening in 2016, Lodestar is one of only three EL schools in Oakland, providing a unique model and school design for East Oakland children and youth. EL Education has five key Core Practices: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. These form the backbone of Lodestar's instructional practices. Together, these practices weave into a school culture and academic program in which a K - 12 student population will be prepared for college and a career of their choice. Over our four years of operating, we have reflected on our data and sought to continuously improve to respond to students' learning outcomes. The schoolwide instructional practices are direct results of our collective learning. In addition, in the 2020-21 school year, we have partnered with Instruction Partners to support teacher leaders, school leadership, and our academic team to implement strong instructional, curriculum planning, and assessment practices aligned to the Common Core State Standards. Below, we have highlighted some of our most signature and important instructional highlights.

Strong fidelity to the EL Education model is demonstrated through an annual third party Implementation Review (IR) conducted by experts at EL. Rating the school in the five key areas of curriculum, instruction, crew and character, student engaged assessment, and leadership, a perfect IR score is 130. As illustrated in the graph below, Lodestar exceeded its targets on the annual IR and grew from the previous year. This

demonstrates that Lodestar has a high idelity to and makes annual progress toward full implementation of the EL Education School Model.

Curriculum

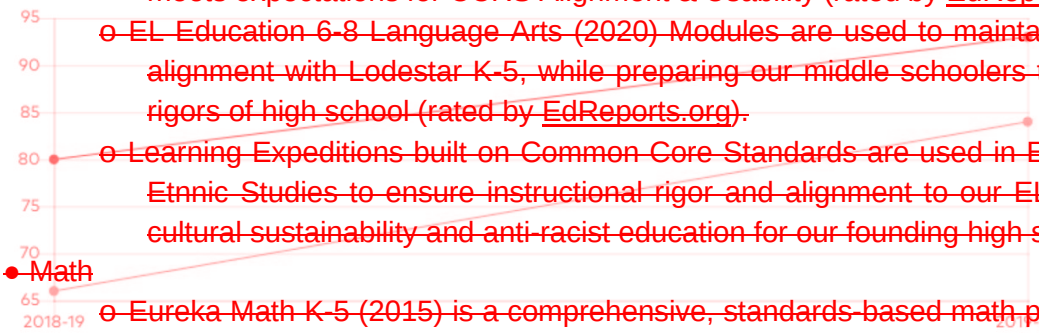
The Lodestar curriculum is built on Common Core standards and follows a K - 12 trajectory of Knowledge, Skills, and Habits of Character.

(Deleted) **Profile and IR Report** 2019-20

Lodestar Community Charter

Implementation Overview

PROGRESS REPORT TOTALS



	2018-19	2019-20
SCHOOL IR SCORE	80	93
TARGET	66	84

- ELA
  - EL Education K-5 Language Arts (2017) is a comprehensive, standards-based literacy program that engages teachers and students through compelling, real-world content. This curriculum meets expectations for CCRS Alignment & Usability (rated by EdReports.org).
  - EL Education 6-8 Language Arts (2020) Modules are used to maintain instructional rigor and alignment with Lodestar K-5, while preparing our middle schoolers the academic and social rigors of high school (rated by EdReports.org).
  - Learning Expeditions built on Common Core Standards are used in English 9 and high school Etnnic Studies to ensure instructional rigor and alignment to our EL model, while centering cultural sustainability and anti-racist education for our founding high school scholars.
- Math
  - Eureka Math K-5 (2015) is a comprehensive, standards-based math program written to ensure alignment to CCRS standards. This curriculum meets expectations for CCRS Alignment & Usability (rated by EdReports.org).

- ~~o Open-Up Resources (2017), published by Illustrative Mathematics serves as the 6 -8th grade math curriculum and meet expectations for CCRS Alignment & Usability (rated by EdReports.org)~~
- ~~o CPM Integrated is the high school math curriculum. It meets the expectations for Focus and Coherence, Rigor and Mathematical Practices, and Usability. (rated by EdReports.org)~~

~~● Science~~

- ~~o The school has also adopted Project Based Inquiry Science (PBIS) published by Activate Learning for our middle school science, which is aligned to the 3 dimensions of NGSS.~~
- ~~o In 9th grade physics, the curriculum we are calling upon is The Patterns Approach, which emphasizes the use of mathematical and phenomenological patterns to predict the future and understand the past.~~

~~**Learning Expeditions**~~

~~Learning Expeditions are a signature practice of the Lodestar curriculum structure. They are long-term, in-depth studies that offer students real-world connections to real research, experts, and ieldwork. They integrate standards, as well as build character and support students in seeing interdisciplinary connections and require students to demonstrate their learning with completion of complex tasks. Learning expeditions at every grade level focus on building critical literacy skills and writing from evidence. Finally, learning expeditions situate the student in the real-world and real-life issues - oftentimes exploring complex issues that center justice and equity. Some examples of learning expeditions at Lodestar are:~~

- ~~2nd Grade: Pollinators. *What is a pollinator? Why do pollinators matter? Are there pollinators in Oakland? What can we do to help them?* are some of the guiding questions that our 2nd grade students ask as part of their pollinators expeditions. Students do research about pollinators and why they matter by reading a wide range of grade-level informational texts. They also become experts on Oakland pollinators and identify ways to support these creatures thriving in Oakland. This expedition is an exemplary Lodestar K-5 expedition because of its combination of rigorous ELA (built off of an EL Education Module), strong development of scientiic concepts around ecosystems and interdependence, and local relevance. Lodestar is on the cutting edge of "expeditionizing" modules -- taking high-quality ELA modules and localizing them for our East Oakland Context.~~

Special Education Students:

- Lodestar and LCPS are proud to have made significant strides in the development of our special edcuation programming. Our organization has built a strong foundation to serve students with a wide range of disabilities, and proud to see both our academic achievement form this student sub group improve as well as the enrollment of new students over the last charter term which has increased the percentages of students with disabilities since our last renewal in 2020.

College and Career Readiness: Lodestar's high school graduated its first senior class in 2024. For our first graduating class, 85% were accepted to 4-year colleges and 87%[5] completed their A-G requirements. More than 90% of students will be the first in their family to earn a college degree. The second class of 2025 reached even higher, where 94% of students completed A-G requirements and 86% of students were admitted to 4-year colleges.

[5] 23-24 DataQuest

Model Community School and Hub for the Deep East Oakland:

- In the last five years, Lodestar has prioritized being a model community school in Oakland, and has served as a hub for the Deep East Oakland community, the 31YZ and Sobrante Park community. In partnership with community leaders and area non-profit leaders, Lodestar and LCPS has led multiple annual events, such as the annual Back Pack Giveaway and Resource Fair, the Fall Harvest Festival, Martin Luther King Jr. Day of Service volunteer launch site, and community Spring Health Fair. The school site has served as a meeting space for community meetings, candidate forums, and a voting precinct site for the community.
  - 8th Grade: Justice. *How should a just society solve conlict? How has/does race factor into the system of incarceration in the past and present? How can we use technology to design and "hack" for justice?* 8th graders at Lodestar engage deeply in three rich and rigorous texts: *The 57 Bus*, *Just Mercy*, and *To Kill a Mockingbird* to explore the questions of race and justice. Concurrently, partner with tech leaders and entrepreneurs from across the bay area to delve into how technology and design can be used to "hack" for justice. As a culminating event, students participate in a multi-day Hackathon experience to design an app that would have aided a character or person in one of these three texts to experience justice. This expedition draws on the rich tech culture in the bay area and brings students into contact with experts in the ield; particularly people of color and women. They develop agency in seeing themselves as designers and problem-solvers, and engage more deeply in complex texts through this lens.

- 9th grade: Black Lives Matter. *How can we build strong connections so that we can have hard and honest conversations? What is the history of racism and current reality of anti-Black racism in the United States? How do we build solidarity among all ethnic groups to combat anti-Blackness and other forms of racism in America?* The Lodestar founding high school teaching team came together over the summer to try to figure out how to meet the moment - launching a new high school in the midst of a dual pandemic of COVID-19 and anti-Black racism. Founding ninth graders at Lodestar are engaged in an interdisciplinary expedition that cuts across all four of their academic courses. After an opening unit of intentional community- and relationship-building, students will delve into a historical and contemporary study of the narrative of anti-Black racism. In ethnic studies, they will read *Stamped* to build their contextual understanding and explore ways to reclaim the narratives about Black people, while in English, they will examine speeches and poetry from Frederick Douglass to Malcolm X, before delving into *The Bluest Eye*. In math, students will engage in rigorous and standards-aligned learning made relevant to our study of anti-Black racism; for example, an analysis of how intergenerational wealth compounds and a hypothetical exploration of what the nation would be like if promises made to formerly enslaved people during Reconstruction had been honored. In physics, students will make connections between physical energy and environmental racism and justice. All four courses will intersect with a culminating project to be designed by our students that will loudly proclaim that our students voices' matter and that Black lives matter!

Student Engaged Assessment

We believe that assessment can motivate a student to be leaders of their own learning. In addition to traditional methods of assessment such as the SBAC, students and teachers track progress on standards-based learning targets, as well as regularly analyze qualitative and quantitative achievement data that demonstrate mastery of skills and knowledge. A few examples of student engaged assessment at Lodestar include:

- Student led conferences during which students relect on their quarter's growth on standards and set goals for the next quarter
- End of Year Passage during which students demonstrate their readiness for the next grade level through a complex presentation of student work
- Weekly academic/Habits of Work and Learning (HOWL) relections
- Daily exit tickets to check for understanding

Literacy & Math Skills Blocks + Assessment Strategy To Measure Skill Building

Reading, Writing and Math across the curriculum are vital to ensure grade-level standards are met. To ensure students are getting adequate practice with literacy and math, Lodestar has devoted time for skill-building. This skill building is measured frequently and the data is used to identify instructional strengths and growth areas, disaggregated by sub group data, to inform corrective instruction planning and response to intervention.

Assessment Type	Purpose	Frequency	Use
NWEA MAP	Monitoring student growth against national norms.	Beginning, middle, and end of the year.	Universal screener; determines if students are "on pace" in growth and achievement.
ANet Interim Assessments	ANet is a new assessment in the 2020-21 school year in response to the lower than expected achievement on standards based assessments.	Quarterly (4x/year)	Deines the bar for standards mastery. Allows data-driven instruction to close gaps towards student mastery. Gives teachers actionable instructional data to design corrective instruction.
K - 2 Reading Foundational Skills Assessment	Benchmark assessment; Tracks student development with phonics and phonemic awareness.	Beginning, middle, and end of year.	Allows teachers to track the development of students' phonics and phonemic awareness development.
Smarter Balanced Assessment Blocks (IABs)	Formative assessments that give teachers data about student progress in speciic CCRS-aligned content areas.	Ongoing	Allows teachers to design and measure the effectiveness of corrective instruction. Gives students and teachers practice with the format/tools of CAASPP.
Curriculum Based Assessments	Ongoing assessments matched to curricular units.	Ongoing	Gives summative snapshots of Learning Target mastery. Often used to design small group instruction.

Making, Arts, and Design (MAD)

A hallmark of Lodestar's model, we believe all students are makers. They have the agency to create and design their world. Time is devoted in all grades at Lodestar to developing the Habits of Work and Learning in making, arts, and design. MAD learning is almost always integrated with the learning expedition of the grade level at the same, deepening student connection to the content and expanding how they can demonstrate their mastery of the skills and knowledge. Some examples of how MAD has shone at Lodestar over the past several years are:

- Middle school students, in partnership with the Bay Area Mural Project, designed an expansive and beautiful mural at 105th and Edes that captures the beauty of Sobrante Park. The mural's name, *Oakland Love: A New Future* was a "mash-up" of an 8th grader and 1st grader's name suggestions.
- 3rd Grade Stop Motion Animation PSAs elevating original research and opinions around access to clean water, ranging from microplastics to runoff in Lake Merritt to the effects of the water bottling industry.

- 4th grade students researched drought-resistant plants, utilized expertise in the ield and designed the landscape for our new campus in Sobrante Park. Many of the students' design recommendations were used in the inal product.

Culture & Character

Crew

The heart and soul of Lodestar's culture is found in our school's Crew (Advisory) model. School leaders and teachers deeply engage in the vision of Crew as the key driver for our school's community. Crew is the structure - K - 12 - in which students are known well, enabling them to feel safe and ready to learn new skills and content. It is their "home base" for school - the classroom structure in which they build community, set goals, and share who they are. Crew is often a student-driven structure, giving students a great deal of agency in the life of the school. Crew leaders are the primary liaison to family members, creating an important family-school bridge. When possible, crew leaders loop for two years with their students to allow for more contiguous and ongoing relationships with students and their families.

Examples of important lessons and activities that take place in crew:

- Preparing for student-led conferences and Expos of student work
- Goal setting and relection on Habits of Work and Learning (HoWLs)
- Explicit Social-Emotional Learning such as how to have restorative conversations, how to regulate one's emotions
- Explicit cultural and antiracist learning, such as how to connect across difference, how to use anti-racist frames, and identity work celebrating Black and Brown excellence (crew focus on Latinx Heritage Month, Black History Month)

Restorative Practices

In alignment with our core values of love, social justice, agency, community, and integrity, Lodestar seeks to support students in peaceful resolution of conlict and harm through the use of Restorative Justice. We believe that simply punishing students for conlicts or harm is only paving the way to the school to prison pipeline. Rather, we spend time giving students the agency, words, and tools to solve their own problems. Restorative Justice is used with all stakeholders, including families and adults within the school. The Lodestar commitment to Restorative Justice is paying off with a sharp decline in suspension rates for all subgroups and overall.

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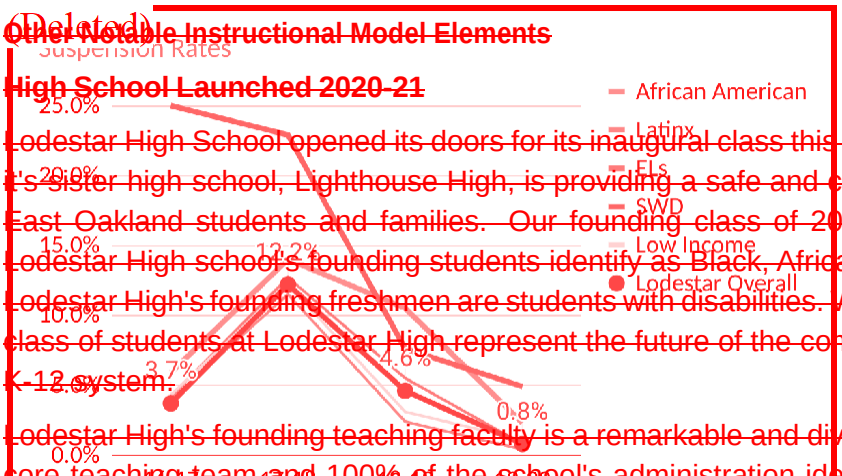


Other Notable Instructional Model Elements

High School Launched 2020-21

Lodestar High School opened its doors for its inaugural class this past August 10th, 2020. Lodestar High, like it's sister high school, Lighthouse High, is providing a safe and culturally vibrant college prep high school for East Oakland students and families. Our founding class of 2024 is composed of 71 scholars. 25.8% of Lodestar High school's founding students identify as Black, African-American or Black Multi-Racial. 14.5% of Lodestar High's founding freshmen are students with disabilities. We believe the demographics of our founding class of students at Lodestar High represent the future of the community we hope to serve across Lodestar's K-12 system.

Lodestar High's founding teaching faculty is a remarkable and diverse team of veteran educators. 75% of the core teaching team and 100% of the school's administration identify as Black, Indigenous, People of Color (BIPOC). The five founding teachers of Lodestar High School average 18 years of teaching experience. The Lodestar High founding faculty met weekly throughout the Spring to plan and ready for the rigorous learning experiences.

Professional Development to Support Quality Instructional Planning

A key tenet of our school model is ensuring our teachers have the skills, resources, and time to grow in their practice. There are several ways in which we develop our teachers and staff. The responsibility of growing teachers is shared among all leaders.

Instructional planning at Lodestar begins with backwards mapping of standards throughout the year to align with assessment. Teachers then engage in curriculum internalization and unit mapping protocols that include assessment-in-hand planning, unpacking standards, deining criteria for success, and anticipating challenges. Teachers then use these unit maps to guide instruction, relecting weekly on student progress through formative assessments and checks for understanding in order to plan for corrective instruction, including whole class, focused small group, and/or individual support. These relections and planning happen both individually by the teacher, in grade level and content-aligned collaborations within Lodestar, and with

grade level colleagues across our family of schools. In response to our commitment to increase student achievement, Lodestar is more closely aligning around these processes and across our family of schools to strengthen this practice. We are building our capacity for this essential work with Instruction Partners, a collaboration that started in the 2020-21 school year.

Examples of our PD, linked to instruction include:

- Weekly Professional Development. Led by school principals and Instructional Leadership Team (ILT) members, and EL Education School Designer (coach), weekly PD follows an arc that supports teachers to internalize curriculum, look at student work, dive into data, and plan for quality instruction that is differentiated for students. Frequency: Weekly
- Instructional Rounds, led by the Instructional Leadership Team, Grade Level Leads. Rounds inform and support the PD of leaders and teachers by identifying areas of strength and growth across the school. Frequency: Monthly
- Inquiry Cycles. The inquiry cycle is a research-based framework that effectively informs our approach to developing our teachers' instructional practices and/or pedagogy. The phases of this cycle are: Analyze Evidence, Determine A Focus, Implement & Support, and Analyze Impact. In combination with ILT rounds, coaching data, and classroom observations, for instance, Lodestar Upper School's ILT defined our instructional focus and PD arc around complex instruction, a complex and ambitious pedagogical approach to create equitable classrooms. It emphasizes equal-status interactions among students and specifies the conditions under which teachers can establish and support such interaction.. Frequency: Every 6 weeks
- Coaching. Principals and Assistant Principals meet with teachers regularly to support their development as practitioners. They may debrief observations, watch videos, plan lessons, look at data, and create action plans for continuous improvement of teaching practice. Frequency: weekly to bi-weekly depending on needs.
- System-wide Professional Development. Across LCPS, quarterly PD focuses on curriculum internalization, expeditionary learning practices, and anti-racist education practices. Frequency: Quarterly.

K - 12 Continuum

Learning from Lodestar's sister school, Lighthouse, Lodestar will serve students K - 12. In 2020-21, the first cohort of 9th graders are attending, 73% of them matriculating from Lodestar, demonstrating a strong desire of our families to have a K - 12 experience. We believe a K - 12 continuum allows deeper relationships to form between the school and families and between families. In addition, we know the road to college preparation is long and therefore a K - 12 continuum allows for more success in college. Our LCPS college completion rates are four times the national average for Black and Latinx students.

Extended Learning & Enrichment Programs

Students at Lodestar are able to engage in enriching and supportive after school programs that are a combination of homework help and enrichments, such as sports, cooking, making and the arts. It provides a safe place for students to be after school and is staffed by graduates of Lighthouse High, Oakland Natives, and BIPOC.

2. Areas of Success

Strong Academic Plan embedded in our new Strategic Plan

By 2028, we will:

- In grades 3-8 and 11, LCPS students' English Language Arts ("ELA") and math proficiency rates meet or exceed the CA state average, both in the aggregate and across all student groups
- 60% of Emerging Bilingual students advance at least 1 English Learner Progress Indicator level or maintain a level 4
- 85% of 2nd grade students are in the 25th percentile or higher on the Oral Reading Fluency portion of AimsWeb (equivalent to 6% growth annually off of 2024 baseline)
- Students With Disabilities ("SWD"), on average, exceed the CA SWD average on the California Assessment of Student Performance and Progress ("CAASPP") scale score growth

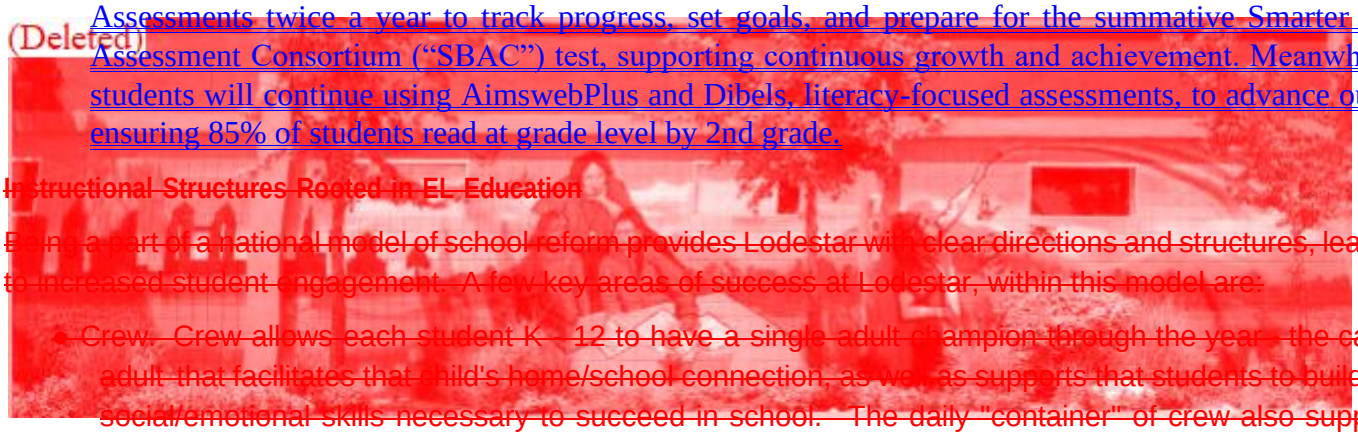
Rigorous, College-Going Curriculum and Data-Driven Instruction

Lodestar's school design is rooted in EL Education, emphasizing mastery of knowledge and skills, character, and high-quality work through rigorous, real-world learning. We prioritize a college-going culture that starts in K-8 with the Maker Program and continuing in high school through Media, Arts, and Design. Our high school students all engage in a Career Technical Education ("CTE") pathway, and can experience dual enrollment, allowing them to earn college credit.

Our data-driven instruction utilizes Smarter Balanced Interim Assessments, MAP NWEA, and AimswebPlus to track progress, inform teaching, and provide targeted support. Instructional staff and leaders regularly analyze and set goals around data. Families are regularly engaged, fostering a strong partnership in academic success.

Describe any unique areas of success beyond traditional measures***There are 4 key strategies to address and improve our program*.**

1. **Implementation of Interim Assessments**: Students in grades 3-11 will take Smarter Balanced Interim Assessments twice a year to track progress, set goals, and prepare for the summative Smarter Balanced Assessment Consortium ("SBAC") test, supporting continuous growth and achievement. Meanwhile, TK-2 students will continue using AimswebPlus and Dibels, literacy-focused assessments, to advance our goal of ensuring 85% of students read at grade level by 2nd grade.



Instructional Structures Rooted in EL Education

Being a part of a national model of school reform provides Lodestar with clear directions and structures, leading to increased student engagement. A few key areas of success at Lodestar, within this model are:

- Crew: Crew allows each student K – 12 to have a single adult champion through the year – the caring adult that facilitates that child's home/school connection, as well as supports that students to build the social/emotional skills necessary to succeed in school. The daily "container" of crew also supports robust peer relationships that build student resilience. Crew provides the time and space for students to explore and understand the school's core values (love, community, social justice, agency, and integrity); process current events; and plan and do service projects.
- Student Engaged Assessments such as Student-Led Conferences & EXPOs of student work. These structures allow for family engagement and for students to lead their own learning.

- Expeditions. Described above, Expeditions are a hallmark of Lodestar's success. They provide rich, project-based learning experiences that marry the rigor of EL Modules, the Common Core Standards within the context of our beloved East Oakland.
- A Commitment to Making, Arts, and Design. Knowing that children learn in many ways and can express their learning through a variety of modalities, Lodestar has a robust K - 9 Making, Arts, and Design program. One of the program's most recent accomplishments is the creation and installation of a beautiful mural, in partnership with the remarkable artists at the Bay Area Mural Project (BAMP!). Over a series of lessons, middle schoolers learned the design elements of a mural, brainstormed the many beautiful attributes of Sobrante Park, and developed the mural. The students were supposed to paint the mural but Covid19 cut that project short. The mural was painted by guest artists from BAMP. Students entered a contest to name the mural and ultimately, the mash up of an 8th grade and 1st grade students' suggestions was given to the piece of public art that will last a lifetime in Sobrante Park: ***Oakland Love: A New Future.***

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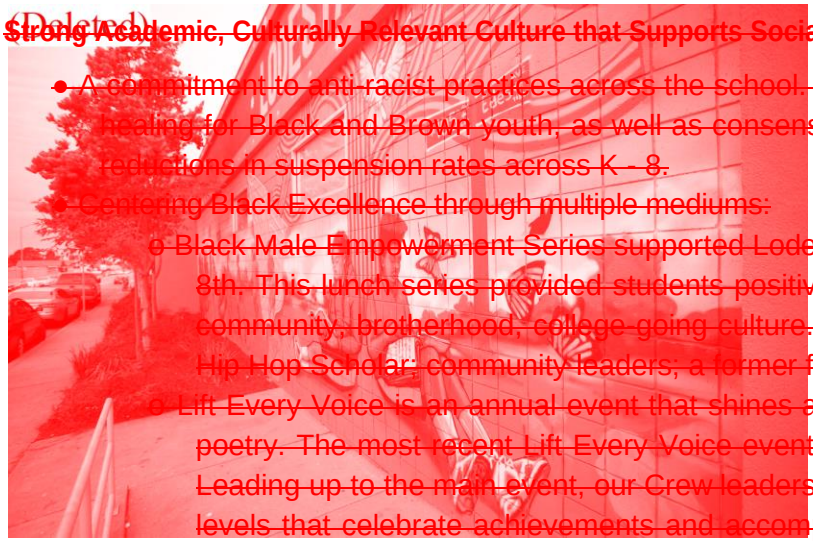

Strong Academic, Culturally Relevant Culture that Supports Social/Emotional Learning & Resilience

- A commitment to anti-racist practices across the school. The marriage of restorative justice, a focus on healing for Black and Brown youth, as well as consensus-built Community norms have led to drastic reductions in suspension rates across K - 8.
- Centering Black Excellence through multiple mediums:
  - Black Male Empowerment Series supported Lodestar black male students in grades 6th through 8th. This lunch series provided students positive black male role models around the value of community, brotherhood, college-going culture. Special guests to the series have included a Hip Hop Scholar, community leaders, a former football player, real estate investor.
  - Lift Every Voice is an annual event that shines a spotlight on Black Excellence through art and poetry. The most recent Lift Every Voice event hosted over 100 black families and students. Leading up to the main event, our Crew leaders implemented extensive crew plans in all grade levels that celebrate achievements and accomplishments of the Black and African American community, and acknowledge slavery and relect on its legacy.
- Students with Disabilities Leading their own learning. In 19-20, the LSMS Academic Intervention Support (AIS) teacher saw an opportunity to develop agency in our students with IEPs by co-leading their meetings with their case manager. This shift increased the student and parent's understanding of their IEPs, how and what to advocate for in class, and, thus, gaining a more clear understanding of the purpose and impact of IEPs on academic and/or socio-emotional success. (sample agenda)

Increasing Teacher and School Leader Diversity

Lodestar has made a concerted effort to diversify its teacher and administrative teams, to relect the students it serves. Through more inclusive and intentional recruiting and hiring practices, Lodestar's teacher diversity has increased signiicantly from 2016-17 to this school year.

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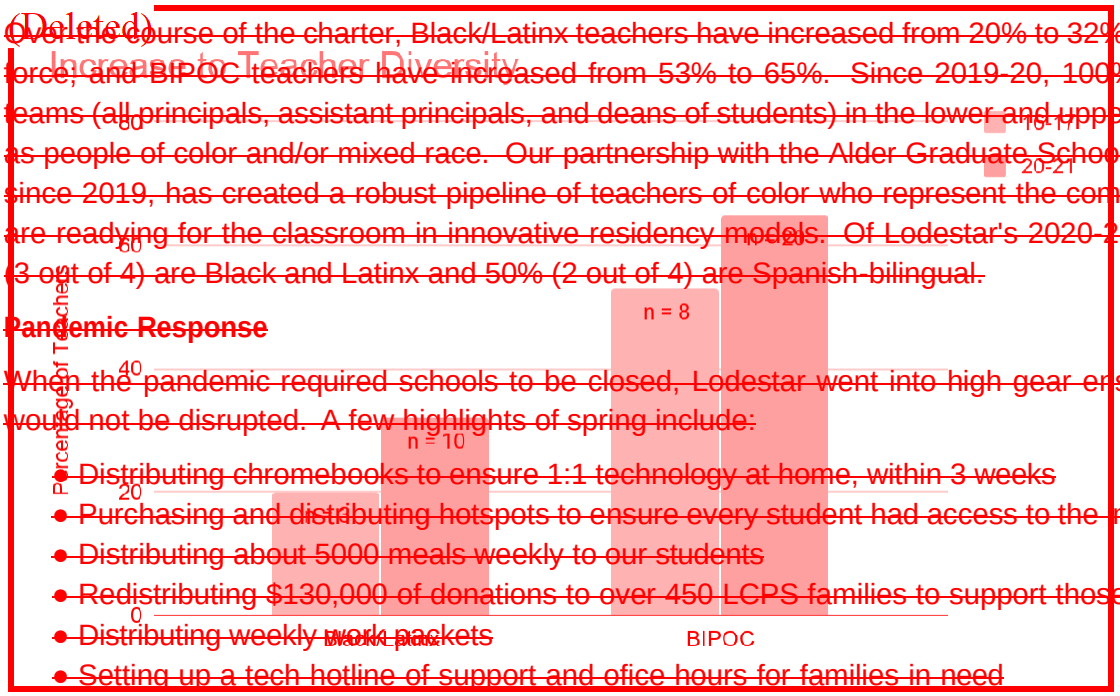
Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force, and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identified as people of color and/or mixed race. Our partnership with the Alder Graduate School of Education, in place since 2019, has created a robust pipeline of teachers of color who represent the communities we serve and are readying for the classroom in innovative residency models. Of Lodestar's 2020-21 Alder residents, 75% (3 out of 4) are Black and Latinx and 50% (2 out of 4) are Spanish-bilingual.



Pandemic Response

When the pandemic required schools to be closed, Lodestar went into high gear ensuring student learning would not be disrupted. A few highlights of spring include:

- Distributing chromebooks to ensure 1:1 technology at home, within 3 weeks
- Purchasing and distributing hotspots to ensure every student had access to the Internet
- Distributing about 5000 meals weekly to our students
- Redistributing $130,000 of donations to over 450 LCPS families to support those with lost wages
- Distributing weekly work packets
- Setting up a tech hotline of support and ofice hours for families in need
- Getting classes online for synchronous learning
- Hosting drive-through step-up ceremonies to support continuity of joy and accomplishment
- Frequent surveying of families to understand their needs and get their input on return to school

Now, in the new school year, even more distance learning supports are in place including:

- Use of the innovative, mastery-based learning management system, Altitude to monitor work completion of grade level standards work

- Compared to OUSD and the State, Lodestar offers students an additional 1 to 1 ½ hours instruction per day. Age-appropriate schedules for students that allow for synchronous and asynchronous learning in small and large groups. Minutes of synchronous instruction per day range from 180 (average) across grades K - 5 to 260 for grades 6 - 9; Minutes of asynchronous instruction per day range from 140 minutes across K - 5 to 140 minutes for grades 6 - 9 .
- Daily crew meetings via zoom to provide connection and community building
- Weekly teacher/family check-ins via text, call, or zoom
- Home delivery of technology and food as needed, as well as weekly meal distributions on site.
- Monthly town hall meetings for parents with above average attendance (last month, 85 parents participated when typically 20 - 25 parents would attend on-site meetings)
- Contact with all families whose students have IEPs to engage in conversation about services during distance learning
- Special education service delivery model that combines support inside and outside of the general education classes and ongoing collaboration with the teaching team
- Mental health and counseling to 4.6% of our students and building out systems that will allow us to serve a larger population

These supports have resulted in about 95.8% ADA across grades K - 9; 100% of students and families having a parent/teacher conference in the irst two weeks of school.

3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

At Lodestar, we believe that our schools must represent the rich diversity of Oakland's East Region. To that end, we use several strategies to ensure we enroll a diverse student population. Our school's enrollment grew from 256 students in 2016-17 to 653 in 2020-21. In Years 1 - 2, we were at two different sites in the Fruitvale region of Oakland and starting in Year 3, we have been located in Sobrante Park in Deep East Oakland.

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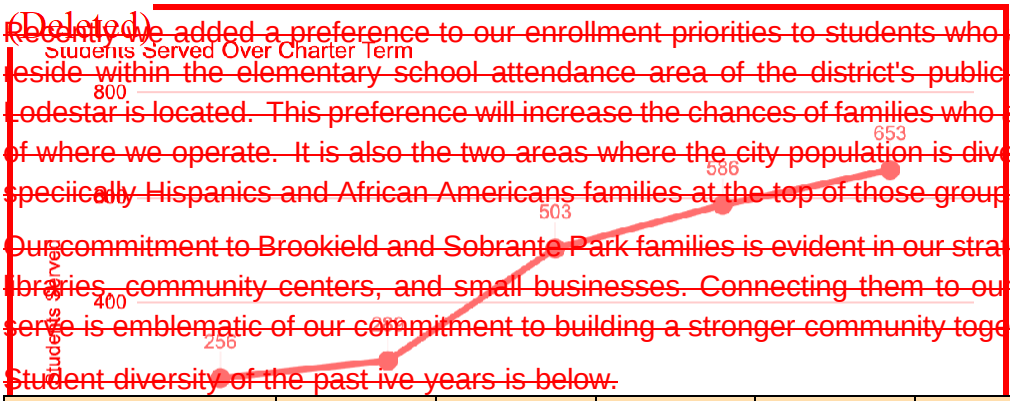
Recently we added a preference to our enrollment priorities to students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which Lodestar is located. This preference will increase the chances of families who are living in the immediate areas of where we operate. It is also the two areas where the city population is diverse with different ethnic groups specifically Hispanics and African Americans families at the top of those groups.



Our commitment to Brookfield and Sobrante Park families is evident in our strategic outreach to local churches, libraries, community centers, and small businesses. Connecting them to our school and to the families we serve is emblematic of our commitment to building a stronger community together.

Student diversity of the past ive years is below.

Ethnicity	16-17	17-18	18-19	19-20	20-21
Latino	65.4%	63.0%	67.6%	69.7%	71.2%
African-American	19.7%	19.7%	21.5%	20.3%	17.1%
Two or More	6%	6.2%	4.2%	4.6%	4.2%
API	2.7%	1.4%	2.8%	3.6%	2.9%
White	6.8%	2.8%	2.6%	0.7%	0.6%
Unknown	0%	6.9%	0.8%	1.2%	4.0%

Of those reporting, "two or more races," most of them are Black/AA + another race, putting students that identify as Black/AA at 25.8%. Although our Black/AA student population dropped slightly, this decline is

parallel to the decline in Black/AA students overall in Oakland, declining from 26.2% in 16-17, 24.3% in 18-19, to 22.9% in 19-20.[14]

If we compare ethnicity data[15] of Lodestar to the nearest schools[16], we serve more African-American students than the average of schools around us.

Ethnicity	**Lodestar 19-20**	**Avg Comparison 19-20**
Latino	69.7%	74.3%
African-American	20.3%	16.9%

Over the course of our charter term, we have seen an increase in our student diversity[17] including:

- Increase in percent of English Learners from 28.2% to 38.5%
- Increase in percent of Students with Disabilities from 6.5% to 9.3%
- Increase in percent of low-income students from 70.1% to 78.9%

In 2019-20, we made a bolder effort in collaboration with OUSD to ensure that we serve African-American students by changing our admission preferences. While we were able to get those preferences changed in time for our lottery, we know it may take 1 - 2 years of these preference changes to see a difference. It should be noted that if we include the two or more race students that include African-American in their identity, 25.8% would be African-American.

Recruitment Strategies

Because we are committed to continuing to ensure that our student population relects the community in which we are located. We take a very grassroots approach to recruitment which means walking the neighborhood, recruiting from locations where families are, home visits, and supporting families through the application process with technical and relational support from our family liaisons and front desk staff.

Lodestar 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.

[14] OUSD Fast Facts

[15] CDE Dataquest

[16] Brookfield, Madison Park TK - 5, Madison Park 6 - 12, Greenleaf, Global Family, Reach, Elmhurst, New Highland, Esperanza, East Oakland Pride, Encompass, Korematsu, Acorn, Frick

[17] CDE Dataquest

- Outreach meetings in local churches and mosques, laundromats, community centers, grocery stores, and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies such as clinics and mental health providers 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 to Serve Special Populations

Lodestar is a willing player in the effort to serve every student in Oakland. We will do our part to recruit and retain a student population that requires more services and resources. We are all in, in Oakland.

A Focus on Unsheltered and Housing Insecure Students

Oakland's homeless population and families facing housing insecurity was already on the rise. The pandemic and economic crisis it has created has only exacerbated the issues of homelessness in our town. Since 2015, the Oakland homeless population has doubled.[18] To that end, Lodestar is committed to seeking out

and providing wrap-around services to homeless and housing insecure families. Currently, 1.4% of our student population is unsheltered. In partnership with local community organizations, we will target families who are housing insecure in our recruitment efforts. We are proposing a change to our admissions process to accommodate unsheltered families outside of the typical admission process requirements. We will be building out and bolstering our current infrastructure to provide additional mental health and basic needs support to our unsheltered students, as well as improve the services we provide to unsheltered families. We are exploring partnerships with the OUSD Mckinney Vento ofice, the East Oakland Collective, Moms 4 Housing, and Community Education Partnerships to expand our services to unsheltered and housing insecure families and students.

Increasing African American Student Population

At Lodestar, our current African American student population is 17.3%, although if we include multiracial students who have one race identiied as African-American, this number is 25.8%. While this number is higher than our sister school, Lighthouse, we know that according to the East Oakland Initiative's Community Plan, Lodestar's neighboring communities (Coliseum, Sobrante Park, Brookield, Stonehurst) have African American populations ranging from 20-35% and we can do more to increase our African-American student population. As stated above, we've made changes to our admissions preferences that will allow more black students to be admitted. While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lodestar is a place where they feel a sense of belonging. Over the past few years, we have increased afinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. In 2020, we are forming a partnership with the Oakland chapter of the NAACP to strengthen our instructional approaches with a focus on African American students and addressing dyslexia, professional development, and reading intervention. . 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 have increased the number of African American/Black/Latinx teachers from 20% in 2016 to 32% in 2020.

[18] https://www.salon.com/2020/06/14/with-affordable-housing-already-scarce-oakland-is-poised-for-a-post-pandemic-homelessness-boom/

Students With Disabilities (SWDs)

Since opening, we have grown the special education population we serve from 7% in 2016 to 9.5% in 2020. 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities. We continue to increase our enrollment of students with disabilities as we strive to more closely mirror the enrollment of students with disabilities in our surrounding district, which in 2019-20 was 13.5%.[19] We are gaining traction with this effort. Most notably, 14% of our founding high school class qualify for special education services. We will continue to attract and recruit students with disabilities and encourage students with all abilities, including moderate-severe students, that they have a place at Lodestar. See below (serving special populations section) for a more thorough breakdown of the types of special education students we currently serve.

English Learners

Over the course of our charter, the percentage of English Learners has increased from 22% to 38.5%. We will continue to strengthen our EL Learning program so that the progress our students make attracts English Learner Families. As always, we will continue to publish our recruitment materials, as well as host recruitment meetings, in both English and Spanish.

4. Student engagement

Are there opportunities for students to be involved in decision-making and the governance of the school?

Lodestar students are at the center of school-wide decision making. During the 19-20 school year Lodestar launched a student government that engaged students in planning and leading both grade level celebrations and school wide student events. Furthermore, Lodestar student ambassadors have played a central role in hosting and leading events such as EXPO (Celebration of Learning Nights), fundraisers and more. Lodestar students play a central role in interviewing prospective Lodestar teachers and leaders, including Lighthouse Community Public Schools leaders. Every single teacher and leader that Lodestar has hired during the irst charter cycle was interviewed by both students and parents. Students, then, provide feedback to school leadership, and the organization on candidates. At Lodestar, we believe that students know best who should teach and lead them in the classroom and schoolwide.

All Lodestar students take an annual (mid-year) student experience survey which provides feedback to teachers about their classroom culture and instructional practice, but also informs leaders about students' feelings about campus climate, safety and culture. Through dedicated professional development inquiry cycles, teachers unpack this data, make shifts in their classroom practices and provide students with clear messaging about how they are incorporating their feedback into their class instructional and cultural shifts.

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

Based on student feedback, Lodestar leadership has made several shifts to our instructional program and cultural schoolwide structures. Two of the most exciting changes we are implementing based on student feedback for the 20-21 school year and beyond is launching a Black Student Union and a comprehensive sports program for our middle and high school once the pandemic settles. Our Black Student Union will lift and center Black greatness and excellence both inside and outside the Lodestar community and engage our

[19] CDE DataQuest, Special Education by Age & Disability for Oakland Uniied

entire community in celebrating Black culture. Upon return to school post COVID19, Lodestar High School and Middle School plan to launch both girls and boys sports programs to engage our students in athletic competition, which will, in turn, bolster schools spirit and pride, and student health and sense of belonging.

5. Family Engagement

Family engagement is a cornerstone of Lodestar's design for several reasons. We believe that parents are the child/youth's irst teacher and know their child best. They are partners in the work of educating their child and we have several formal and informal ways to engage them. In addition, we believe that our school is strengthened by the diversity of voice and input that our families bring. Their input has made our school better over their years and whenever possible, we involve them in the decision making that affects their individual child and the school. Several staff members send their own children to Lodestar, a testament to the quality and connection of our community. Engaging families is everyone's job at the school, but Lodestar also has a Family Engagement Coordinator who helps to coordinate and support parents from recruitment to leadership opportunities.

Lodestar Families have several ways to get involved in school.

- **Engagement with Students Learning**
  - *Quarterly Student Led Conferences (SLC):* At the end of each quarter, students facilitate - from start to inish - 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 relection on goals for the quarter, as well as connect to their work habits and life interests. Preparation for a student-led conference creates an authentic purpose for good organizational and communication skills. The structure builds students' sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets. SLCs are not only a key family engagement practice, but are also a key component of student engaged assessment.
  - *EXPO of Student Work:* Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester. Another form of authentic, student-engaged assessments, students prepare demonstrations, display process boards, give speeches and performances. Family members are the key audience for these energetic and lively displays of learning grades K - 12.
  - *Passage:* In Kinder, 2nd, 4th, 6th, 8th and soon to be 10th, and 12th grades, 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. Family members form a part of the "passage panel" that discuss, critique, and weigh the academic evidence the child's performance on grade level standards. Students often discuss their standards-aligned portfolios of student work and their hopes for their future.
- **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 monthly updates from school leaders. Topics range from how to understand your child's report card to the importance of attendance, to building community across difference.

- **Evening Parent Meetings**: Throughout the year there are several meetings around important topics for particular grade levels such as school culture, diversity and inclusion, and local political engagement.

- **Family Leadership Group (FLG)**
  - **The Lodestar Family Leadership Group** is a group of 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 family members every month. Family members 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.
- **Parent View of Lodestar's Learning Management System.** Lodestar uses Altitude, as its online Learning Management System (LMS). Altitude, originating from the innovative Alt School model, supports K - 12 students to complete work and master grade level standards. The parent portal will allow parents to see completion and mastery for their individual student.
- **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. every six

Communication with Families

Communication with parents is essential. Information is like oxygen in a system. There are many ways we communicate with families so they have the information they need, when they need it. Formal and informal communication methods exist ranging from quarterly student led conferences, weekly coffees, to weekly newsletters, ongoing texts and messages via Aeries' SignalKit, and more informal methods like Facebook and Instagram.

Family Voice

Family voice, perspective, and leadership is critical to having a strong school community. At Lodestar, 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 have an opportunity to connect with our family liaison and school representatives. These have continued during Shelter in Place.
- **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

Families have multiple ways to express concerns when they arise. First, our leaders (including school site and systems level leaders) and teachers have an open door policy and respond to parent calls or emails within 24 hours. Also, they freely give out their cell numbers and text frequently with parents. Should

parents still not feel comfortable expressing their concern directly to a leader or teacher, each campus has a Family Engagement Coordinator whose job it is to ield and direct parent concerns as needed.

Family Decision Making & Governance

- **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 key 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.
- **School Committees**
  Parent leaders participate in monthly meetings to build community and support the work of the school. Last year, a school culture team supported a model redesign in the K - 5 and a playground committee worked to host fundraisers to support the building of the playground.

Examples of Changes Made Based on Family Feedback

Parent feedback has resulted in many changes at Lodestar including:

- **A significant model redesign in grades K - 5**. During the fall of 2018, as a result of achievement and culture data, as well as parent concerns, the K - 5 leadership spearheaded a model redesign to address issues and strengthen assets of the program. Through a series of parent engagements, families shared concerns and ideas for improving the student learning experiences. These ideas were operationalized into a new school model that included decreasing class size, increasing access to core academic content (ELA, Math), reducing time in crew and enrichments, and eliminating the self-directed learning lab (SDL).
- **Meal Provider.** 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.
- **Parent Tech Workshop Classes** were offered as a result of parents expressing their need to be explicitly taught tech skills.

6. Teacher Engagement

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

Sharing leadership and decision-making with teachers and staff is an integral part of the school's vision and is a core practice of exemplary EL Education schools. 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

- **Instructional Leadership Team (ILT) & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community.

- The Instructional Leadership Team (ILT) is composed of departmental/instructional leaders. The Culture Team is composed of grade level leads. Each of these teams contribute to and make decisions that affect the whole school.

- **Annual Teacher Surveys**: Every year teachers complete two surveys to provide their voice and perspective on Lodestar. 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 a survey that draws on the Insight Survey published by TNTP. They also provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school through the EL Education Implementation Review (IR) process.
- **DEI Survey**: All staff, including teachers, complete a DEI survey annually to assess how well we are supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Leadership (Principals, Assistant Principals, Deans)**: 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. In 2020, a new Principal evaluation tool will be piloted, but teacher voice and feedback will be an integral part of whatever tool we select.

Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with their supervisor (Principal, Assistant Principal, Dean, Director) 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. Teachers who are in their irst year receive weekly coaching support.
- **Grade Level & Department Configurations:** Teachers meet weekly in grade level and departmental conigurations to plan, collaborate, and problem solve.
- **CEO Office Hours**: On a quarterly basis the CEO holds an open ofice hours session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind. They are often where some of the best ideas for school improvement are heard and vetted.
- **Teacher Focus Groups:** We've held scheduled teacher focus groups to provide teacher voice and input on changes in programs related to teacher compensation, our annual calendar, our teacher evaluation system, and other academic programs.

Examples of Changes Made Based on Teacher/Staff Feedback

Teacher feedback has resulted in many changes at Lodestar including:

- **Shift in Student Led Conference Cadence.** Teachers gave feedback that SLCs were scheduled too close to each other during the school year. In Crew, Students were spending too much time relecting on and preparing for SLCs, rather than spending time building important social-emotional skills. A shift from three to two SLCs per year was based on teacher feedback.
- **Selection of Curriculum**. Teachers are asked for their guidance and input when selecting curriculum. As a result of their engagement, vetting, and piloting of several curricula, the selection of EL Foundational Skills and Eureka is taught at Lodestar.
- **Increased Synchronous Time During Distance Learning.** Teachers, in response to their students' needs and assessment data, gave the feedback that students needed more synchronous time in order to master grade level standards. The distance learning schedule that students participate in is based on teacher input and feedback.

- **Access to Paper Packets During Distance Learning.** Even though 100% of Lodestar students have been provided the technology necessary for learning, teachers saw that some of their students responded better to paper packets. As a result, paper packets are available to students, to supplement online learning.

7. Performance of key student groups (Data Sources: CSDC Comparison Schools Report, Lodestar Calculations, Schoolzilla, CA School Dashboard, and CDE Dataquest)

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?

In this section of the performance report, we will address ive key student groups. Of these, English Learners are the only significant subgroup in both 2017-18 and 2018-19. Starting in 2018-19, African Americans were also a significant subgroup.

1. English Learners
2. Students with Disabilities
3. Students in need of remediation
4. Advanced Students performing above grade level
5. Other Groups we are paying attention to: African American Students

We will share data for these subgroups, as well as compare subgroup data performance to the attendance areas of the fourteen schools[20] in which the vast majority of Lodestar students live. This comparison is done in the spirit of collaboration with OUSD, showing how Lodestar is contributing to the East Oakland landscape of school options for families. In addition, as a part of AB1505, the charter granting agency must ind that it is in the best interest of pupils to not renew a charter school. While Lodestar is in the "low track" of renewal tiers, we believe this evidence demonstrates we fully understand where we must improve, what are plans for doing so, and why it is in the best interest of students to renew the Lodestar charter. Additional metrics and plans for improvement are found in the Lodestar Performance Improvement Plan.

The following tables show how Lodestar students performed on the CAASPP compared to the neighboring school areas in which Lodestar students live and the state, as well as how Lodestar is trending on students scoring proicient on the CAASPP, as compared to the district and state, overall.

Percent of Students Scoring Proficient - ELA

- In ELA, Lodestar outperforms Oakland Schools in our students attendance areas - overall and by student subgroups, but performs below state averages.
- Lodestar's African American students proiciency rates are 12% higher than that of Oakland schools in our students attendance areas and almost 5% higher than all of Oakland schools
- English Learners at Lodestar outperform Oakland's overall EL student population.

[20] When Lodestar students are mapped across Oakland, the vast majority of students live in areas of these schools. Where we show comparisons, it is to these 14 schools: ACORN Woodland Elementary, Greenleaf Elementary, Esperanza Elementary, Madison Park TK - 5, Madison Park 6 - 12, East Oakland Pride Elementary, Brookield Elementary, Fred T. Korematsu Discovery Academy, Encompass Academy, Elmhurst Community Prep, Global Family, New Highland Academy, Reach Academy, Frick Middle School.

	2019 ELA			
	Lodestar	Average of OUSD Schools students might otherwise attend	OUSD Overall	State
Overall	28%	20%	33.5%	51%
African-American	23%	11%	18.7%	32%
Socio Economically Disadvantaged	28%	20%	23.8%	39%
English Learners	9%	3%	6.2%	13%
Students with Disabilities	9%	2%	8.6%	16%

2. **Consistent Coaching and Professional development grounded in leadership professional development and coaching in partnership with Shared Services Instructional Team and outside partners as needed :** Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.

3. **ELA: Implementation of EL Literacy Curriculum Modules[9]:** Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

4. **Implementation of Eureka (K-5) and Illustrative (6-8) Math Curricula:** Lodestar Literacy teachers will follow the scope and sequence of the yearly math units at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

Lodestar's Commitment to its Diversity, Equity and Inclusion Initiatives

Inclusive, Anti-Racist School Culture

Our commitment to an inclusive school culture in which students are fully participating and our investment in alternative to suspension programs is evidenced in our drastic reduction of school suspensions. Our commitment to being an anti-racist school is evidenced in our policies and practices of restorative justice and the centering of Black excellence and joy in our culture.

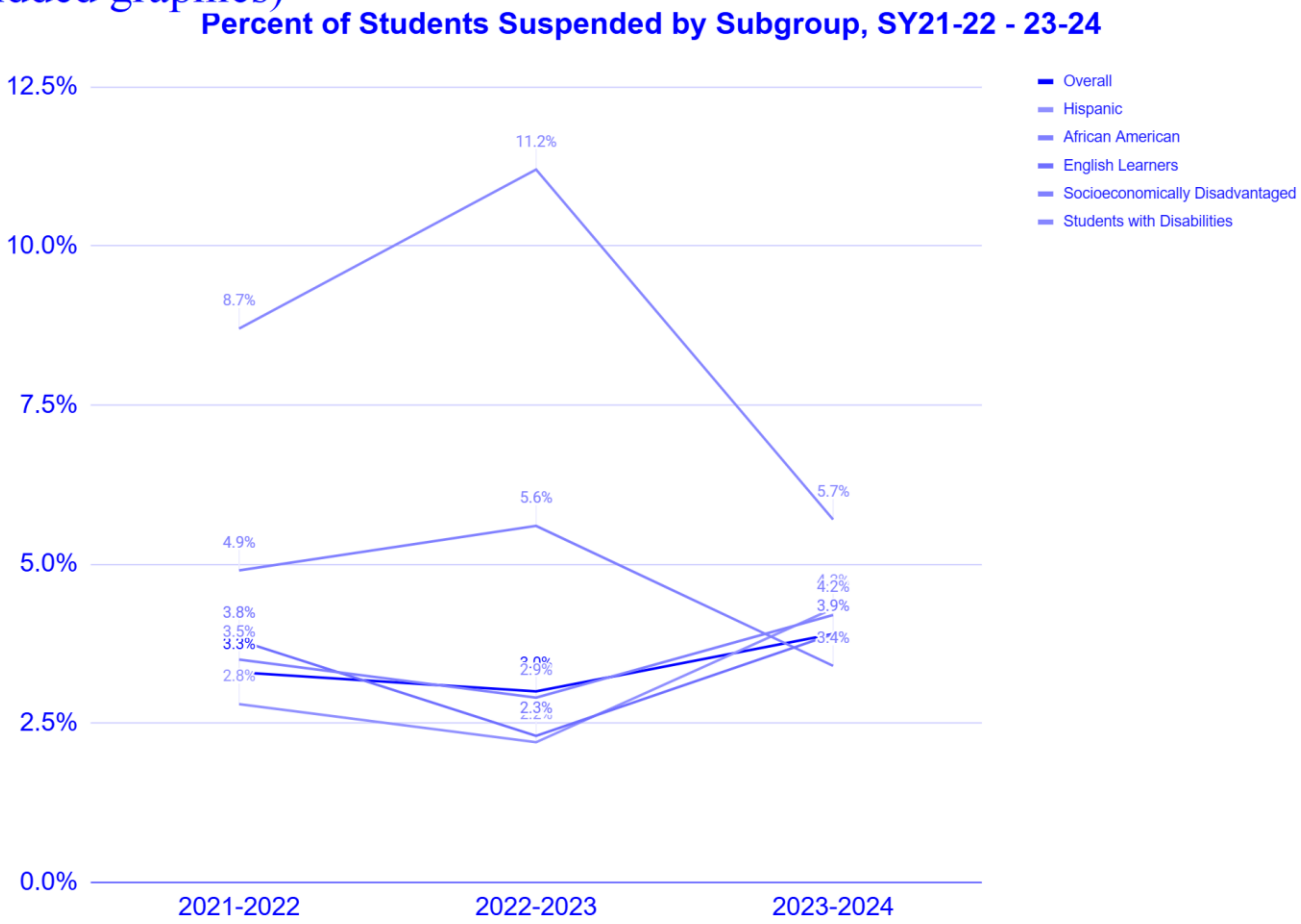
At Lodestar High School, restorative practices are central to our approach to student discipline and well-being. In partnership with Youth Alive, we offer trauma-informed mediation and restorative circles to help students repair harm and rebuild relationships. As an alternative to suspension or detention, students participate in SEL courses led by teacher-leaders. These courses are tailored to the student's specific behavior, teaching replacement behaviors like conflict resolution and emotional regulation. Families are actively engaged in the process, reinforcing a shared commitment to growth and accountability. This approach ensures discipline is supportive, not punitive, and rooted in

healing and connection.

Figure 2: *Percent of* ~~Students Scoring Proficient - Math~~***students suspended by subgroup***

- ~~In Math, Lodestar outperforms Oakland Schools in students attendance areas - overall and by student subgroups, but performs below state averages.~~
- ~~African-American students at Lodetar outperform Oakland's overall African American student population.~~

(Added graphics)



Teacher and Leader Diversity

As an organization and school, our Diversity, Equity, and Inclusion commitments, metrics, and initiatives have resulted in increased diversification of our teachers and leaders. In our 2024-28 Strategic Plan, we have made the commitment to maintain greater than 75% of LCPS staff identifying as Black, Indigenous, and people of color ("BIPOC"). Currently 74% of all Lodestar staff and 100% of Lodestar leaders identify as BIPOC. Research shows that when teachers reflect the student body, student achievement increases. Additionally, over the charter period, in addition to maintaining a highly diverse educator and leadership team, Lodestar has grown teacher retention from under 60% at the start of the charter renewal term to 92% and 82% respectively over the final two years of the term under the leadership of Lodestar's current head of school.

Over the course of the charter term, Black/Latino teachers have represented 42-48% of the overall teaching force;

and teachers identifying as BIPOC overall has ranged from 65% to 73% exceeding the state and OUSD in teacher diversity and reducing the teacher and student of color "diversity gap." Since 2021-22, our site administrative teams (all principals and assistant principals) in the lower and upper school who have identified as people of color and/or mixed race increased from 86% to 100%. Our partnerships with the Alder Graduate School of Education, in place since 2019, and Reach University has created a robust pipeline of teachers of color who represent the communities we serve, including many alumni and classified employees, and are readying for the classroom in innovative residency and internship models. 100% of Lodestar's Alder residents in 2024-25 and 86% (4 out of 5) of 2025-26 Alder residents are Black and Latino and 100% are BIPOC. 75% (6 out of 8) of our 2024-25 Reach Intern candidates are BIPOC and 38% (3 out of 8) are Black/Latino.

Growth: Lodestar Demonstrates Progress

California State Dashboard Comparison[6]

Lodestar demonstrates both growth opportunities and strengths in comparison to OUSD and the State of California on the 2023 and 2024 Dashboard.

- **Strengths:**
  - Graduation rates for Lodestar's first-ever graduating class out-perform both OUSD and the state of California in both overall and subgroup performance.
  - College/Career rates for Lodestar's first-ever graduating class out-perform both OUSD and the state of California in both overall and subgroup performance.
  - Long-Term English Learners ("LTELs") outperform in both ELA and Math compared to OUSD and CA.
- **Growth Opportunities:**
  - Lodestar remains committed to continuously improving ELA and Math scores both overall and in all subgroups with a strong academic improvement plan in process for these subjects in the upcoming school year.

Table 2: Lodestar 2023 and 2024 CA Dashboard Results compared to OUSD and CA schools

				~~2019 Math~~							
ELA		**Overall**	**African American**	**Hispanic**	**Low Income**	**English Learners**	**Long-Term English Learners**			**Students with Disabilities**
2024	**Lodestar**	Red	Red	Red	Red	Red	~~Lodestar~~Orange	~~Average of OUSD Schools students might otherwise attend~~	~~OUSD Overall~~	~~State~~Red

[6] CASchoolDashboard.org

Overall	OUSD	Yellow	Orange	Red	Orange	Red	19%Red	15%	27%	40%Orange
African-American				13%		6%		11.7%		21%
Socioeconomically Disadvantaged	CA	Orange	Orange	Orange	Orange	Orange	19%Red	15%	18.1%	27%Red
English Learners				11%		4%		7.9%		13%
Students with Disabilities				4%		0%		7.6%		13%

OUSD 's School Performance Analysis (SPA) - Lodestar K-9 (based on 2018 - 19 data)

Indicator	2016-17			2017-18			2018-19	
2023 English Language Arts	Lodestar SCHOOL WIDE	Orange	Orange	Orange	Orange	Orange	EQUITY N/A SCHOOLWIDE Met Met Met	Orange

							Met EQUITY SCHOOLWIDE EQUITYN/A	

Mathematics	OUSD	Orange	Red	Red	N/ARed	Red	N/A	Met	Met	Met	MetRed
Suspensions		N/A		N/A		Not Met		Not Met	Met	Met	
Chronic Absenteeism		N/A		N/A		Met		Met	Not Met	Not Met	
Total To meet, school must meet >50% of schoolwide /equity indicators for each year	CA	Orange	Orange	Orange	Orange	Orange	N/A			Met (Met 75%; 6 of 8)	Met (Met 75%; 6 of 8)Red

2018-19 School Year

EQUITY

To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on either Dashboard Color or CORE Growth Level metric.

Indicator	Data Source	Student Group								Met / Not Met	
Math		B/AAOverall	H/LxAfrican American	PI	SDHispanic	ELLow Income	SPEDEnglish Learners	HL	FY	Long-Term English Learners	Students with Disabilities
ELA State Test2024	Dashboard Color (DFS; change)Lodestar	Orange -58.5; -29.5	Orange -44.1; -8.1		Orange -54.9; -10.9	Yellow -61.7; +5.9Orange	Orange			Met (4 of 4)Orange	MetOrange
	CORE Growth Level (Percentile)OUSD	Medium MS: 57%Yellow	Medium ES: 42% MS: 79%Orange		Medium ES: 39% MS: 75%Orange	Medium ES: 39% MS: 73Orange	Medium MS: 51Red			Met (5 of 5)Red	Orange
Math State Test	Dashboard Color (DFS; change)CA	Orange -86.2; -6.6	Yellow -68.6; +4.7Red		Yellow -77.7; +6.0Orange	Yellow -84.4; +15.7Orange	Orange			Met (4 of 4)Red	MetRed
2023	CORE Growth Level (Percentile)Lodestar	Medium MS: 41%Orange	Medium: ES: 91% MS: 50%Orange		Medium ES: 89% MS: 49%Orange	Medium ES: 94% MS: 48Orange	Medium MS: 49Orange			Met (5 of 5)N/A	Orange
Suspensions	Dashboard Color (% Suspended once; ;	Orange 10.5%; -3.5%	Green 2.4%; -9.1%Red		Yellow 5.5%; -7.2%Red	Yellow 3.1%; -9.1%Red	Orange 7.6%; -15.3%Red			Met (5 of 5)	Red

	change)OUSD									N/A	
Chronic Absentee-ism	Dashboard Color (% Chronically absent; change)CA	Red 24.2%; +9%Orange	Red -15.1%; +8.8		Red 19.9%; +9.5Orange	Red 11.9%; +5.6%Yellow	Red 21.2%; +4.1%Orange			Not Met (0 of 5) N/A	Orange

CORE Data - Growth and Performance (DFM) for Lodestar and OUSD schools

Key:

- *x-axis - DIstance from Meeting (DFM) y-axis - growth*
- *Green circle represents Lodestar*
- *Yellow star represents the OUSD weighted average of all programs*
- *All other circles represent OUSD schools*

The following four graphs show the relative comparison of Lodestar's growth and performance to OUSD's elementary growth and performance.

Elementary ELA 2019

- Lodestar outperformed OUSD average in ELA in 2019 (DFM), but growth was slightly below the OUSD average.

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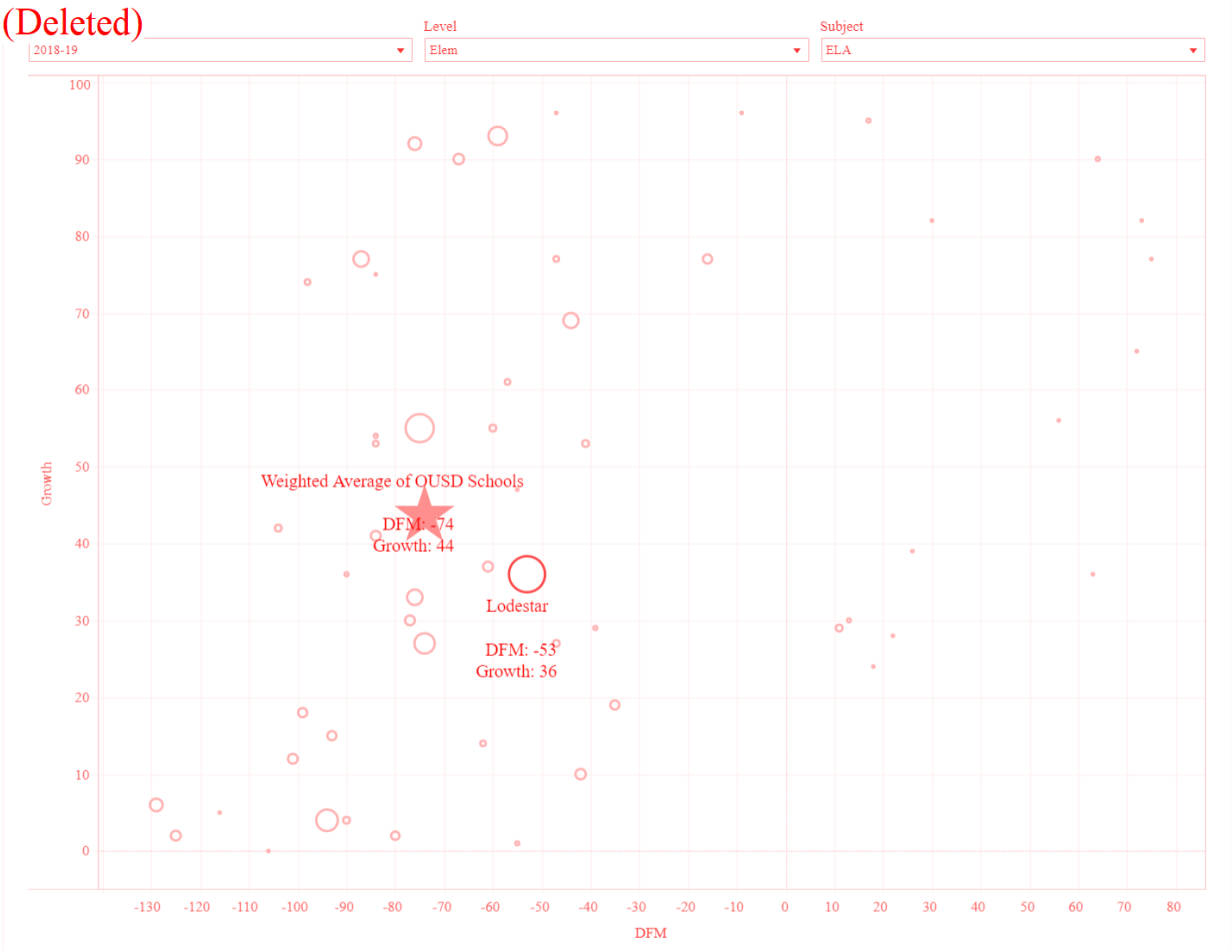

Elementary Math 2019

- In Math, Lodestar is in "high growth/high performance" when compared to other OUSD public and charter elementary programs.

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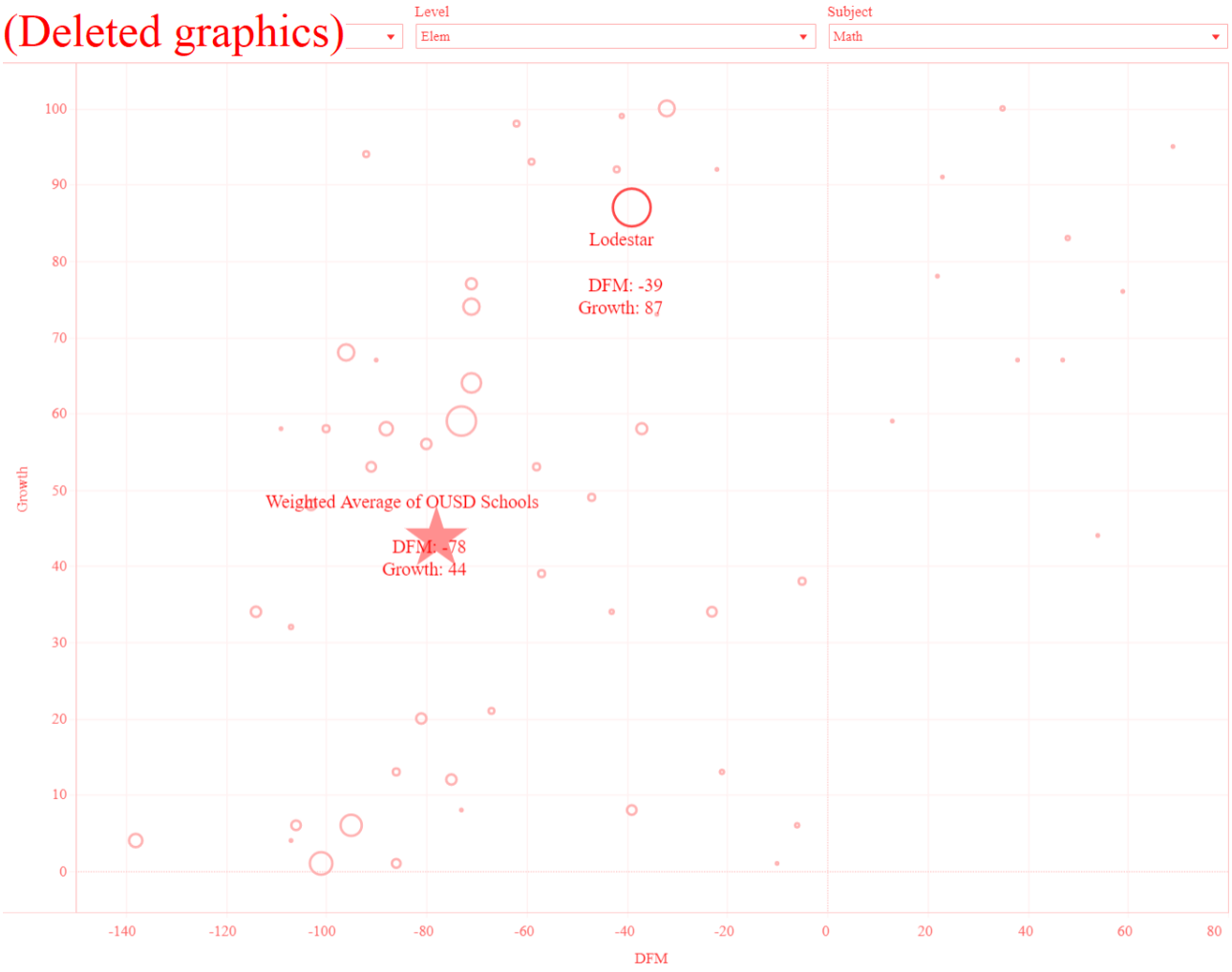

Middle School ELA 2019

- Lodestar is in "high growth/high performance" when compared to other OUSD public and charter middle school programs.

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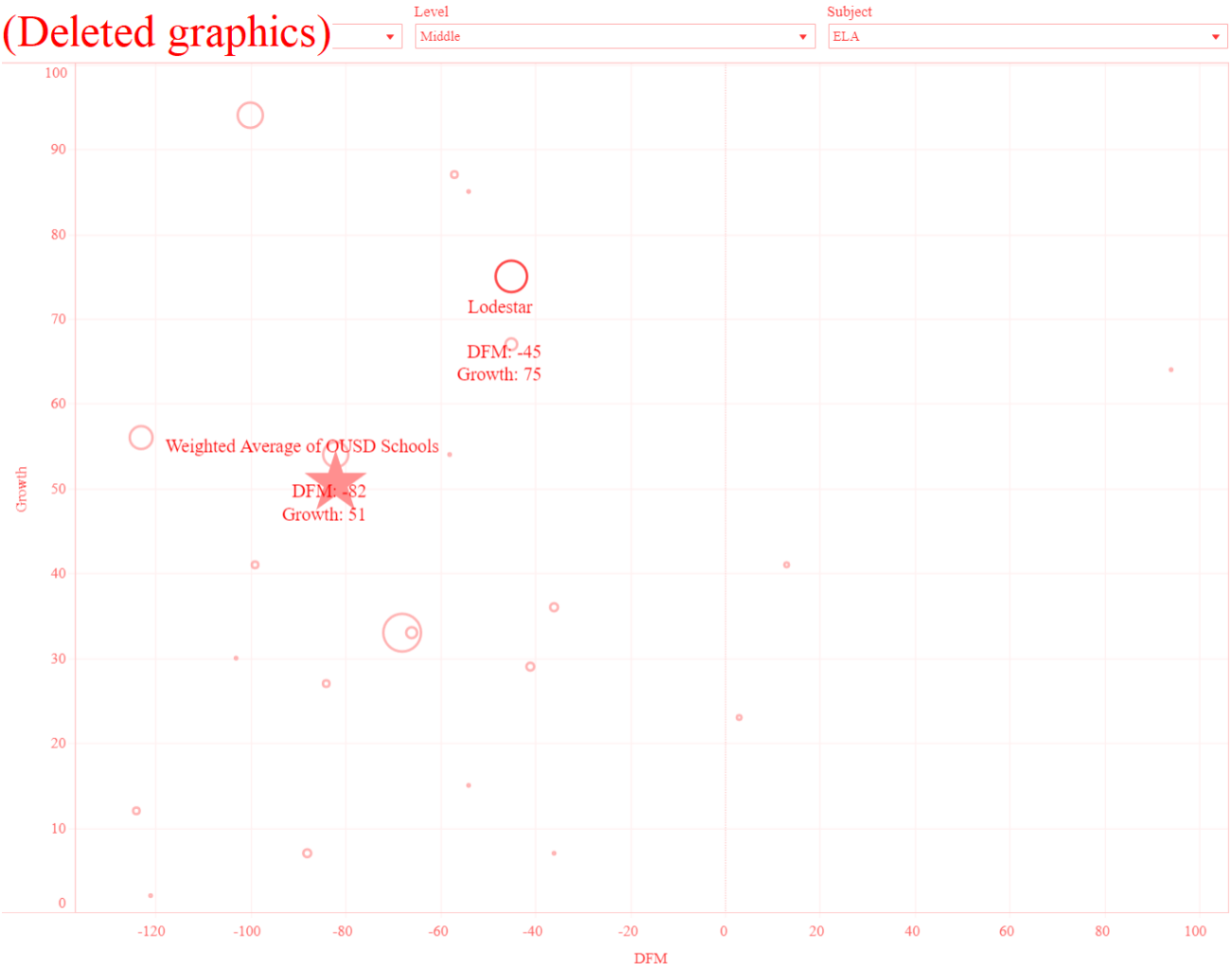

Middle School Math 2019

- Lodestar outperformed OUSD average in Math in 2019 (DFM), and growth was slightly higher than OUSD average.

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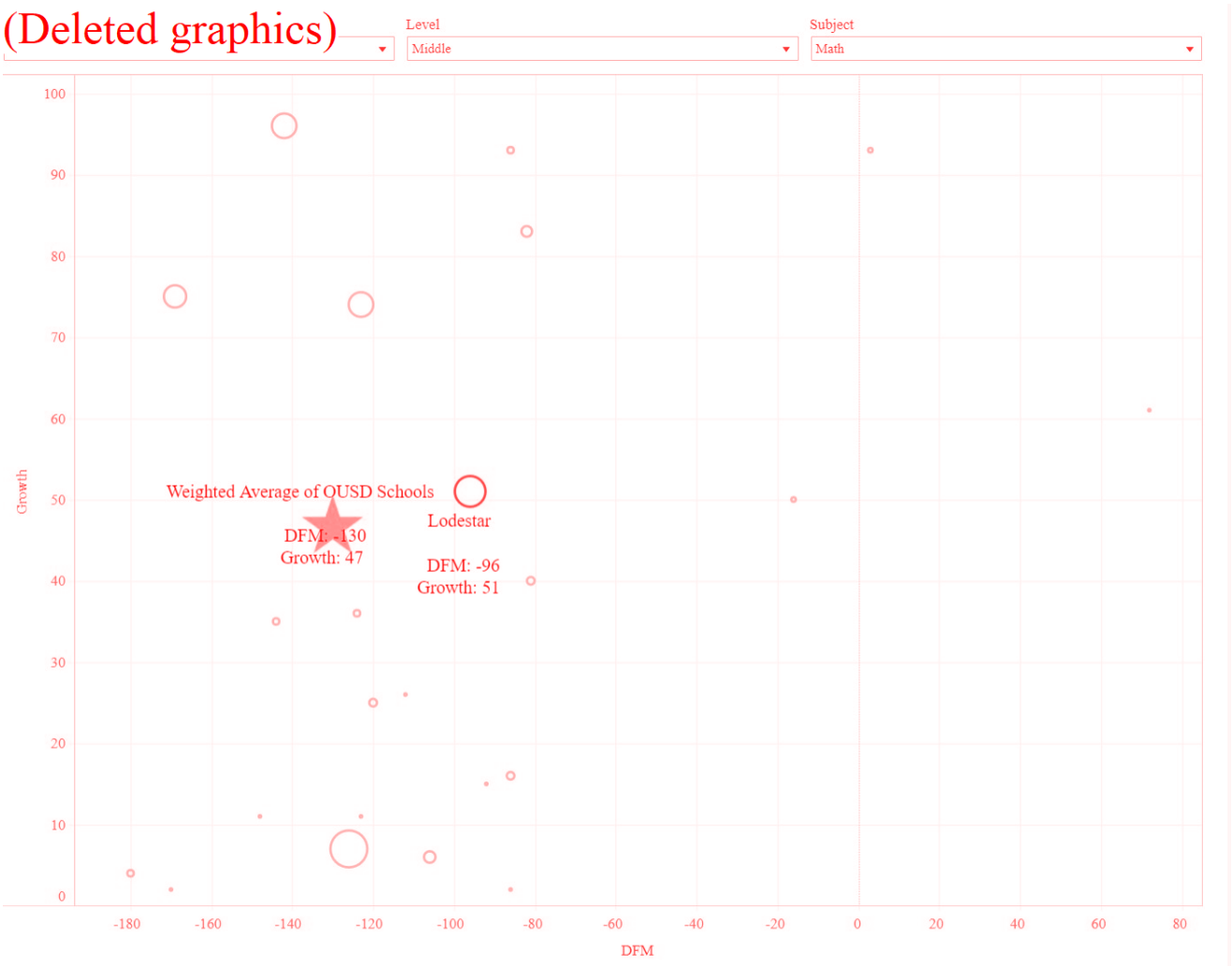


Trends for Growth as Compared to the State from 2018 to 2019 - Overall Students Proficient

- In ELA, Lodestar saw declines in student proficiency on the CAASPP overall and in all subgroups from 2018 to 2019. This was because 50% of our students were new to Lodestar and performing far below the baseline of Lodestar students.
- In Math, Lodestar saw increases in student proficiency on the CAASPP overall and in 3 of 4 subgroups from 2018 to 2019

		ELA			Math			
		Lodestar	OUSD	State	Lodestar	OUSD	State	
Overall		-4	0	+1	+2	0	+1	
African-American		-11	0	+1	-5	0	+1	
Socioeconomically Disadvantaged		-3	0	+1	+3	0	+1	
English Learners		-3	+2	0	+1	+2	0	
Students with Disabilities -7 +2 +1 Graduation Rate		+4 Overall	African American	+1 Hispanic	Low Income	+1 English Learners	Long-Term English Learners	Students with Disabilities
2024	Lodestar*[7]	90%	<11 Students	90%	93%	95%	94%	<11 Students

Distance From Met, by Cohort Over Time

While not 100% consistent for all grade levels, the tables below show that our students are making progress in getting closer to standard.

Overall Grade Level Cohort Data; Distance from Standard

ELA						Math					
	3	4	6	7	8		3	4	6	7	8
2019	-55	-58	-57	-68	-17	2019	-38	-43	-101	-83	-100
2018	-39	NA	-44	-33	NA	2018	-51	NA	-98	-82	NA
2017	NA	NA	-42	NA	NA	2017	NA	NA	-120	NA	NA

Distance From Met Comparisons - 2019

[7] Colors are based off of projections, compared to actual CA Dashboard grayed out results due to needing multiple years of reporting.

Below are several charts that visualize where Lodestar student achievement falls in comparison to the schools they might otherwise attend in OUSD.

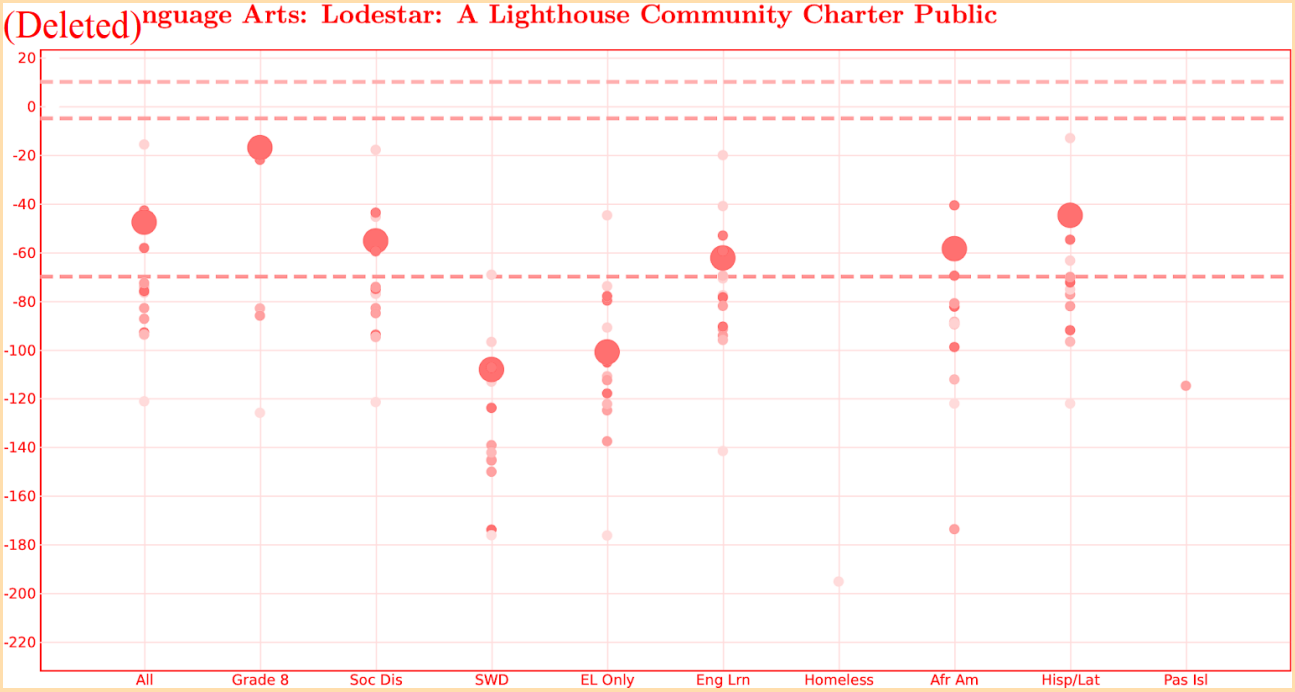
This table demonstrates that students who attend Lodestar are closer to meeting the standard than schools that they would otherwise attend, according to Live-Go Data. Across all grade levels, Lodestar is closer to meeting standard.

ELA DFM 2019						OUSD	Math DFM 2019 81%	81%	77%	80%	70%	76%	76%
	3	4	6	7	8	CA	387%	4 79%	85%	6 84%	78%	781%	874%
Lodestar	55	58	57	68	17		38	43	101	83	100		
Selected Schools	78	76	83	70	63		68	74	118	109	113		

Distance From Met, Comparisons by Subgroups, 2019

Key:

- X access is subgroups
- Y access is Distance from Met (DFM)
- Orange, yellow, and green dashed lines show Dashboard color cut points.
- The large purple dot is Lodestar. The other colored dots represent the 14 schools students would otherwise attend.



In 2019, Lodestar was closer to meeting the standard than most other schools in ELA. Lodestar 8th graders far surpassed other 8th graders; and for African American students and Hispanic students, Lodestar performed at the top of the pack.

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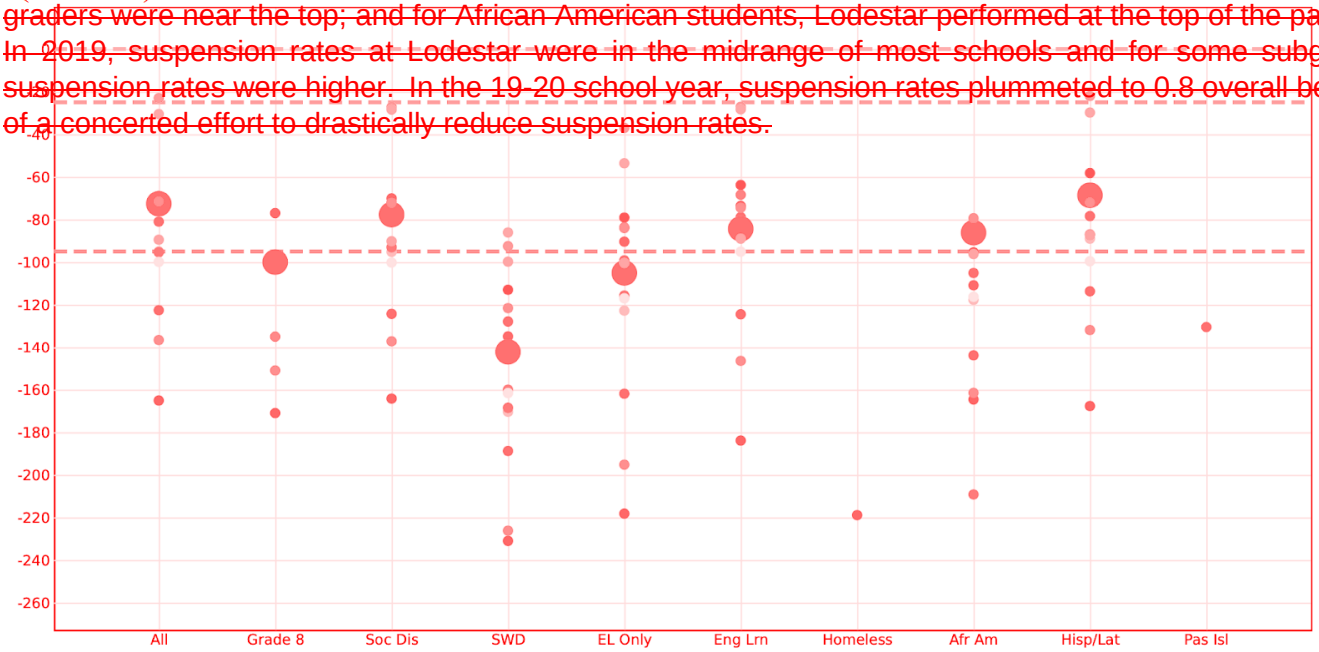
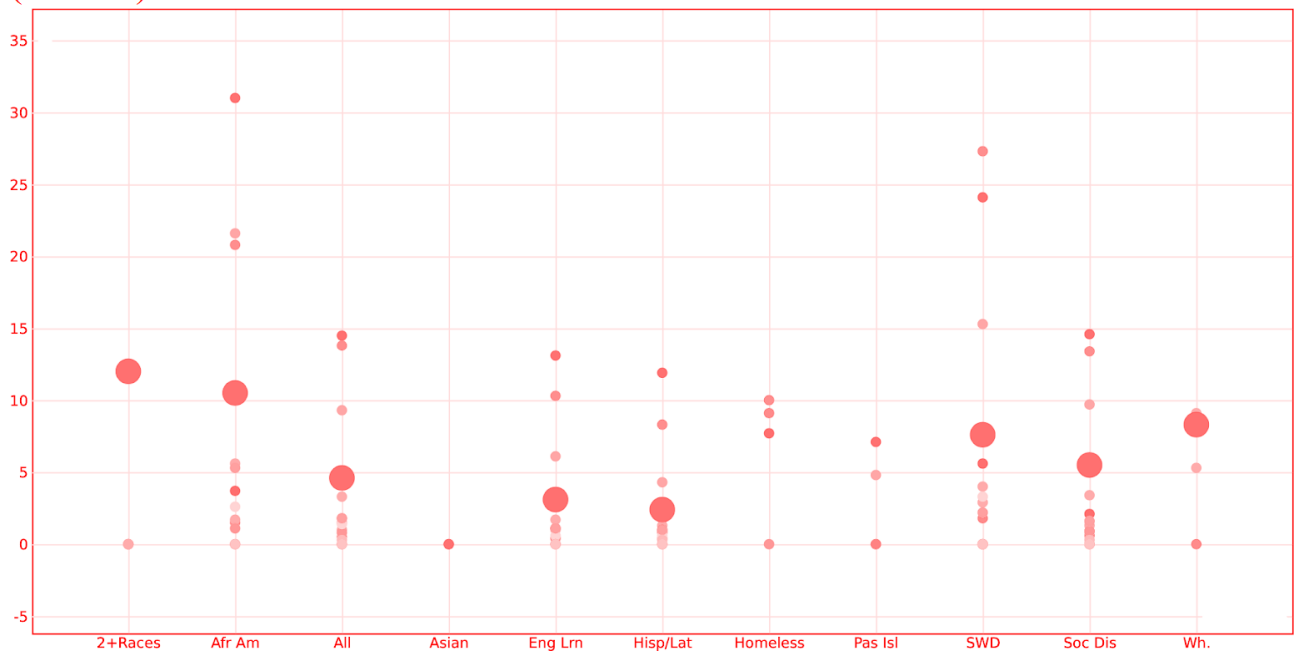
In 2019, Lodestar was closer to meeting the standard than most other schools in math. Lodestar 8th graders were near the top; and for African American students, Lodestar performed at the top of the pack. In 2019, suspension rates at Lodestar were in the midrange of most schools and for some subgroups, suspension rates were higher. In the 19-20 school year, suspension rates plummeted to 0.8 overall because of a concerted effort to drastically reduce suspension rates.



(Deleted): Lodestar: A Lighthouse Community Charter Public



In 2019, only one school in the group had a lower chronic absenteeism rate for all students overall and for African American, Latinx, and Socioeconomically Disadvantaged. All other subgroups, Lodestar had the lowest chronic absenteeism rate.

In 2019, Lodestar English Learners performed in the middle of the pack of Live-go schools. We document below the work we are doing to improve their achievement.

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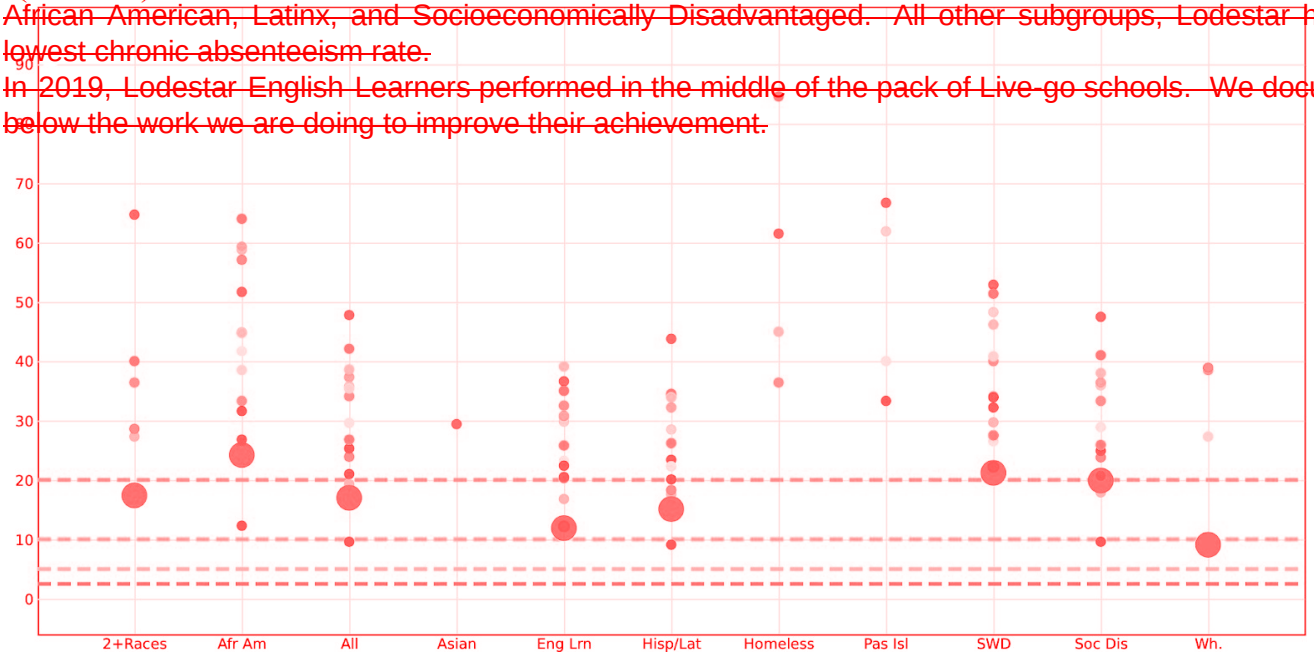

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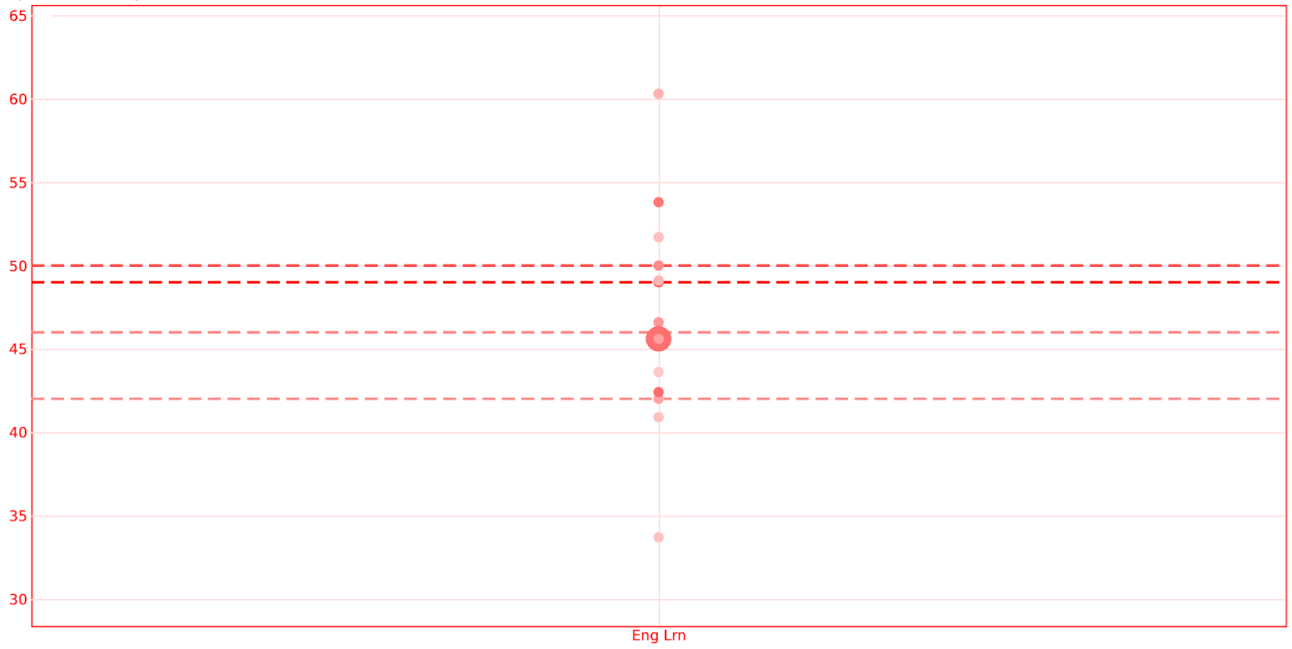

1. English Learners

2019 CA Dashboard Status = YELLOW in both ELA & Math (Low performance, High Growth)

Lodestar's English Learner population has grown over the course of the charter term from 28.2% in 2016 to 38.5% in 2019.

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator relects how English Learners' are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate Change. Because only two years of ELPAC data are now available, only Status will be reported for the 2019 Dashboard. In 2019, 45.6% of students were making progress toward English Language Proficiency as reported on the California School Dashboard, putting Lodestar in the "Medium" progress category.

Over the past four years, 11.7% of English Learners have been chronically absent, 2.8% less than the overall student population of Lodestar. In 2019, Lodestar EL students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.[21] Over the past four years, 5.2% of English Learners were suspended at least once, slightly less than the overall student population by 0.7%.

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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?

- Lodestar K-5: K-5 English Learners received designated ELD instruction through EL Achieves curriculum; the instruction is grouped by language level, in their Expedition classes -- these ELD experiences are connected to course content but focused explicitly on building the bricks and mortar of language that would not be developed through non-designated teaching experiences.
- We have approximately one staff member at each grade level who can review document translations for parents and students, such as classwork, homework, informational one-pagers.
- All of our EL trade books for ELA and Open Up Math curriculum are translated to Spanish to support our emerging bilingual Latinx students.

[21] California Comparison School Report published by CSDC. Published August 18, 2020

We know that we have significant work to do to better support our English Learners. What needs improvement?

- Teachers and administrators need for more training to support newcomers and emerging bilingual students through ongoing professional development.
- While we have many Spanish bilingual staff members, we do not have staff members or resources to support our non-English and/or non-Spanish speaking young people (e.g. Vietnamese, Mandarin, Mum, etc.)

What are our planned current and future actions?

- Lodestar, and our sister school Lighthouse K - 8, is partnering with Ensemble Learning through its Learning While Leading program to the development of our instructional leadership in support implementation of our plan to support specific needs of our English Learners. This is in response to the recognition that this is an area of growth/need.
- Lodestar is in the process of hiring an ELD coordinator and teacher for K-9. This role will support the program coordination and coaching of the ELD program and designated ELD instruction

What are some of our barriers?

- Keeping pace with our English Learner population
- Articulation of ELD Model and Approach, including curriculum, class composition/frequency, and assessment strategy. We believe our participation in the Ensemble Learning program will support us to articulate an LCPS-wide model.

2. Students with Disabilities (SWD)

Since opening, we have grown the special education population we serve from 7% in 2016 to 9.5% in 2020. We continue to increase our enrollment of students with disabilities as we strive to more closely mirror the enrollment of students with disabilities in our surrounding district, which as of December 2018, OUSD's SPED school-aged population was 11.3%.[22] Most notably, 14% of our founding high school class qualify for special education services. We will continue to attract and recruit students with disabilities and encourage students with all abilities, including moderate-severe students, that they have a place at Lodestar.

The following is our current distribution of students with disabilities by primary eligibility category:

[22] CDE DataQuest, Special Education by Age & Disability for Oakland Unified

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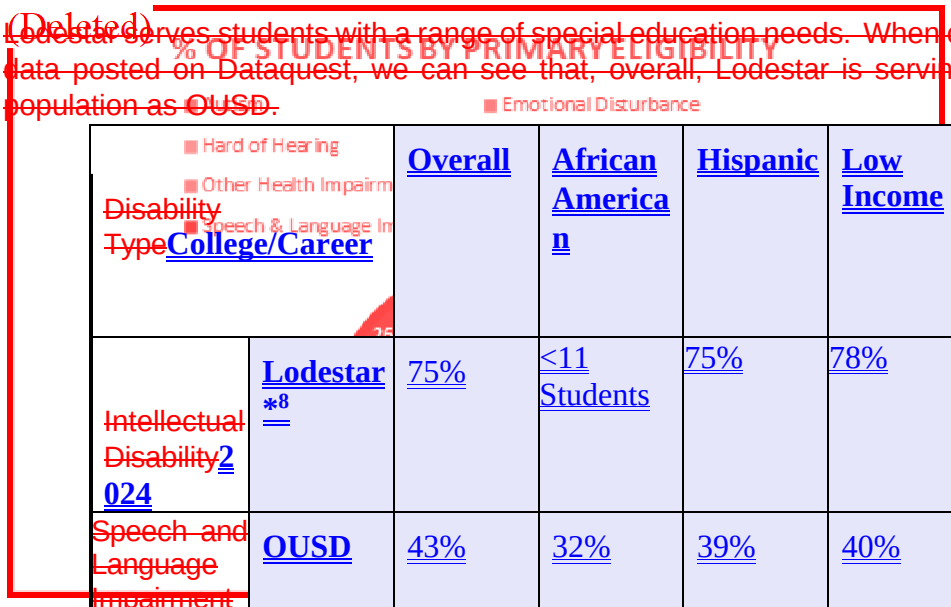
Lodestar serves students with a range of special education needs. When compared to the most recent OUSD data posted on Dataquest, we can see that, overall, Lodestar is serving a comparable special education population as OUSD.



Disability Type College/Career		Overall	African American	Hispanic	Low Income	English Learners	Long-Term English Learners	Lodestar Students with Disabilities	OUSD
Intellectual Disability 2024	Lodestar *[8]	75%	<11 Students	75%	78%	74%	73%	6% <11 Students	7.0%
Speech and Language Impairment	OUSD	43%	32%	39%	40%	24%	28%	26 24%	19%
Emotional Disturbance			2%	4.8%					
Other Health Impairment	CA	45%	28%	37%	37%	17%	17%	14%	11.6%
Speciic Learning Disability			37%	35.8%					
Autism			13%	16%					

Over the past three years, 17.2% of students with disabilities have been chronically absent, 2.7% more than the overall student population of Lodestar. In 2019, Lodestar students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.[23] Over the past three years, 10.5% of Students with Disabilities were suspended at least once, 4.5% more than the overall student population.

We strive to serve students with disabilities experiencing a wide range of need and impact. 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities. A key component to continuing to increase the enrollment of our students that are most impacted is to ensure we are offering a program that effectively supports all students' individual needs. We leverage an inclusive model of special education programs that maximize students' involvement within the general education program through the delivery of a range of services. We believe that inclusion beneits all

[23] California Comparison School Report published by CSDC. Published August 18, 2020

[8] Colors are based off of projections, compared to actual CA Dashboard grayed out results due to needing multiple years of reporting.

students in the classroom, not only our students with disabilities.[24] Additionally, over the past few years we have significantly expanded our program to provide increased educationally related mental health services to ensure we are addressing the needs of the whole child.

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?

- We have continued to increase the enrollment of students with disabilities, in particular students that qualify with moderate-severe disabilities. We believe this in large part to families seeking an inclusive model of special education.
- Performance on the CAASPP increased in Math by 4% for students with disabilities.
- We saw a 15.3% decline in suspension rates for students with disabilities from 2018 to 2019. This is in large part due to the implementation of tier 1 programming to support students' social-emotional and behavioral needs, including integrating trauma-informed practices and restorative practices. Additionally, we will continue expanding our provision of mental health services.
- We continue to refine our collaboration/consultation model to ensure that teachers have the support and partnership needed to design inclusive educational experiences.
- Starting in Middle school, students with disabilities have the agency to co-leading their IEP meetings with their case manager. This shift increased the student and parent's understanding of their IEPs, how and what to advocate for in class, and, thus, gaining a more clear understanding of the purpose and impact of IEPs on academic and/or socio-emotional success.

We know that we have significant work to do to better support our Students with Disabilities. What needs improvement?

- Performance on the CAASPP declined in ELA from 2018 to 2019.
- For students with disabilities, only 4% demonstrated "standard met" on CASPP in math in 2019.
- Students with disabilities are chronically absent at higher rates than their other Lodestar peers, which impacts access to instruction and special education services.

What are our planned future actions?

- Given our successful decrease in suspension rates for our SWDs, we will continue to build out our behavioral health programming. To support the systematic identification of students' needs, we will administer a universal screener. We will also facilitate bi-weekly student talks and opportunities for consultation with our clinical team to identify possible interventions and monitor student response. For SWDs who are not responding to these earlier interventions, we will conduct additional evaluations to identify their specific needs and design behavior intervention plans and offer educationally related mental health services as appropriate.
- To increase student attendance, we will engage students and families in discussion to learn more about what is impeding the students' attendance. Based on student and family responses, we will tailor appropriate interventions to increase the student's attendance. This may include strengthening the student's relationship with peers and teachers, supporting families in setting up visual schedules, or designing positive behavior incentive systems to reinforce student's attendance.
- To support general academic achievement and growth, we will continue to strengthen our collaboration model. We recognize that collaboration is a key lever to better integrating SWDs into

[24] Ruijs, N.M. & Peetsma, T.T.D. (2009). Effects of inclusion on students with and without special education needs reviewed. Educational Research Review, 4(2), 67 - 79.

the inclusive learning environment. Increased collaboration and professional development cycles will support teachers in integrating accommodations and modifications into their planning process and instructional delivery.

- To improve reading achievement, we will build out students' access to strong reading instruction both within tier 1 and as a part of their specialized academic instruction. This includes providing interventions in foundational reading skills and ensuring that students have the opportunity to receive pre-teaching and re-teaching on content and standards being introduced in the general education curriculum.
- To improve math achievement, we will ensure that math interventions and services prioritize essential prerequisite skills and focus on the major work of the content to increase students' ability to access the general education curriculum. Leveraging the coherence map will be critical as we build out our math interventions and instruction.

3. Students in Need of Remediation

At Lodestar, students have a range of remediation needs. Our current focus is to improve Tier 1 supports for all students and continue to strengthen Tier 2. In addition, in response to the California NAACP resolution on Dyslexia mandating screening, requiring specific teacher training, and targeted support systems and effective interventions in early literacy, Lodestar is actively partnering with the Oakland chapter to support students in core instruction. Lodestar commits to sharing its practices, protocols, training, and open to partnering with OUSD district schools and area charters to address this civil rights issue facing our special needs students.

Our Multi-Tiered System of Support (MTSS) includes an Response to Intervention (RtI). Within RtI, all students receive Tier 1 supports as part of the core instruction. Tier 2 supports include additional reading and math intervention that is targeted to addressing unfinished learning. Tier 3 supports are the most intensive level of individualized support, most often relected in a students' Individualized Education Plan (IEP). Lodestar's initial model theorized that "just-right" instruction in reading and math would lead to greater growth toward proficiency. However, given the report of the Opportunity Myth and based on our student proficiency data, we began shifting away from "just right" groupings in the 17-18 school year (our second year of operation) and increased focus on strengthening core Tier 1 instruction for all students to access rigorous, grade-level content. In our initial years of ensuring all students have access to grade level standards, there were significant numbers of students we identified as needing Tier 2 supports both within core classes and in additional instructional time.

What's working?

- Lodestar Lower has scheduled intervention blocks for students whose Reading and/or Math data indicated unfinished learning. Reading and Math intervention was initially held by designated intervention teachers and has since evolved to being held by the students' core teacher in order to leverage the teachers' knowledge to each students' academic and SEL strengths and growth areas.
- Lodestar Upper has scheduled blocks of intervention taught by all classroom teachers to support unfinished learning in Reading and Math. The "all hands on deck" approach ensures that reading and math literacy are held across all disciplines.
- Shift from personalized learning model to a greater focus on grade level access for all students (see above). This shift increases student engagement with rigorous, grade level content. Our theory is that this shift will reduce the number of students who need Tier 2 or 3 supports.

Areas for Growth

- More clearly articulated MTSS/SST process, with research-based Tier 2 supports that are broadly applicable to a range of different learning needs.
- Continue professional development of Tier 1 strategies and supports in all content areas
- For all core content teachers to provide data-driven corrective instruction plans for all students to reach grade level standards and reduce the need for remediation/intervention

Planned Actions

- As of the 20-21 school year, our Academic Intervention Specialist (AIS) is coordinating the academic and social emotional MTSS process in collaboration with Assistant Principals and Principals.
- We have hired a Director of Student Services to help coordinate delivery and implementation of MTSS at our site.
- We have 3.0 FTE of Academic Intervention Specialists (AIS) across our school to support small caseloads and quality delivery of Specialized Academic Instruction.

4. Advanced students performing above grade level

Lodestar 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 apply learning to projects that incorporate student choice and agency.

What is working?

- Student acceleration criteria and considerations based on NWEA MAP proficiency levels, in combination with other factors such as attendance and social emotional considerations, provide students with the opportunity to accelerate to the next grade level or in a specific content area.
- We have identified criteria in which grade acceleration makes sense and partnered with students and families to ensure that students who are socially and academically ready can move up a grade. In the 19-20 school year, we had 5 students move up a grade.

Areas for Growth

- Beyond grade acceleration or taking a course above grade level, we need to more clearly define what "exceeding" options exist in all student work -- how to make sure that students who have already demonstrated mastery of course learning targets have consistent opportunities to extend their learning.

Future plans

- Clearly articulating our program, approach, and vision for meeting the needs of advanced students performing beyond grade level.

5. African American Students

2019 CA Dashboard Status = ORANGE for both ELA & Math (for Low Performance and Declines in Performance)

Over the current charter term, Lodestar has seen an increase in the number of African American students attending, at 17% in the 20-21 school year (25.8% if you include multiracial students who identify with being African-American). Lodestar is unique among Oakland charter schools in the relatively high proportion of African American students served, which is the result of explicit recruitment work as well as practices we

have implemented to ensure that our African American community feels a strong sense of belonging, relected in student and family experience surveys.

While we know we have considerable work to do, we are proud of our service to African-American students. In 2017-18, Lodestar African-American students significantly outperformed African-American state averages in both ELA and Math. In 2018-19, Lodestar African-American students significantly outperformed African-American state averages in Math.

Over the past three years, 16.4% of African American's have been chronically absent, 1.9% more than the overall student population of Lodestar. In 2019, Lodestar students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.[25] Over the past three years, 10.2% of African Americans were suspended at least once, 4% more than the overall student population.

What is working?

- We are recruiting and retaining African American students.
- Suspension rates for African-American students at an all time low. At the end of the 2019-20 school year, only 2.3% AA students had been suspended, still higher than overall suspensions (0.8%), but great progress!
- In 2017-18, Lodestar African-American students signiicantly outperformed African-American state averages in both ELA and Math. In 2018-19, Lodestar African-American students signiicantly outperformed African-American state averages in Math.
- Black Joy and Excellence are a hallmark theme of Lodestar's culture. (see Successes above)

What needs more work?

- We still need to work on disproportionality in AA discipline data
- We need to increase AA proiciency on the CAASPP.

Future Actions Planned

- Continue implementation of the revised Discipline Policy
- Continue to support the growth and development of afinity spaces for students including the Black Student Union.
- Continue deep Diversity, Equity, and Inclusion work for all staff to identify and dismantle anti-black practices in instruction and discipline.

Deepening our Work to Serve Unsheltered Students

The pandemic has affected our East Oakland communities in profound ways. Not only have our communities seen more cases and deaths from Coronavirus, but our students and families have had heavy hits to the incomes. Trends show that a post-pandemic homeless boom is coming. Lodestar aims to demonstrate a strong commitment to recruiting and supporting students whose families are unsheltered. We will be taking this year to build out supports, partnerships, and programs to ensure our unsheltered students are best served at Lodestar.

[25] California Comparison School Report published by CSDC. Published August 18, 2020

8. Governance

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

The Lighthouse Community Public School Board of Directors oversees and governs the three LCPS charter schools: Lighthouse K - 8, Lighthouse 9 - 12, and Lodestar K - 12. The Board meets approximately 6 times per year in regular meetings and typically has 1 - 2 retreats. In addition, the Board has several committees that meet with varying frequency including:

- Governance
- Academic Accountability
- Finance
- Fund Development
- CEO Evaluation

The Board interacts with students, parents, and teachers in many ways. In addition to interacting with them during open board meetings, board members also frequently volunteer for student support events such as Passage interviews, EXPOs, and as guest speakers. Board members host a special coffee Tuesday of parents at least twice per year to hear parent concerns and celebrations. While hiring the CEO last winter, Board members relied heavily on parent voice in the process, allowing for a great deal of interaction and communication.

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 Oficer. The LCPS Board of Directors evaluates the LCPS Chief Executive Oficer only. The LCPS Board uses a 360-degree tool to evaluate the CEO called the Leadership Practices Inventory (LPI). In addition, Board On-Track, an online system that supports board functions, provides tools Staff, families, and direct reports are invited to provide feedback to the Board on the CEO's performance on an annual basis.

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

Most recently, the Board developed and passed a series of COVID19 related policies including updated health and safety policies and procedures, telework policies, giving authority to the CEO to make COVID19 related spending, and development and approval of 2020-21 Objectives & Key Results (OKR).

Anti-Racist Stance & Policy

The Board is currently working on its stance toward being an anti-racist organization to ensure that at every level of the organization, a clear commitment to equitable outcomes for all children and a committment to dismantling systems of anti-blackness exist. Modeling from a policy that was written in 2008 (Commitment to Immigrant Children), the board is adopting a policy and a set of actions that will bolster its already adopted Diversity, Equity, and Inclusion (DEI) strategies.

Alumni Fellowship Program

As a part of creating a system that centers the voice of students and stakeholders and in our commitment to being an anti-racist organization, the Board recently developed and approved an Alumni Fellowship Program that creates a pipeline for alumni of Lighthouse High to become board members through intensive governance training and mentorship. It was developed because alumni representation on the LCPS Board of Directors is an authentic way for the current board to better understand the experience of being a student at Lighthouse and a recent graduate attending college and/or entering the workforce. The purpose of this Fellowship is two-fold: 1) bring alumni voice and perspective to the board discussions and decisions, and 2) provide an opportunity for alumni to experience the participation, mentorship, and leadership growth opportunities of professional board participation. The Fellowship program kicks off in January 2021.

9. Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Response to Covid19

Our response to Covid19 has been nothing but innovative. Our ability to respond to the needs of our students and families, while ensuring manageable workloads and planning time for teachers and staff have resulted in our students returning to school on August 10, 2020 ready to learn. Details are above in the "Areas of Success" portion of the narrative. Our ability to innovate and pivot so quickly to distance learning can be attributed to several factors:

- The persistence and determination of our students
- The dedication of our teachers and leaders to put student needs irst
- Our families lexibility and feedback into what is working and what requires improvement
- Values of love, community, social justice, agency, and integrity and a clear decision making protocol that guided swift, but thoughtful decision making
- The ability to lex dollars to what was needed most
- Our small size and support from a small, but mighty back ofice team

Data Based Decision Making

Lodestar leaders and teachers use data to relect on programmatic effectiveness, and make commensurate shifts. These have included:

- Shift from "just-right" grouping to focus on grade level access with strong differentiation based on data and current research (i.e. Opportunity Myth).
- Adoption of research based curriculum (ELA: EL Education, Math: Eureka K-5, Open Up 6-8, and Grade 9) and corresponding interim assessments to drive rapid improvement in student outcomes.
- Adoption of standards-aligned interim assessments (Achievement Network) to ensure that staff have a common deinition of rigor.

- Dissolving of the Self-Directed Lab: Learnings from SDL helped elevate greater need for student agency across all spaces (envelope success of SDL into content spaces) and have helped in planning for distance learning.
- Use of Interim Assessments, NWEA MAP, and Student Work. We are working to improve our data culture at Lodestar to ensure we have consistency of administration of assessments such as ANET interim assessments and NWEA MAP and have consistent cycles of looking at student work to ensure teachers have the data they need to best serve students.

Content Specialists in Elementary School

- Lodestar Lower teachers specialize in content areas of either Math or Expedition (ELA) in order to develop strong instructional practices in their focus area and to support sustainability in teacher planning and professional development.

10. Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data)

For data that the school considers to be meeting the Ed Code definition of "verified data", please include a summary of the results from your school's verified data.

NWEA MAP Conditional Growth Index (CGI) Results

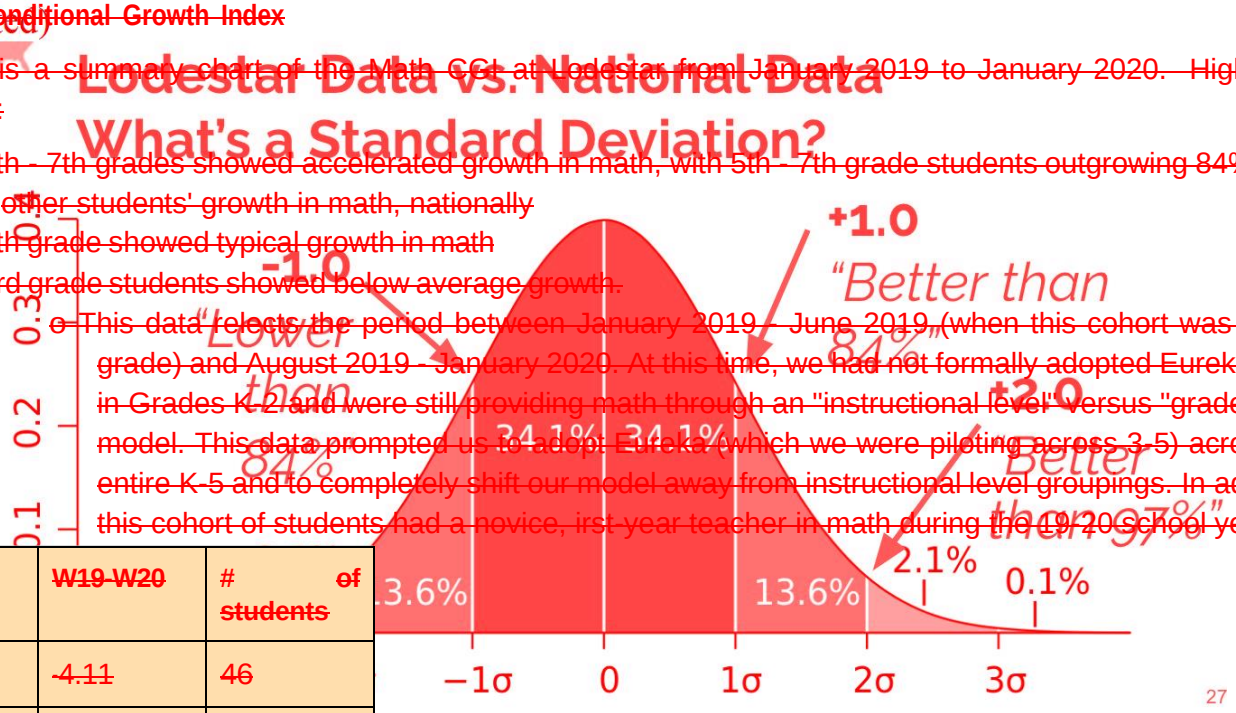
Lodestar uses NWEA MAP to monitor student growth over the course of the school year. Below, we share our data story from MAP, emphasizing the Conditional Growth Index (CGI), a standardized measure of growth compared to growth norms. We believe this data demonstrates that our students were making considerable progress toward one year or more's worth of growth in the 19-20 school year when the pandemic prevented our students from being able to demonstrate their ability to show this growth on the CAASPP.

According to NWEA, a CGI of 0 suggests typical growth and a CGI above 0.5 is an indicator of accelerated growth. When compared to national growth norms, a CGI of +1.0 suggests better than 84% of those tested, a +2.0 suggests better than 97% of those tested nationally.

Math Conditional Growth Index
(Deleted)

Below is a summary chart of the Math CGI at Lodestar from January 2019 to January 2020. Highlights include:

- 4th - 7th grades showed accelerated growth in math, with 5th - 7th grade students outgrowing 84% of other students' growth in math, nationally
- 8th grade showed typical growth in math
- 3rd grade students showed below average growth.
  - This data reflects the period between January 2019 - June 2019 (when this cohort was in 2nd grade) and August 2019 - January 2020. At this time, we had not formally adopted Eureka Math in Grades K-2 and were still providing math through an "instructional level" versus "grade level" model. This data prompted us to adopt Eureka (which we were piloting across 3-5) across the entire K-5 and to completely shift our model away from instructional level groupings. In addition, this cohort of students had a novice, first-year teacher in math during the 19/20 school year.



Grade	W19-W20	# of students
3	-4.11	46
4	0.99	42
5	1.04	37

6	1.92	59
7	1.02	33
8	0.25[26]	52

Reading - Conditional Growth Index

Below is a summary chart of the Reading CGI at Lodestar from the Winter of 2019 to the Winter of 2020. Highlights include:

- 4th, 5th, 6th, and 8th grades showed accelerated growth in reading compared to all other students nationally:
  - 5th and 6th grade students outgrew 84% of other students growth, nationally
  - 4th and 8th grade students outgrew 99% of other students growth, nationally!
  - 3rd and 7th grade students showed below average growth
    - Grade 3: As with Math, our Grades 3-5 had fully adopted the EL Education Modules. This data relects the January 2019 - June 2019 period when this 3rd grade cohort was in 2nd grade, and again prompted a shift to adopt the modules across the entire K-5.
    - Grade 7: This cohort had a maternity sub during the January 2019 - June 2019 period while the 6th grade humanities teacher was out on leave, and this is relected in their achievement data during this window.

Grade	**W19-W20**	**# of students**
3	-2.29	43
4	5.09	38
5	1.83	45
6	1.37	59
7	-0.94	34
8	5.55[27]	50

STAYING POWER: Student Proficiency Increases with Years at Lodestar - Dramatically

When we analyze CAASPP results of students who have been with us for three years, we see what we are calling "The Lodestar Effect," a demonstrable increase in CAASPP performance over time. Students who joined Lodestar in 2016-17 and stayed through the 2018-19 school year and took the CAASPP, scored

[26] 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.
[27] 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

significantly higher in ELA and math than students who had been with Lodestar less than two years. We believe an additional two years with a charter renewal, our students will be able to demonstrate even more significant gains on the CAASPP. In the visuals below, B = beginning (standard not met); A = approaching (standard nearly met); M/E = meeting/exceeding (standard met or exceeded).

Distance from Standard - DFM Improves with Years at Lodestar

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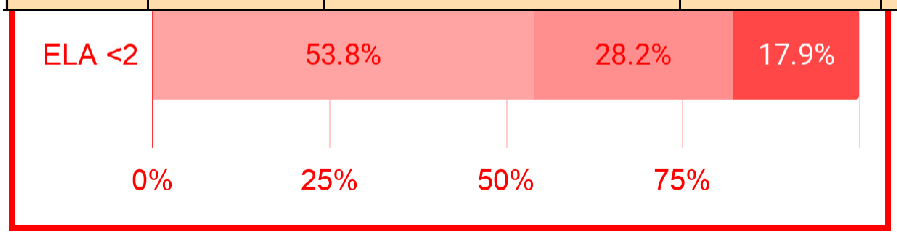
The following shows how students who have been continuously enrolled at Lodestar since 2016 outperform students who have been at Lodestar only one year, another way to look at "The Lodestar Effect."

	ELA		Math	
	All Students	Continuously Enrolled from 16-17 through 18-19	All Students	Continuously Enrolled from 16-17 through 18-19
18-19	-50.06	-31.49	-64.52	-44.21



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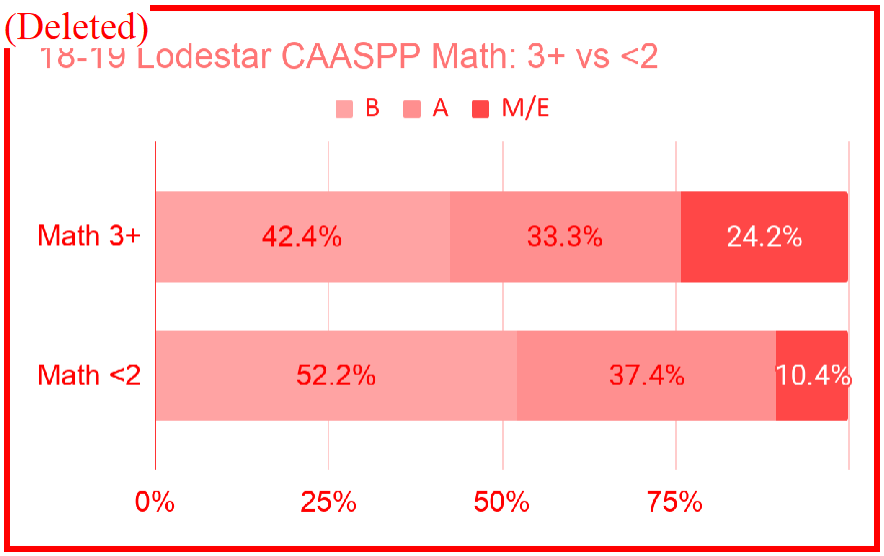


17-18	-37.29	-26.74	-50.00	-36.76
16-17	-40.39	-35.44	-61.39	-56.44

Charter Renewal Performance Report - Data Request

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

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 2016-17	2/3/16	K	91	60	**25**
		6	70	60	**12**
		9	N/A	N/A	N/A
Year 2 2017-18	3/17/17	K	125	73	**37**
		6	107	72	**18**
		9	N/A	N/A	N/A
Year 3 2018-19	3/9/18	K	214	72	**19**
		6	195	79	**33**
		9	N/A	N/A	N/A
Year 4 2019-20	3/6/19	K	77	72	**17**
		6	83	80	**26**
		9	N/A	N/A	N/A
Year 5 2020-21	3/9/20	K	57	52	3
		6	112	15	85
		9	14	36	3

Pupil Mobility

Lodestar Accelerating Students Towards College and Career

Student Group	Number of Students				Percent of Total Enrollment			
	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4
Students who joined the school after the irst day of school	39	35	57	68	16.67%	11.55%	10.92%	11.18%
Students who left the school during the school year	45	30	58	63	19.23%	9.90%	11.11%	10.36%

Lodestar 8th graders are entering high school with higher levels of proficiency each year, as demonstrated by the preliminary 8th grade Math CERS data below[9]. These critical years are important as students make the transition he following year to high school. This trajectory demonstrates that Lodestar students are not only catching up to CA proficiency rates, but are accelerating towards college and career readiness during some of the most pivotal academic years. As they enter high school, they are better prepared to take rigorous coursework, earn high school credits aligned with A-G requirements, and stay on a pathway to college and career opportunities of their choice.

Figure 3: Lodestar 8th Grade Yearly Improvement-CAASPP Math

Enrollment (for Year 5 of current charter term)

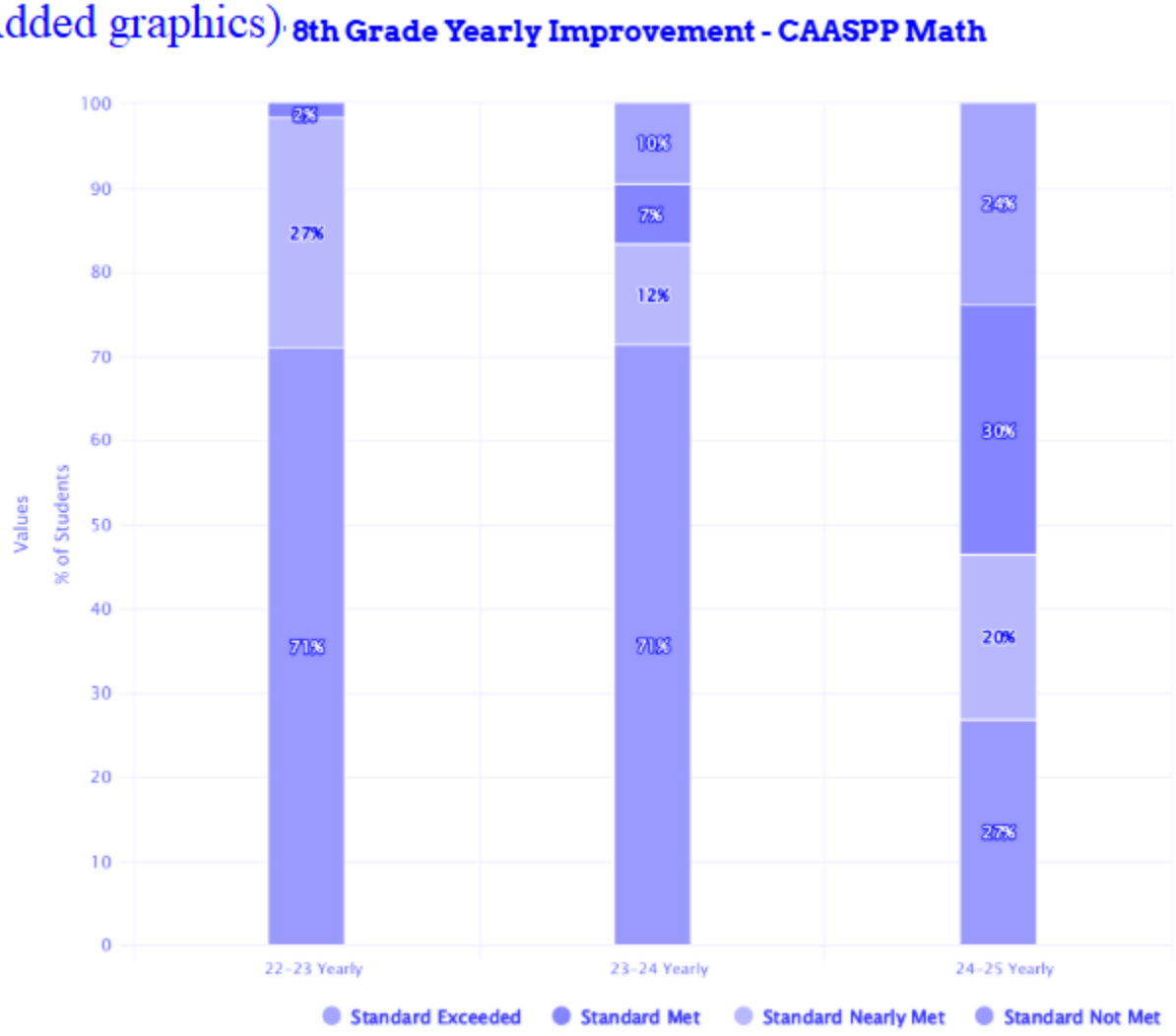
Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	652	100%
Asian	3	0.5%
Black or African American	112	17.2%
Filipino	8	1.2%
Hispanic or Latino	462	70.9%
Native American or Alaskan Native	0	0%
Native Hawaiian or Paciic Islander	9	1.4%
White	4	0.6%
Two or More Races	41	6.3%
Race Not Reported	13	2.0%
Male	318	48.8%
Female	334	51.2%
Homeless Students	9	1.4%
Foster Youth	2	0.3%

[9] 2024-2025 Preliminary CERS results for Lodestar 8th grade Math.

FRPM Eligible/Economically Disadvantaged	439	67.4%[28]
English Learners	239	36.7%
Special Education/Students with IEPs	61	9.4%

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

(Added graphics)



[28] This number will rise before census day. At the time of submission of the report, there were still several missing FRL apps.

Expulsions

Lodestar has had zero expulsions over the term of its charter.

Student Group	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 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

Teacher Recruitment/Retention (for each year of current charter term)

	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2020-21 Year 5
Total # of classroom teachers	15	16	26	27	31
# of new classroom teacher hires	15 (Year we opened)	5	13	5	14
# of classroom teachers retained from prior year	N/A (School opened in 2016-17)	11	13	22	17
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1 (resigned end of year)	0	2 (resigned due to credential not being issued)	2 (1 resigned, 1 switched to non-teaching role due to credential not being issued)	0
# of currently vacant classroom teaching positions (FTEs)					1 (newly approved ELD Teacher/Coor.)

Teacher Ethnicity (for Year 5 of current charter term)

Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force; and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identiied as people of color and/or mixed race.

Total # of classroom teachers	31
# Asian	6
# Black or African American	5
# Hispanic or Latino	5
# White	11
# Other Ethnicity or Missing	4

Charter Renewal Performance Report - Facilities and Proposed Material Revisions/Substantial Changes

Facilities

Does the school's current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution.

Lodestar leases a newly-renovated four-acre property in East Oakland from Pacific Charter School Development (PCSD) until June 30, 2028. Prior to that, Lodestar plans to execute on a purchase option to assume ownership of the facility. Lodestar's campus is newly renovated with three academic buildings: a K - 5 school, a middle school/admin building, and most recently, a newly constructed 9 - 12 building, complete with science labs, art studios and maker spaces. The campus is state of the art, uses solar energy and other energy-saving measures, such as water bottle filling stations and motion-sensor heating and lighting systems. High speed internet throughout ensures students and staff can access learning at all times and the school is heavily soundproofed to ensure the nearby trains do not distract learners. The grounds are rich with play structures, a basketball court, a peace path to help little ones solve playground conflicts, and a large playing field. We are proud of the beautiful mural that adorns the building, on the building's exterior at 105th and Edes. It is a student-created piece of art, in partnership with the Bay Area Mural Project (BAMP!). The mural, named with the mash-up of two suggestions from an 8th grader and 1st grader is "Oakland Love: The New Future."

Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term? No.

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Proposed Material Revisions/Substantial Changes

Note: Material revision requests typically will need to be submitted *separately* from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission.

There will be no material revisions to the Lodestar charter with the exception of:

Changes to lottery preferences or admission procedures - We will revise our enrollment priorities in order to accomodate recruiting and accepting an unsheltered student population. Our change will be a revision and a reordering of our priorities. The table below shows the change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	Siblings of enrolled and admitted students to keep families together	No Change
2	Children of Lodestar staff and LCPS Board Members (not to exceed 5%)	Children of Lodestar staff and LCPS Board Members (not to exceed 5 2.5% of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which Lodestar is located	Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list. (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).
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which Lodestar is located
5	Students zoned to attend underperforming schools within OUSD[4] in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families	Students living in the 94621 or 94603 zip code
6	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 6. All other applicants	Students zoned to attend underperforming schools within OUSD[4] in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families
7	All other applicants.	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
8		All other applicants.

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LODESTAR

A Lighthouse Community Public School

Performance Improvement Plan

Submitted by Lighthouse Community Public Schools
To the Oakland Unified School District
September 28, 2020

Lodestar Performance Improvement Plan

As required for a charter school in the "low" track, please ind the improvement plan for Lodestar below.

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Lodestar K-8 Data Summary

LIGHTHOUSE Community Public Schools UPDATE

Criteria 1 | Dashboard Indicators

CAASPP (ELA & Math), Suspensions, English Learning Progress Indicator, Chronic Absenteeism (K-8 only) Graduation rate & College & Career Index (HS only)

School Year	English Language Arts	Math	English Learner Progress	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate	Criteria 1 Summary
2017-18	Yellow	Yellow	-	-	Green	-	Red	Middle
2018-19	Orange	Orange	Yellow	-	Red	-	Yellow	Middle

Criteria 2 | Academic Performance

CAASPP (ELA & Math), English Learning Progress Indicatorollege & Career Index (HS only)

	2017-18				2018-19			
Student Group	English Language Arts	Math	English Learner Progress	Criteria 2 Summary	English Language Arts	Math	English Learner Progress	Criteria 2 Summary
All Students	Below	Below	-	Low	Below	Below	Below	Low
African American	Above	Above	-	Low	Below	Above	-	Low
Hispanic	Below	Below	-	Low	Below	Below	-	Low
Socioeconomically Disadvantaged	Below	Below	-	Low	Below	Below	-	Low
English Learners	Below	Below	-	Low	Below	Below	-	Low
Students with Disabilities	Below	Below	-	Low	Below	Below	-	Low

Category (*Performance* or *Operations*)	**Performance**
Specific Growth Area	**English Language Arts**
Baseline	**Percent Proficient:** 28% **Distance From Standard:** All Students: 47.1 ● African American: 58.5 ● Hispanic: 44.1 ● Socioeconomically Disadvantaged: 54.9 ● English Learners: 61.7 ● Students with Disabilities: 107.7
Year 1 goal (Spring 2022)	**Year 1 Goal: Meet 2 of 3 goals below** ● All students: 33% Proicient - 5% improvement from baseline*

	● All students: 42.1 Distance from Standard (5 point improvement from baseline* ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard **Other verifiable data**: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of veriiable data to measure growth and proiciency rates. *Improvement and proiciency goals may be adjusted based on OUSD and Statewide changes in averages based on the impact of COVID-19 learning loss.
Year 4 goal (Spring 2025)	**Year 4 Goal: Meet 2 of 3 goals below** ● All students: 38% Proicient - 10% improvement from baseline ● All students: 37.1 Distance from Standard - 10 point improvement from baseline ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
Year 1 improvement plan	**Implementation of Interim Assessments in partnership with ANET:** ● **Context and Frequency:** Lodestar students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards. ● **Project Owner:** Chief Academic Oficer, Director of Elementary Academics , Director of Secondary Academics ● **Key Participants:** Literacy Interventionists, APs, Principals ● **Reporting**: 4 times each year after each assessment to students, parents, teachers, schools, and board ● **Tools**: ANET assessments, ANET data dashboard, Relay Data Protocols. ● **SQR Connection** - 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race,

	socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning) **Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners:** ● **Context and Frequency:** Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks. ● **Project Owner:** Chief Academic Oficer, Director of Talent and HR, Director of Elementary Academics Director of Secondary Academics ● **Key Participants:** Literacy Specialists, APs, Principals ● **Reporting**: Monthly to leadership teams; Bi-Monthly to CEO and Board ● **Tools**: LCPS Foundation for Transformative Teaching Rubric, TeachBoost,Relay Observation and FeedbackProtocols. ● **SQR Connection -** 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with speciic and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning) **Implementation of EL Literacy Curriculum Modules:** ● **Context and Frequency:** Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective eficacy ● **Project Owner:** Chief Academic Oficer, Director of Elementary Academics, Director of Secondary Academics ● **Key Participants:** Literacy Teachers, APs, Principals ● **Tools**: EL Literacy Curriculum - student and teacher resources. ● **SQR Connection** - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding,

	background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)
Years 2-4 improvement plan	**Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:** **Implementation of Interim Assessments in partnership with ANET:** ● **3B.3 Data-Driven Instructional Decision-Making:** Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and relection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers relect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) **Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:** ● **2B.1 Consistent Tier One Instruction:** All students receive high quality, differentiated core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning) **Implementation of EL Literacy Curriculum Modules:** ● **5A.1 Essential Content:** Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).

Category (*Performance* or *Operations*)	**Performance**
Specific Growth Area	**Math**

Baseline	**Percent Proficient: 19%** **Distance From Standard: All Students: 72.6** ● African American: 86.2 ● Hispanic: 68.6 ● Socioeconomically Disadvantaged: 77.7 ● English Learners: 84.4 ● Students with Disabilities: 142.2
Year 1 goal (Spring 2022)	**Year 1 Goal: Meet 2 of 3 goals below** ● All students: 24% Proicient - 5% improvement from baseline* ● All students: 67.6.Distance from Standard - 5 point improvement from baseline* ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard **Other verifiable data:** Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the math section of the NWEA MAP and ANET Math Interim Assessments as sources of veriiable data to measure growth and proiciency rates. *Improvement and proiciency goals may be adjusted based on OUSD and Statewide changes in averages based on the impact of COVID-19 learning loss.
Year 4 goal (Spring 2025)	**Year 4 Goal: Meet 2 of 3 goals below** ● All students: 29% Proicient - 10% improvement from baseline ● All students: 62.6.Distance from Standard - 10 point improvement from baseline ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
Year 1 improvement plan	**Implementation of Interim Assessments in partnership with ANET:** ● **Context and Frequency:** Lodestar students will be taking interim assessments published by ANET four times each year in Math in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards.

	• **Project Owner:** Chief Academic Oficer, Director of Elementary Academics, Director of Secondary Academics • **Key Participants:** Math Teachers, APs, Principals • **Reporting**: 4 times each year after each assessment to students, parents, teachers, schools, and board • **Tools**: ANET assessments, ANET data dashboard, Relay Data Protocols. • **SQR Connection** - 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade-level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning) **Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners:** • **Context and Frequency:** Lodestar Math teachers will be observed and be given feedback through disciplined coaching cycles every two weeks. • **Project Owner:** Chief Academic Oficer, Director of Talent and HR, Director of Elementary Academics,, Director of Secondary Academics • **Key Participants:** Math teachers, APs, Principals • **Reporting**: Monthly to leadership teams; Bi-Monthly to CEO and Board • **Tools**: LCPS Foundation for Transformative Teaching Rubric, TeachBoost,Relay Observation and FeedbackProtocols. • **SQR Connection** - 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with speciic and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning) **Implementation of Eureka (K-5) and Open Up (6-8) Curriculum:** • **Context and Frequency:** Lodestar Literacy teachers will follow the scope and sequence of the yearly units at each grade

	level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy ● **Project Owner:** Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● **Key Participants:** Math Teachers, APs, Principals ● **Tools**: Eureka and Open Up Curriculum - student and teacher resources. ● **SQR Connection** - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)
Years 2-4 improvement plan	**Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:** **Implementation of Interim Assessments in partnership with ANET:** ● **3B.3 Data-Driven Instructional Decision-Making:** Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and relection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers relect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) **Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:** ● **2B.1 Consistent Tier One Instruction:** All students receive high quality, differentiated core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning) **Implementation Eureka (K-5) and Open Up (6-8) Curriculum:** ● **5A.1 Essential Content:** Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments)

	are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).

Category (*Performance* or *Operations*)	**Performance**
Specific Growth Area	**Chronic Absenteeism**
Baseline	**17% Chronically Absent** African American: 24.2% Students with Disabilities: 21.2% English Learners: 11.9% Hispanic: 15.1% Socioeconomically DIsadvantaged: 19.9%
Year 1 goal (Spring 2022)	**15% Chronically Absent across all student subgroups** (2% improvement from baseline)
Year 4 goal (Spring 2025)	**13% Chronically Absent across all student subgroups** (4% improvement from baseline)
Year 1 improvement plan	**Implement our Attendance Playbook with fidelity with regular communication with chronically absent students and families, with specific focus to our African American students and families and students with disabilities:** ● **Context and Frequency:** We will review, identify and support all students who are trending toward being chronically absent per our policies and procedures in our Attendance Playbook ● **Project Owner:** Chief Academic Oficer, Director of Operations, Data Analyst ● **Key Participants:** Ofice Managers, Family Engagement Coordinators, APs, Principals ● **Reporting**: Daily attendance reporting, Weekly review of Tableau dashboard, Monthly to leadership teams; Bi-Monthly to CEO and Board ● **Tools**: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting, ● **SQR Connection - 1B.3 Communication Structures:** School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and

	potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization) **Train and leverage our Ofice Managers, Deans, and Family Engagement Coordinators to support chronically absent students and families:** ● **Context and Frequency:** We will provide professional development for Ofice Managers, Deans, and Family Engagement Coordinators on speciic strategies, tools, and resources to support chronically absent students and families per our policies and procedures in our Attendance Playbook. ● **Project Owner:** Chief Academic Oficer, Director of Special Education and Student Services ● **Key Participants:** Ofice Managers, Family Engagement Coordinators, APs, Principals ● **Reporting**: Weekly Meetings for Ofice Managers, Deans, and Family Engagement Coordinators where data, speciic strategies, and tools will be shared with clear action steps for speciic students and families. ● **Tools**: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting. ● **1B.5 Resource Management:** Effective resource allocation and management support the site vision and students' success. (LGDS Dimension V: Leadership for Effective Operations and Organization)
Years 2-4 improvement plan	**Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:** **Continue Implementation of our Attendance Playbook with idelity with regular communication with chronically absent students and families:** ● **1B.3 Communication Structures:** School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization) **Design and implement engagement strategies chronically absent students and families** ● **2A.4 Families Engaged in Student:** Families are informed and engaged to be active participants and contributors to their child's education. Family members are well informed about their children's progress and play an authentic role in supporting their children's learning. (OETF 5B) (LGDS Dimension IV: Leadership for Community and Family Partnerships).

Category (*Performance* or *Operations*)	**Performance**
Specific Growth Area	**Suspension Rates**
Baseline	**4.6% Suspended at least once** African American: 10.5% English Learners: 3.1% Hispanic: 2.4% Socioeconomically Disadvantaged: 5.5% Student with Disabilities: 7.6%
Year 1 goal (Spring 2022)	**2% Suspended at least once across all student subgroups** (2.6% improvement from baseline)
Year 4 goal (Spring 2025)	**2% Suspended at least once across all student subgroups** (2.6% improvement from baseline)
Year 1 improvement plan	**Implement Restorative Justice across all grades, with specific focus to eliminate overrepresentation among our African American students and students with disabilities:** ● **Context and Frequency:** All teachers receive professional development in Restorative Justice from their Deans at the beginning of the school year; Deans also support individual teachers with culturally responsible practices, mediation, and conlict resolution. ● **Project Owner:** Chief Academic Officer ● **Key Participants:** Teachers, Deans, and Principals ● **Reporting**: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● **SQR Connection** - 1A.1 Equity-centered Mission & Vision: The school has a clear mission and vision that inspires its leaders, school staff, students, and families to take collective action in service of educational equity. (LGDS Dimension I: Leadership for Equity) The school's clear, compelling vision for school change provides direction for collaboratively implementing and sustaining school improvement. (LGDS Dimension II: Leadership for Visionary Change) **Focused professional learning on relationship building and equitable and responsive practices**

	● **Context and Frequency:** All teachers will receive capacity building professional development and regular 1:1 feedback from their deans, APs, and Principals on relationship building with students through culturally responsive practices in the classroom and our crew (advisory) structures ● **Project Owner:** Chief Academic Oficer ● **Key Participants:** Teachers, Deans, and Principals ● **Reporting**: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● **SQR Connection** - 3A.2 Collective Responsibility: Adults have interdependent, trusting relationships, and address conlict productively in the service of collective responsibility for outcomes. (LGDS Dimension III: Leadership for Healthy Relationships and Culture) (OETF 5C.1)
Years 2-4 improvement plan	**Focus Area for Years 2-4: Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:** **Focused professional learning on relationship building and equitable and responsive practices through joyful classroom learning environments:** ● **2A.1 Joyful Environment:** School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. Teachers build a positive and respectful classroom community where all students are valued. (OETF 2A.1) (LGDS Dimension III: Leadership for Healthy Relationships and Culture) **Continue Implementation and systematize Restorative Justice practices across all grades:** ● **2B.2 Intervention Systems:** Classroom and school-wide systems are in place to identify which students are struggling and why they are struggling; eficiently provide needed academic, social-emotional and/or behavioral supports; monitor their effectiveness; and adjust. (OETF 4A) (LGDS Dimension V: Leadership for Effective Operations and Organization)

(Deleted)

LODESTAR

A Lighthouse Community Public School

~~REQUIRED CHARTER ELEMENTS~~

~~Submitted to Oakland Uniied School District~~

~~September 28, 2020~~

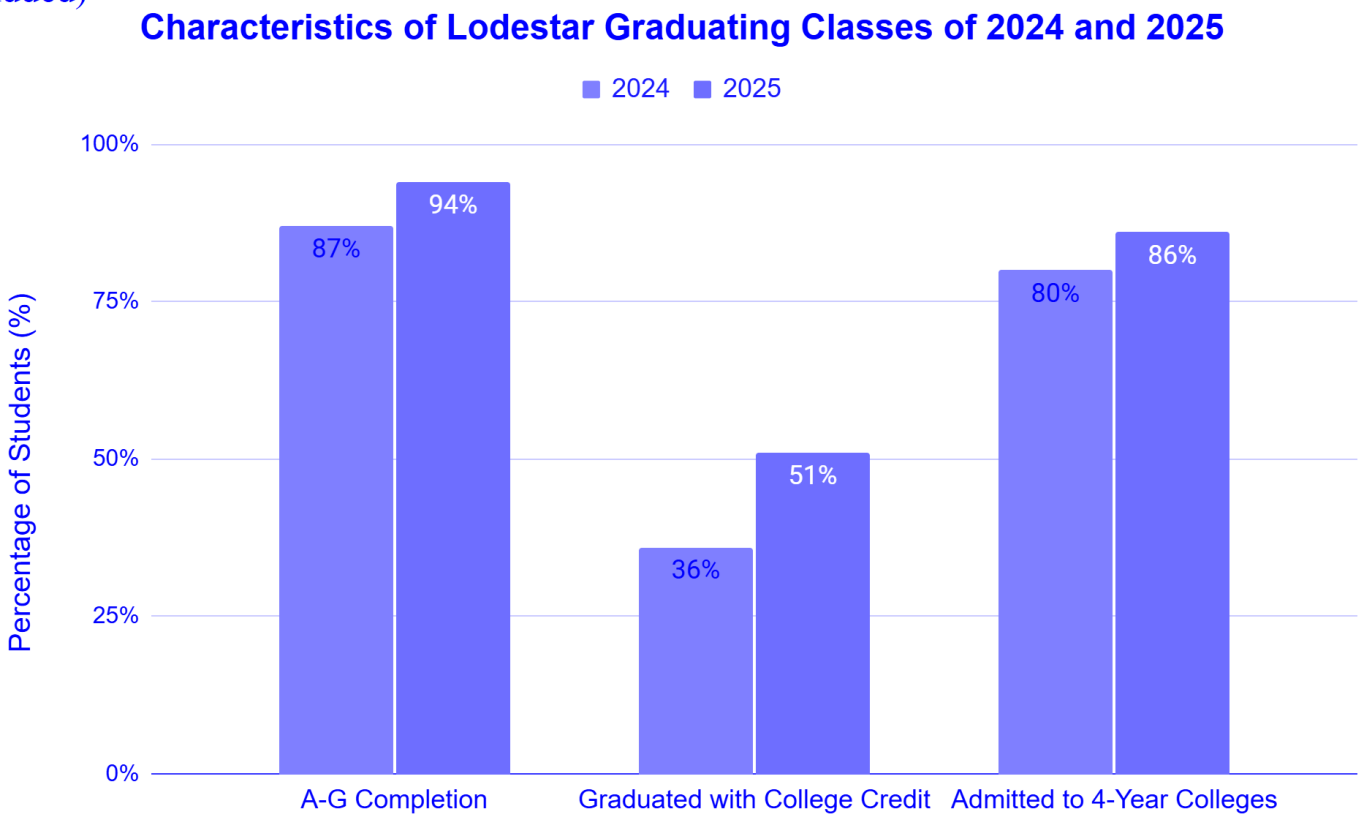
~~01. EDUCATIONAL PROGRAM~~

~~District Required Language~~

This upward trajectory in middle school directly translated to success at the high school level, where Lodestar students are graduating at competitive rates. By having the strong middle school foundation, Lodestar expects to maintain and possibly increase it's student preparedness each year, as students leverage strong academic foundations to complete A-G requirements, earn college credit, and secure admissions to competitive universities.

Figure 4: Characteristics of Lodestar Graduating Classes of 2024 and 2025

(Added)



The first and second graduating classes for Lodestar, 2024 and 2025, exemplify this success. In 2025, 94% of Lodestar students completed A-G requirements, 51% graduated with college credit, and 86% were admitted to four-year colleges, all increases from the previous year. These results demonstrate that Lodestar is not only preparing students academically but also expanding their opportunities by giving them early access to college-level courses directly on campus, allowing them to experience college success before graduating high school.

Lodestar's Progress Relative to NWEA MAP National Norms

Lodestar Compared to National Norms

Lodestar uses NWEA MAP to monitor student growth over the course of the school year as a verified data source.

Below, we share our data story from MAP, emphasizing the Conditional Growth Percentile, a standardized measure of growth compared to growth norms. The data represented indicates students with MAP results in both the Start and End terms and their resulting School Conditional Growth Percentile (CGP) per grade level.[10]

Conditional Growth Percentile

Conditional Growth Percentile is a student's percentile rank for growth, with 50 being a typical growth norm for students who are compared to those of similar students.[11] The CGP ranges from 1st to 99th percentile. When a student demonstrates above a CGP of 50, they are demonstrating above average growth. Below is a summary chart of the NWEA MAP Math and ELA Conditional Growth Percentiles at Lodestar from Spring 2024 to Spring 2025. This verified data source articulates the strong performances of growth for Lodestar students. Highlights include:

- 2nd Grade Math ranking 96th Percentile
- 6th Grade ELA ranking 99th Percentile
- 10th Grade ELA and Math both ranking 99th Percentile
- 11th Grade Math ranking 99th Percentile

Table 3: ELA and Math Conditional Growth Percentiles at Lodestar Spring 2024 and Spring 2025

Math			**ELA**		
Grade	**Spring 24-Spring 25**	**# of students**	**Grade**	**Spring 24-Spring 25**	**# of students**
1	10	24	1	30	24
2	96	39	2	35	38
3	62	43	3	19	46
4	19	49	4	21	49
5	10	47	5	85	47
6	59	38	6	99	38
7	77	70	7	55	71
8	97	64	8	52	62
9	79	42	9	17	42
10	99	42	10	99	42

[10] MAP Student Growth Summary Report - Aggregate by School, Growth Comparison Period Spring 2024-Spring 2025 using 2020 Norms.
[11] https://connection.nwea.org/s/article/Conditional-Growth-Percentile?language=en_US

11	99	51	11	81	51

[redacted]

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)

Local Control Accountability Plan (LCAP)

~~Lodestar~~Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the ~~Ofice~~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, ~~Lodestar~~Charter School shall annually update its goals and annual actions to achieve those goals ~~identiied~~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~~specific actions toward achieving those goals, and a description of the changes to the ~~specific~~specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the ~~iscal~~fiscal year in implementing the ~~specific~~specific actions included in the charter as a result of the reviews and assessments, ~~classiied~~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.

~~Lodestar~~ 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,

~~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

~~Because Lodestar~~If Charter School serves students in grades ~~9 - 12, Lodestar~~9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its ~~irst~~first class of students ~~scheduled for June 2024~~.

Mathematics Placement Policy

~~Because Lodestar~~If Charter School serves ninth grade, ~~Lodestar~~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.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive

educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

For the term of the Charter, Lodestar projects the following grade levels and enrollment:
Given the demographic shifts in Oakland, we are conservatively projecting enrollment at 732 over the charter term for budgetary and financial purposes. Lodestar will continue to serve students up to its enrollment cap. Charter School will serve a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Figure #A.1: Enrollment Projections
Table 4: Projected Enrollment at Lodestar for Charter Term 2026-2031

		Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade *Projection* **Level**	*Current SY*	**Year 1 2026-2027**	**Year 2 2027-2028**	**Year 3 2028-2029**	**Year 4 2029-2030**	**Year 5 2030-2031**
SY **TK**	2020-2021	2021-2022 20	2022-2023 30	2023-2024 30	2024-2025 40	2025-2026 40
K	51	52 30	52 30	52 38	52 38	52 40
1	53	52 28	52 30	52 30	52 38	52 38
2	65	54 28	52 28	52 30	52 30	52 38
3	63	54 40	52 28	52 28	52 30	52 30
4	56	54 50	52 40	52 30	52 28	52 30
5	62	54 55	52 50	52 42	52 30	52 28
6	76	75 78	75	75 70	75 65	75 55
7	76	75	75	75	75 70	75 65
8	78	75 60	75 70	75	75 72	75 70

9	71	7578	7570	7580	7580	7580
10		7275	7276	7270	7278	7278
11		65	6870	6870	68	6875
12		50	60	64	6465	6465
TOTAL **Total**	651	692**732**	752**732**	816**732**	816**732**	816**732**

Maximum enrollment of school during the upcoming charter term: 816 students

Lodestar 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.

Who We Are

Mission

At Lighthouse Community Public Schools, we believe that persistent educational inequality threatens our collective future. The mission of Lodestar 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.

Vision

At Lighthouse Community Public Schools, we know that the students and families we serve have the potential to create narratives that will lead them toward a bright future. Our work as a school is to create an environment that allows them to develop this potential, which will also positively impact their families and the larger Oakland community.

We believe that a high-qualityhigh-quality education for educationally underserved students is a vital remedy to poverty and societal dysfunction. When students have access to the tools and knowledge to succeed in college, they will lead more economically stable lives, will have a strong sense of identity, and will

be more engaged in the life of their community — leading to a more healthy, joyful, and educated society.

We are dedicated to carrying out our mission in the complex and vibrant city of Oakland, California, and we also believe that it is our imperative to share best practices beyond our walls and be a dynamic learning organization to best serve our community, city, and nation.

Core Values

The Lodestar 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.

Lodestar Core Values

LOVE: We extend ourselves so that all feel a sense of belonging and acceptance.

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.

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~~changemakers~~.

Lodestar is an EL Education School

Lodestar is a member of the EL Education (formerly named Expeditionary Learning) network of schools. We believe when students and teachers are engaged in work that is challenging, adventurous, and meaningful, learning and achievement ~~lourish~~flourish. We are committed to creating classrooms where teachers can ~~fulill~~fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

When students enter adult life, they will be celebrated not for their performance on basic skills tests, but rather for the quality of their work and their character. ~~That's~~That's why EL Education builds students~~'~~' capacity for Three Dimensions of Student Achievement[1].

Figure ~~A.2~~5: EL Education Three Dimensions of Student Achievement

- **Mastery of Knowledge and Skills**~~.~~ - Students will:
  - ~~o~~ Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
  - ~~o~~ Apply their learning: transfer knowledge and skills to novel, meaningful tasks
  - ~~o~~ Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
  - ~~o~~ Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines
- **Character** - Students will:
  - ~~o~~ Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
  - ~~o~~ Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)

[1] ~~The Three Dimensions of Student Achievement: https://bit.ly/32Ary6C~~

- ~~o~~ Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)

- **High-Quality Student Work** - Students will:
  - ~~o~~ Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding
  - ~~o~~ Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
  - ~~o~~ Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the ~~school~~Charter School

Target Student Population

At Lodestar, we believe our schools must represent the rich diversity of Oakland's East Region. We currently serve students from Transitional Kindergarten through ~~9th~~12th grade throughout Oakland. Lodestar is open to all students in the state of California (Education Code Section 47605(~~d~~e)(2)(A)-(B) ~~and Lodestar will continue growing into a K-12 over the next three years~~. We will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners ("ELs"), and socio-economically disadvantaged students). We also will continue to have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes of East Oakland, African American students, and unsheltered students. The ~~school~~Charter School intends to maintain ~~an~~a maximum enrollment of approximately 816 students across these grades, as detailed below~~. See~~; Enrollment Projections for the purposes of financial and budget modeling as detailed above.

Lodestar is intentionally located in the East Oakland neighborhood of Sobrante Park that have been historically underserved, lacking equitable educational opportunities for families; 87% of our students live in the 94621 and 94603 zip codes. These neighborhoods have high poverty rates and also rank highest in the Oakland Community Stressors Index 7 — the experience of chronic stress, violence, and trauma that negatively impacts communities and increases the likelihood that our students may have lower social capital, decreased collective efficacy, and measurable impact on their psychological development, health, and well-being. The Oakland Stressors Index provides a snapshot of multiple risk factors on community stress. The index captures 21 stressor indicators across a range of domains, including 1) Health and Environment, 2) Housing, 3) Education, 4) Poverty, 5) and Criminal Justice System Involvement. The areas immediately surrounding the Lodestar campus have in the last five years seen increased rates of theft and violence. According to local police, robberies have increased by 30% in the zip codes of our two campuses (94603 and 94621), violent crime rates are three times higher than the average US rates.

In the 2024-25 school year, Lodestar served a population that truly reflected the needs of the East Oakland Community. From our total enrolment of 719 students:

- 98% Unduplicated;
- 45% English Language Learners
- 13% qualifying for Special Education services
- 4% Unhoused / McKinney Vento

For far too many low-income Latino and African American students, pursuing the college and career of their choice has been an unattainable dream. While Oakland Uniied School District has made signiicant 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. Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating as a KTK-12 school community along with its sister school Lighthouse. Community Charter High School ("LCCHS"). We are grateful to be aligned with the City of Oakland and Oakland Unified School District's investment in Measures N and H around college and career readiness as we work to ensure Latino and African American students have access to high quality programs. Lodestar college and career index scores reflect this positive work we are doing in our East Oakland community.

We are committed to students being prepared to succeed in a four-year college, and also support our students to attain a technical certiicatecertificate, military training, or a two-year or four-year degree after graduation, depending on their hopes and aspirations. Every student enrolled will receivereceives 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 are empowered with the opportunity to enroll in the college or career program of their choice. Lodestar aims to build on the success of its sister school,

Lighthouse Community Charter High School. Since 2009 when Lighthouse graduated its irst class, over 90% of students have graduated having completed their A-G Requirements.

Attendance Requirements

School Year

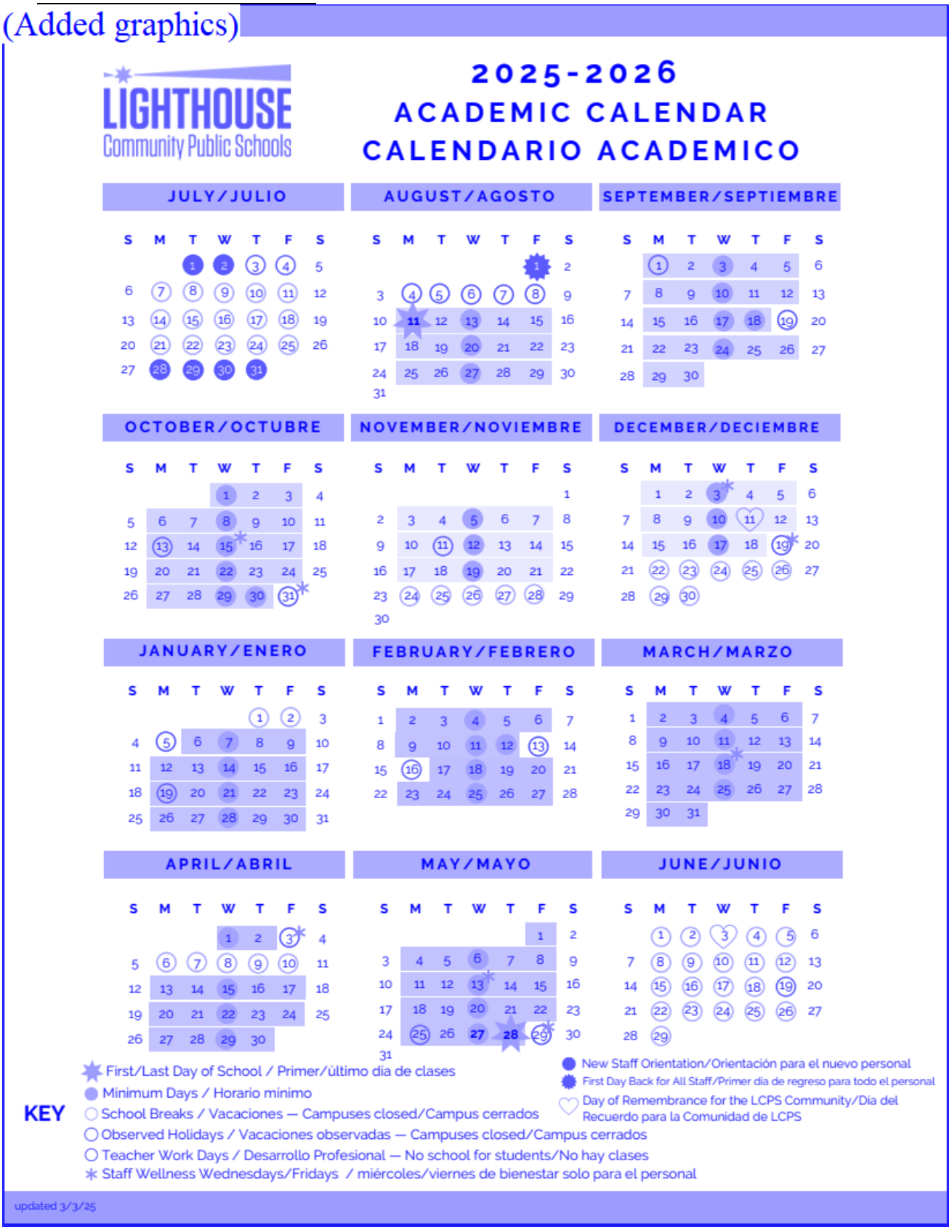
Lodestar'sLodestar's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, the following number of minutes of instruction:

1. For students in TK and Kindergarten: 36,000 instructional minutes.
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
3. For students in 4th to 8th Grade: 54,000 minutes.
4. For students in 9th and 12th Grade: 64,800 minutes.

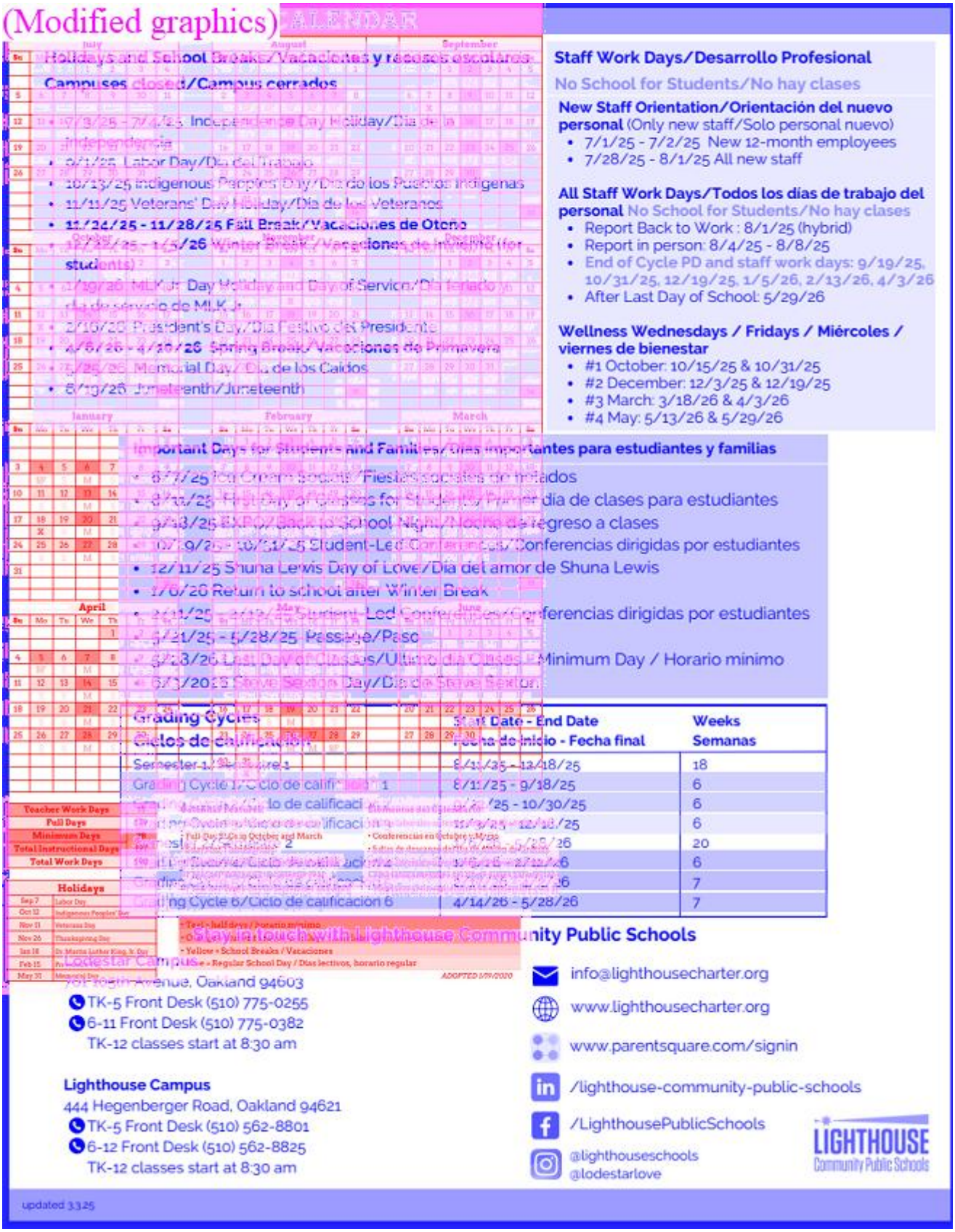
The school year includes 177 instructional days, barring emergency school closures, 2 more than the required 175 days for charter schools.[2] Teachers of LCCPS andLighthouse Community Public School ("LCPS") which includes Lodestar have an additional 13 days of professional development and conferences with families built into the school year on an annual basis, for a total of 190 contracted days. There are an additional ivefive days of stipended professional development for teachers new to the schoolCharter School on an annual basis. **Figure A.3** provides the proposed school calendar, which Lodestar intends to adhere to as state and federal funding allows. LCCPSLCPS and Lodestar retain the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modiicationmodification shall not be considered a material revision of the charter.

Figure 6: 2025-2026 LCPS Academic Calender

(Added graphics)



(Modified graphics)



[2] *California Code of Regulations*, Title 5, Section 11960.

~~Figure A.3 2020-21 School Calendar~~

School Day

The instructional day at Lodestar is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Transitional Kindergarten through 8th Grade, the school day for students is 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday and Friday (360 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (240 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 59,040 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 p.m. on Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 65,100 minutes of annual instructional time (not including lunch and passing times). These numbers substantially exceed the number of annual instructional minutes required by the state in Education Code Section 47612.5 for Transitional Kindergarten through 8th grade and exceed those for 9th through 12th grade as well.

Philosophy & Approach to Education

*LCPS Graduate Proile**Profile***

The LCPS Graduate Proile[3]Profile[3] articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lodestar. 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-suficiencyself-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 A.1 for LCPS Graduate Proile)

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

[3] LCPS Graduate Profile: https://bit.ly/32xA3zd

- **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, Lodestar strives to be a school community that honors and uplifts our students' myriad cultures so they can thrive both within and beyond their KTK-12 experience. SpeciicallySpecifically, 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 luencyfluency 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 to support all young people in developing these skills. (See Academic Program)

- **Committed to Service and Justice** - Students graduate from Lodestar committed to service and justice. Through Lodestar'sLodestar's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. (Crew is EL Education'sEducation's advisory program.) Lodestar provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our approach is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.

- **Relationship Builders** - Students cultivate relationships based on kindness, compassion, and empathy. Lodestar 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 Lodestar, students develop their skills and conidenceconfidence in taking productive risks, innovating, and having a sense of adventure. Throughout their education, students grapple with complexity and develop stamina and conidenceconfidence 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 *EL Education's*[4] *Core Practices*

[4] EL Education's Core Practices: https://bit.ly/32A4hSd

and

Expanded ~~Deinition~~Definition of Student ~~Achievement~~[5]Achievement[12], Zaretta Hammond's *Ready for Rigor ~~Framework~~[6]Framework[13]*, and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.[14] ~~[7]~~ Our Instructional ~~Stances~~[8]Stances encompass our vision for high-quality teaching and learning.

At LCPS, learning is:

- **Purposeful**
  - ~~o~~ Learning is driven by essential questions that allow students to create lifeworthy understandings; learning inspires insight, opportunity, integrity, and action.
  - ~~o~~ 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.
  - ~~o~~ Learning is measured using an expanded ~~deinition~~definition of achievement including knowledge and skills, character, and high-quality work.
  - ~~o~~ 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.
  - ~~o~~ 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~~State Content Standards (collectively, the "State Standards") and create curricular coherence within and across classes. We structure learning to ensure that all learners meet high standards.

- **Relationship-Based**
  - ~~o~~ Learning is joyful. We create intellectually and socially safe classroom environments, so students are able to take risks.
  - ~~o~~ Learning is rooted in our community and our students' identities. We teach people. Our teaching builds, and builds on, our students' identities.
  - ~~o~~ Learning supports students to create healthy relationships and develop collaborative skills.
  - ~~o~~ Learning happens in community. We build classroom cultures of collaborative and independent learning. We build learning partnerships.

- **Learner-Driven**
  - ~~o~~ Learning is inquiry-based. Learning is driven by complex problems. Teachers and students use questions to guide and facilitate understanding.

~~[5] Expanded Definition of Student Achievement: http://bit.ly/2G0Ky2s~~
~~[6] Ready for Rigor Framework: https://bit.ly/3iA6rHd~~
~~[7] The Four Keys to College and Career Readiness: https://bit.ly/32A55qw~~

[12] https://www.eleducation.org/who-we-are/three-dimensions-of-student-achievement/
[13] https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR_Final.pdf
[14] https://www.inflexion.org/wp-content/uploads/dlm_uploads/2017/11/Four-Keys-Guide-1.pdf

[8] LCPS Instructional Stances: https://bit.ly/35FNEqj

~~o~~ 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.

- ~~o~~ Learning opens doors for people to make choices and explore their passions.
- ~~o~~ Learning is driven by student-engaged assessment. Learners set goals, monitor progress, communicate, and ~~relect~~reflect; teachers provide wise feedback that supports this process.
- ~~o~~ 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.

Principles in School Design

Our students are living in a world that is experiencing constant technological, cultural, linguistic, climatic, economic, and social transitions. As we approach the irst quarter mark of this century, weWe know our students must have a deep knowledge of themselves, understanding of their cultural heritage, and an awareness of their intersectional identities in order to be changemakers in Oakland and beyond. In order to leverage the aspects that make our students individually and collectively unique, our students must experience interdisciplinary learning opportunities and be prepared to negotiate questions of justice and morality while grappling with the most urgent and complex problems facing our community.

In order to achieve our mission, Lodestar has committed to ivefive design principles:

1) **High Expectations for All Students**
2) **Rigorous Curriculum & Deep Learning**
3) **Serving the Whole Child**
4) **Families as Partners**
5) **Professional Community of Learners**

Learning occurs best when it is designed in service of diverse learners. Our school program aligns with the principles outlined below, incorporating proven methods of instructional design to fulillfulfill 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 are detailed below.

Design Principle 1: High Expectations for All Students

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

At Lodestar, High Expectations means:

- **Three Dimensions of Achievementdimensions of achievement:** We start with the belief that every child deserves to reach their fullest potential. To do so, every child must be held to clearly articulated, high expectations for achievement. And be supported to do so. Our Expanded DeinitionDefinition of Achievement, as deineddefined by EL Education, has three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work.

- **A college-going culture****College-eligibility for all.** At Lodestar High School, our program is designed to ensure all students complete A-G requirements. As a result, students are eligible to apply to a California State University ("CSU") or University of California ("UC") school by the time they graduate. We also 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 collegehigher education, holding inancialfinancial aid workshops for families, or hosting our annual CollegeSenior Declaration Days, it is important that we helpDay, by the end of their time at Lodestar, students seeand families have the knowledge and experience to consider college as a place for them to ultimately pursue the career of their choicefuture option. In our class of 2025, 94% of our seniors graduated A-G eligible.

  ● **College-eligibility for all.** At Lodestar High School, our program is designed to ensure all students complete A-G requirements within their four years at Lodestar High School. As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, our aim is for there to be lexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes.

- **Dual Enrollment.** Through our dual enrollment partnership with the Peralta Community College District and Chabot Las Positas Community College District, students also have the ability to earn college credit while still in high school. In our class of 2025, 51% of our seniors graduated with college credits.

- **CTE pathways and work-based learning.** Career exploration in high school is crucial for helping students identify their interests, develop relevant skills, and make informed decisions about their future path. It allows students to align their education and career aspirations, leading to greater motivation and engagement in their learning. For this reason, all students at Lodestar High take part in a CTE Pathway, either in Media Arts or Health Science. These pathways integrate academic learning with technical and occupational skills, including work-based learning opportunities such as industry-aligned projects, job shadows, and internships.

- **College and career prep as core subjects.** At Lodestar High School, we takeintegrate college and career counseling out of an ofice 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, post-secondary education is accessible to all students, especially for those considering a technical certiicate or military training or those who will be the irst 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 as well as access information to support their decision-making.Seminar courses for 11th and 12th graders. Using curriculum and resources from the nationally recognized organization OneGoal, we ensure that all students understand the range of post-secondary education available to them and have the information and support they need to pursue their goals though individualized college counseling in High School.

● **All students are part of a pathway.** Lodestar High School will conduct a research and information gathering process to determine its Career Technical Education (CTE) pathway[9]. The process will include input from the community, families, and most importantly, Lodestar students. With the

goal of developing a vision for a fully realized pathway beginning in the 2021-2022 or 2022-2023 school year. Once decided, every student will receive the beneit of being part of the pathway. Students in the K-8 program participate in the Maker Program via Making Art & Design. 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.

- **Junior Year Internships.** At Lodestar High School, 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.

- **Passage & Senior Passage.** Students**.** Lodestar students take part in passage, a tradition that conirmsconfirms students'[9]' readiness to move forward in all realms of achievement at selected grade levels. During 12thFor example, during 12th grade, all seniors produce a capstone project and presentation to showcase what they've learned in their CTE Pathway. Passage requirements at other grade levels also integrate academic skills with college and career focused tasks such as preparing for a mock interview or creating a resume.

[9] California's Career Technical Education: https://bit.ly/35HRO14

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 and an opportunity to celebrate the culmination of the educational experience.

Design Principle 2: Rigorous Curriculum & Deep Learning

Lodestar'sLodestar's curriculum is aligned with the California Common Core State Standards[10][11]Standards and prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for a technical certificate, military training, or a two-year or four-year degree after graduation. Lodestar provides a college-bound curriculum that includes content knowledge and skills such as literature and statistics, academic research and writing skills, art, technology literacy, theater, and movement.

We'veWe've adopted a top-rated curriculum based on the extensive research of Ed Reports[12][13][14] and have prioritized the ongoing training of teachers and leaders to deepen the impact on student growth and achievement. For subject areas that have not adopted the curricula, they use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work.

A central feature of Lodestar'sLodestar's Curriculum is the linking of specific content to big ideas so that depth leads to breadth. We believe curricula should elevate student collaboration, voice, thinking, and relection; relectreflection; reflect a commitment to developing character; and empower students to contribute to a more just and equitable world. 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 Lodestar, we ensure that all students TK to 12th grade 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 curriculum 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:

[10] California Common Core State Standards for ELA: https://bit.ly/3hAKdUj
[11] California Common Core State Standards for Math: https://bit.ly/2Rtc3qT
[12] Ed Redports Curriculum Review Process: https://bit.ly/2ZIfLkL
[13] EL Education ELA Curriculum: https://bit.ly/3c2eEkZ
[14] Eureka Math / Great Minds: https://bit.ly/2Ry2nLA

- **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 problem-solving and mathematical discourse as a way of bringing math alive. Students have regular opportunities to improve their procedural luencyfluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific context. 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. Students will have regular opportunities to also work on their group collaboration skills. At Lodestar High School, students may engage in advanced mathematics courses upon completion of a three-year math sequence.

- **History and Ethnic Studies** - 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. At the high school level, students will have an opportunity to take Ethnic Studies in 9th grade and culminating with an option to take Advanced Ethnic Studies course in 12th grade, students will research and analyze national and world histories, cultures, and perspectives.throughout their High School experience in multiple Ethnic Studies electives including Women, Power and Politics; Ethnic Experience in California; Latin American History; and Global Affairs.

- **Science & Engineering** - Grounded in the Next Generation Science Standards, students experience scientific concepts grounded in labs and inquiry-based 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 crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.

- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas and explore and honor stories. Students will also leverage cross disciplinary skills developed in ELA, History, and Humanities courses at Lodestar.

- **Academic Electives** - Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an Lodestar student. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

- **World Languages** - At Lodestar High School, students ~~will be able to~~ communicate effectively in reading, writing, speaking, and listening in a world language other than English.

- **CTE Pathway** - Lodestar High School ~~will determine a CTE pathway engaging stakeholders in the community enabling students to develop portfolios to showcase their work and collaborate with industry professionals and real-world clients.~~offers two CTE pathways in Media Arts and a new Health pathway that will launch in Fall 2025.

Curricular Design

Key aspects of ~~Lodestar's~~Lodestar's curriculum include but are not limited to the following:

- ~~**Inquiry-Rich** - Lodestar's curriculum focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate. This is lexible enough to be applied across content areas while valuing curricular depth and is rooted in the EL Education design principle of having wonderful ideas[15].~~
- **Real World** - ~~Lodestar's~~Lodestar's 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.

- **Produce Authentic Products** - Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work. At Lodestar, student products aim to meet an authentic need in the community and have an audience and purpose beyond families or the classroom teacher. Students regularly make presentations of their work and their learning to school and community stakeholders and authentic external audiences. Some products are particularly motivating because in themselves, they are acts of service or opportunities to make connections between content and career or college, helping inform students of their future choices as well.

- **Focused on Service** - Service learning is an integral element of ~~Lodestar's~~Lodestar's curricular design. All students at Lodestar are actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, Crew, and extracurricular activities, these experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.

- **Student Engaged Assessment** – Lodestar ~~develops curriculum that allows students to take the lead in speaking about their own learning~~engages in a Student Engaged Assessment (SEA) every Wednesday. Leaders and teachers create structures and procedures that support students to create, maintain, and present ~~portfolios~~high quality work products that 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

[15] EL Education's Design Principles: https://bit.ly/33vtBrS

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 in preparation for college and career success.

~~● **Include Elements of Adventure -** Learning experiences include elements of adventure (i.e. any physical, artistic, or intellectual experience that involves risk, challenge, and self-discovery). Every adventure has a strong element of entering the unknown and not being certain of the outcome. These experiences create opportunities for leadership and collaboration as groups of students and teachers face challenges together. Together, students and adults discover they can do more than they thought was possible, and ind aspects of themselves that they didn't know were there.~~

- **Vetted by Experts** - Lodestar has adopted EL Education for ELA ~~and Eureka/Great Minds, OpenUp, and CPM for math~~(K-8), Eureka Math,(TK-5), and Illustrative Mathematics (6-8th grades). All of these curricula have earned "green" ratings from EdReports for Elementary and Middle School. For High School students, Lodestar has adopted Fishtank for LEA for 9-10th grades, ERWC for 11-12th grades, and Illustrative Math for 9-12th grades.

Design Principle 3: Serving the Whole Child

We know our students come to school with rich social capital that we value and build upon throughout their journey to college. Our role as a school is to provide a wide array of activities and experiences in both academic and extracurricular settings that help students identify and realize their goals. We also know when students are socially, emotionally, and physically healthy they can be academically successful and prepared for college and the career of their choice as active members of their community. As a result, we have several structures and practices in place to serve the "whole child" and ensure every student is known well and receives the differentiated support that enables their success. We believe that this combination makes it possible for students to see college as their reality. These practices will be reviewed and will evolve based on student need and available resources, but may include the following proven practices:

- **Family as Partners** – Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learn, and be involved with their child's education. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, Lit for Literacy, Student-Led Conferences and ~~bi-annual Expositions~~annual Exposition of Student Work ("EXPO") ensure all families are involved in their children's education. Families are also encouraged to actively participate as community members through the Family Leadership Group, Coffee Tuesdays, and other family-led events.

- **Cultivating Character Development/Habits of Working and Learning ("HoWLs")** – 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. 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. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world. 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.

~~● **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** – At Lodestar, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Crew (commonly known as advisory) exists to ensure that each Lodestar student continues to have a strong relationship with at least one caring adult at the ~~school~~Charter 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) which positions students to be leaders of their own learning. Taught in small groups, the Crew curriculum integrates students into ~~Lodestar's~~Lodestar'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 Lodestar staff assume the role of Crew Leader in addition to their core responsibilities.

- **Student Led Conferences** – Every student at Lodestar 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~~student's goals is student-driven and includes parent voice. At Student Led Conferences a ~~student's~~student's academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a ~~student's~~student's ability to succeed in school.

- **Sports Program** - Lodestar ~~aims to join~~is part of the Bay Area Charter Schools Athletic Conference ("BACSAC") ~~and may offer~~for High School sports and the Oakland Athletic League ("OAL") for Middle School sports. We offer Basketball, Soccer, Flag Football, Volleyball and Futsal in High school and offer and Flag Football, Cross Country, Basketball, Soccer, and Volleyball in Middle School.

- ~~Mental~~**Behavioral Health & Wellness** – Lodestar supports our students' behavioral health and wellness through providing on-site access to counselors who are available to support students' emotional well-being and psychological needs~~. Counselors may work~~, as well as a behavior support specialists who support the design and implementation of behavioral interventions. Counselors and behavior support specialists support

Tier 1 universal learning— to serve the needs of the entire school community through the design of Crew lessons and school-wide behavioral health experiences; Tier 2 interventions — to meet the needs of small groups of students through brief cycles of therapy and behavior intervention lessons; and Tier 3 interventions — with students who are most in need of extra support in the areas of social and emotional ~~health. The counseling staff~~and behavioral health through individual counseling and/or behaivor intervention plans. The counselors and behavior support specialists works across settings, based on the needs of the students ~~- whole class, small groups, individual students,~~ and families and in partnership with community-based organizations for additional support and resources.

- **Family Support Services** – As needed to support our students and families, Lodestar 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.

- **Middle School Youth Developer** - This role focuses on supporting students' social-emotional development through targeted small group and individual case management, while also fostering student leadership and voice. Responsibilities include leading student council and affinity groups, coordinating cultural celebrations, consulting on Crew curriculum, and developing a peer conflict resolution program rooted in Restorative Justice. The role also involves organizing cross-grade collaborations, supporting student entrepreneurship and fundraising, managing extracurricular partnerships, and taking on additional duties as needed.

Design Principle 4: Families as Partners

To establish Learning as Part of a Community, Lodestar must engage Families as Partners. Students and staff at Lodestar make families welcome, know them well, and engage them actively in the life of the ~~school~~Charter School. Lodestar explicitly recognizes that families care about their children's education, bring strengths, and add value to the community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning.

Deeply involving families in the education of their child, as well as in the life and community of the ~~school~~Charter School, is a vital and integral part of what we do. The U.S. Department of Education[16] 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 Lodestar's high academic and behavioral outcomes.

- **Build Relationships** – Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students' families. 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 Charter 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~~Charter School stronger. Parents who are involved at the ~~school, satisfied~~Charter School, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what Lodestar does are advocates in the wider community and are more likely to give back to the ~~school~~Charter School.

To support family involvement, Lodestar provides multiple methods and entry points to meet the diverse needs of

our families. Lodestar has established the following events to ensure that all families are involved and supported in understanding the ~~school~~Charter School life and academic progress of their child. While not required, these events are a part of the fabric of the ~~school~~Charter School and the hope is that a family member or caring adult of students attend which they do:

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[16] ~~Parent Power, U.S. Department of Education: https://bit.ly/35HWvYy~~

- **Student Led Conferences (~~"~~SLCs~~")~~** – ~~Three~~Two times per year (Fall~~, Winter,~~ and Spring), parents and students are ~~required~~highly encouraged to attend SLCs meetings to discuss their ~~child's~~child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals and review student progress towards graduation benchmarks. While they are generally scheduled over the course of several days, Lodestar schedules SLCs ~~lexibly~~flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)

- **Celebrations of Learning/EXPO** – ~~At least twice~~Once per year, parents are invited to attend Celebrations of Learning, showcasing and reviewing high quality work of students and their ~~relections~~reflections as learners for families and community members. Parents have multiple opportunities to attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have other options.

- **Back to School ~~Night~~Social** – Back to School ~~Night~~Social provides teachers a chance to introduce families to their classroom ~~specific~~and overview policies and curriculum ~~and~~. The event often features some fun in addition to information to build community amongst parents. If parents are unable to attend, Lodestar makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, ~~on a home visit,~~ at an alternate time, day, or location.)

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:

~~• **Home Visits** - Teachers are encouraged to schedule and conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.~~

- **Coffee Tuesdays** – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their ~~family's~~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.

- ~~**Family Leadership Group (FLG)** - The Family Leadership Group~~**Parent Advisory Committee ("PAC")** – The PAC form the parent leadership body of the ~~school~~Charter School. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including ~~LCAP and~~the Charter School's Local Control and Accountability Plan ("LCAP"), the English Language Advisory Committee ("ELAC"), 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, Lodestar 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.~~

Design Principle 5: Professional Community of Learners

For learning to best occur, all staff must be part of a Community of Learners. We work together on behalf of students to improve the ~~school's~~Charter School's program, share expertise, build knowledge in our disciplines, and model collaborative learning. Staff adult culture is characterized by relational trust and respectful collegiality. At Lodestar, we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research and modeled after the Framework for Professional Development in EL Education ~~Schools[17]~~Schools, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Student Learning -** Academic, social, and emotional learning is at the core of our mission. Professional inquiry brings educators together to discuss practice, analyze data, make action plans, and investigate new strategies.

- **Goal-oriented** - Individual educators, teacher teams, and the entire Lodestar ~~Crew~~staff have a clear understanding of the incremental steps needed to meet short and long-term goals

- **Data-driven** - The core of all work at Lodestar is the realization of student growth. Academic analysis is both an individual and collaborative process. Teams engage in regular analysis of relevant data including student work, curriculum-embedded assessments, and benchmarks inform instructional and institutional decisions.

- **Shared** - School staff are encouraged to share their expertise with their colleagues through formal and informal shared leadership roles. Supported by our leadership team, teacher leaders maintain focus on teaching and learning even as they manage other responsibilities.

- **Supported by a Collaborative Culture** – Adults work together in pursuit of our mission. The majority of Lodestar professional development is conducted in teacher-led teams, focused on analysis of student learning outcomes. We believe the core values and ~~Habits of Work and Learning (~~HoWLs~~)~~ that we uphold with our students are also the ones that we uphold in our Professional Learning Community.

At Lodestar, we use a data-driven process for determining the focus of our professional development and utilize a variety of EL ~~Education's~~Education's Core Practices to provide ~~lexible~~flexible and differentiated professional development for its staff. These may include but are not limited to the following:

Site Based Professional Development

- **Instructional Leadership Teams** – Time for teachers to work together to increase student learning and

engagement of every student. This group of teachers represents classroom teachers, specialists and administrators and meets biweekly analyzing data relevant to student achievement including data about instructional practice, school culture and family involvement. This team also makes recommendations to the school work plan to respond to current data by making course corrections that could include professional learning or other strategies designed to result in student achievement.

[17] Framework for Professional Development in EL Education Schools: https://bit.ly/3iFQTBK

- **Content Team Meetings -** Weekly planning time for content teams is built into the school day with a common prep period so that teachers can develop and reine curriculum and instruction. Content Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Culture Team Meetings** – Time for teachers to work together with a Culture Team Leader as facilitator to support the development of a strong staff and to improve student and adult culture. This is also a space that analyzes behavior, suspension, Family engagement and staff survey data and leads improvements to ensure that the academic, social, and emotional needs are considered across the school community. Culture Team 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 A.3.

- **Instructional Coaching & Responding to Student Data** – Administrators work with teachers on a weekly or bi-weekly basis to support them in relectingreflecting 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 debrieingdebriefing.

- **Learning Walks -** Teams of school leaders and teachers regularly conduct learning walks or other forms of protocol-driven ""“walkthroughs""” in order to discuss and deinedefine the qualities of effective instruction and to identify patterns of instructional strengths and areas for improvement across classrooms.

LCPS Wide Professional Development

- **Professional Development Institutes (""“PDI""”)** – PDI occurs when students are off campus and are times in which teachers collaborate to design and reinerefine curriculum, createanalyze 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.

- **Diversity, Equity and Inclusion** – The entire LCPS community comes together to deepen our shared understanding of how to best support Diversity Equity and Inclusion in our school community. These sessions build on the ongoing work that staff engages in during PDI weeks in afinity and across difference.

- **New Teacher Mentor -** As applicable for staff in credentialing program, Lodestar pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education[18]Education, Reach Institute for School Leadership[19], and Great from the Gate[20].Leadership, and other credentialing partners. LCPS has secured over $1.5MM in grant funding to support staff on career pathways into teaching and clinical practice through tuition assistance, testing and licensure fee support, and mentoring and credential clearance processes.

[18] Alder Graduate School of Education: https://bit.ly/32A2mgL

[19] Reach Institute for School Leadership: https://bit.ly/32Ba89Y

[20] Great from the Gate: https://bit.ly/2ZK7f4Z

- **Evaluating Teachers -** Teachers are evaluated with a tool, the Teacher Development Equity Framework, that prioritizes our expanded deinitiondefinition of student achievement and growth. Our tool, to the greatest extent possible, includes speciicspecific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement.

- **External Professional Development**
  - o **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 connected to EL Core Practices.[21]

  - o **Conferences and Off-Site Institutes -** As appropriate, outside professional development is contracted in alignment with areas of school goals/needs. Our partnership with EL Education is leveraged for outside PD; teachers and leaders participate in EL Education's 3-day and 5-day institutes and attend EL Education'sEducation's National Conference individually or as part of a small teamas resources allow. Additional conferences and trainingstraining are attended when aligned with goals and needs of the staff such as curriculum training or a content/strategy-speciicstrategy-specific experience.

ACADEMIC PROGRAMAcademic Program

The Lodestar Academic Program is designed to support all students in becoming college and career ready. As an inclusive school community, that serves all learner proilesprofiles, 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:

- Lodestar Core Curriculum
- Graduation Requirement
- Lodestar School Culture Practices and Character Development.

Lodestar Core Curriculum

At Lodestar, 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

[21] EL Education Calendar of Events: https://bit.ly/2ZIAQM3

produce high-quality work. Curricula should elevate student collaboration, voice, thinking, and ~~reflection~~reflection; should ~~reflect~~reflect a commitment to developing in all areas of our Graduate ~~Profile~~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. Curriculum adoption takes place after rigorous review including teacher input and a board adoption process. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems that require responsiveness and ~~flexibility~~flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining ~~fidelity~~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.

There are key multi-year initiatives and clear structures that support high quality curriculum internalization and teacher professional development aligned to our LCAP and Strategic Plan:

Multi-Year Academic Initiatives:

- **Curriculum Implementation:** Lodestar has selected and invested in strong curricular materials, and our teachers and leaders are focused on consistency with usage, understanding, and internalization of curriculum; leaders and teachers regularly receive training on curricular materials and resources. Our teachers authentically internalize high-quality instructional materials daily and our leaders ensure equity in student experiences across all classrooms through systems of support and accountability.

- **Instructional Quality:** Our staff is united in a vision for academic excellence for all students in all classrooms, and Lodestar teachers, teacher leaders, and school leaders are focused on instructional quality across all classrooms, specifically in the effectiveness of lesson facilitation and implementation of focal instructional strategies (e.g., time-saving procedures, checks for understanding, and academic monitoring)

- **Instructional Strategies:** Lodestar teachers, teacher leaders, and school leaders have named classroom discourse as a stated instructional priority, and regularly observe classroom instruction and explicitly look for the implementation of classroom discourse strategies. Ongoing work is focused on leveraging research-based, content-specific, and aligned instructional practices

Multi-Year Professional Development Initiatives:

- **Clear Professional Development Structures:** Lodestar has clear development structures are in place (e.g., PD, PLCs, coaching), and school leaders are focused on cohesiveness in collectively driving towards curriculum implementation, instructional quality, and instructional strategies. Professional development structures are aligned and planned around six week cycles, along with a clear cadence of curriculum unit assessments and interim assessments (IABs and ICAs from Smarter Balanced). Each six week cycle includes professional development around student work products, assessment data, Special Education and English language development strategies.

- **Measuring Professional Development Effectiveness:** Lodestar leaders are unified in a clear and coherent purpose and theory of action for professional development and coaching structures, and regularly collect data to measure the quality and fidelity to implementation of professional development structures; our teachers regularly participate in a clear and consistent coaching structure that balances coaching capacity with individual development needs, and our leaders receive professional development on delivering high quality coaching through research-based coaching protocols and to develop and sustain educators

TABLE 5. LCPS Board Adopted Curricula as of August 6, 2025

	~~K~~Grades TK-5	Grades 6-8	Grades 9-12
English	Heggerty/SEEDS (TK) EL Education (K-8)		Fishtank (9-10) ~~Match Education~~ERWC (11-12)
Math	Eureka Math/ Great Minds	~~OpenUp~~ Illustrative Mathematics ~~CPM~~(UC Scout for PreCalculus)	
Science	~~EL Module Integrations~~ ~~PBIS~~ ~~EL Module Integrations~~Amplify Science		~~Patterns Physics~~HMH Dimensions (UC Scout for AP Environmental Science)
History	EL Module Integrations		Teacher ~~Created, Facing History & Ourselves~~created, aligned with College Board course overviews and CA HSS framework
P.E.& Enrichment	Teacher Created	PE: SPARK MAD: Teacher Created STEM: Teacher Created / Code.org	n/a
Spanish	n/a	n/a	Vista Higher Learning: Descrubre and Temas
CTE	n/a	n/a	Teacher created curricula that reflects California CTE standards and the principles of Linked Learning

ELD	Summit K12	Vista Higher Learning: Bridges and Get Ready!	Edge

Over the course of the charter term, Lodestar may make changes in order to address changes to state requirements and/or student needs. TheseIf made, these would not constitute a material revision to the charter.

PATHWAY PROGRAM

All high school students will participate in Career Technical Education (CTE) Pathway . Lodestar High School will conduct a research and information gathering process to determine its Career Technical Education (CTE) pathway[22]. The process will include input from the community, families, and most importantly, Lodestar students. With the goal of developing a vision for a fully realized pathway

CTE Pathway Program

All high school students at Lodestar participate in one of our CTE Pathways, Media Arts or Health Science. These CTE pathways help students develop both technical skills specific to a particular industry and transferable workplace skills like communication, teamwork, and problem-solving. Within each CTE Pathway, students take a structured sequence of courses that integrate academic knowledge with technical and occupational skills, preparing them for both postsecondary education and career opportunities. Our CTE Pathways also promote hands-on learning that fosters engagement and purpose.

Media Arts Pathway: The established Digital Media Arts Pathway, launched by Measure N/H funding, complements Lodestar's academic offerings by giving students robust opportunities to explore storytelling, journalism, filmmaking, and creative production. Students are empowered to elevate community voices and create change through media—producing everything from campus news broadcasts ("Cobra News") to powerful civic engagement projects like podcasting, documentary storytelling, and coverage of major school events.

These experiences build both technical and soft skills that are transferable to a wide range of careers in communications, digital design, and public service. The program also boosts student agency and visibility, creating platforms where students of color can lead, reflect on their experiences, and influence how East Oakland is represented.

Our Media Arts pathway helps students discover their passions, gain industry-aligned skills, and graduate with both a sense of purpose and a plan for what comes next. They also reflect LCPS's broader vision of a joyful, inclusive, and opportunity-rich community school where students are not only prepared to succeed—but to lead. The Lodestar Media Arts Pathway currently offers students an Intro to Media Arts class along with Film/Video Production, Documentary Film Making, and a culminating Advanced Capstone Project class in the 12th grade.

New Health Pathway: The new Healthcare Pathway is a direct response to both urgent labor market needs and the community's deep interest in wellness, mental health, and service-oriented careers. Developed in partnership with Chabot College and funded by $1.1 million in multi-year grants, the pathway provides students—especially low-income Black and Latino youth—with early college coursework, professional certifications like Teen Mental Health First Aid, and hands-on experience through internships in behavioral health and human services.

This program not only opens doors to meaningful postsecondary opportunities, but also addresses the shortage of

culturally responsive healthcare workers in Alameda County, where demand for roles like community health workers and behavioral health counselors is projected to grow by 16–36%. Because more than 80% of LCPS students are bilingual—predominantly Spanish-speaking—they are especially well positioned to fill critical workforce gaps in linguistically diverse care settings.

Lodestar teachers engaged in a rigorous year-long planning process, and this pathway launches in the fall of 2025, which allows students to access an integrated program of Study through a sequence of A-G courses for our Health Pathway. These courses are aligned to the regional community college pre-apprentice health programs and Certificate of Achievement in Behavioral Health. The sequence includes a one-semester introductory course, Intro to Community Health, providing all 9th-grade students with exposure to our Health Pathway, allowing them to decide whether to pursue this Pathway or our Media Arts pathway in 10th grade. As our Health Pathway progresses, students will take yearlong courses in the 10th, 11th, and 12th-grade students that follow CTE standards for Health Science and Medical Technology. These courses will allow for opportunities for integration across the curriculum with Biology and Anatomy/Physiology classes. Lodestar students in the Health Pathway will take dual enrollment classes starting in 11th grade, that would allow them to earn at least 16 units of college credit before graduation. Additionally, students who go through our Health Academy will complete an internship or pre-apprenticeship of 40 hours or more in the Health and Human Services sector.

[22] California's Career Technical Education: https://bit.ly/35HRO14

beginning in the 2021-2022 or 2022-2023 school year. Once decided, every student will receive the benefit of being part of the pathway. Students in the K-8 program participate in the Maker Program via Making Art & Design. 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.

GRADUATION REQUIREMENTS

LCPS College Preparatory Diploma

The following outlines the course requirements for an LCPS College Preparatory Diploma. The overall course grade is calculated by an average of all Learning Targets' calculated scores on a 4-point scale. GPA is determined by averaging the scores across each course. Overall GPA is determined by the average of all course scores. Below is the letter grade translation for secondary grade reporting for the end of the semester:

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.

Grade Point Average	**Letter Grade**	**Percent Grade**	**Credit**
4.0	A	93-100	Diploma Earned
3.7	A -	90-92	
3.3	B +	87-89	
3.0	B	83-86	
2.7	B -	80-82	
2.3	C +	77-79	
2.0	C	73-76	
1.7	-	-	No Diploma Earned
1.3	-	-	

1.0	-	-	

LCPS A-G Graduation Requirements

(A) History/Social Sciences	30 Units Required
(B) English	40 Units Required
(C) Mathematics	30 Units Required 40 Recommended
(D) Lab Science	30 Units Required 40 Recommended
(E) Language Other Than English	20 Units or Equivalent Required
(F) Visual & Performing Art	10 Units Required
(G) College Preparatory Elective	10 Units Required
CTE Pathway Courses	10 Units Required
A-G Required/Recommended Units[23]	***180 A-G Units***
LCPS' Additional Credits	30 units total
Total Units	**210 Units Required** ***240 Units Recommended***

LCPS Graduation Policy available upon request.

LCPS Milestones

Throughout their career at Lodestar, students complete a rigorous passage process aligned to the LCPS Graduate Proile. Beginning with the celebratory passage of Kindergarten and increasing in rigor as a student progresses, these milestones serve as rites of passage where they must demonstrate their readiness to move on to the next stage of their educational time at Lodestar. Crew leaders support students to meet the grade level expectations. Family members, peers, and staff gather for "passage" presentations at which students present their work and make a case why they are ready to

[23] UC A-G Policy Resource Guide: https://bit.ly/2ZHWqjO

proceed. These happen at grades K, 2, 5th, and 8th in the K - 8 years. In high school, grade level expectations are as follows:

- 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.

Graduation Requirements

Lighthouse State Basic Diploma

Students at LCPS are prepared for college and career through a sequence of rigorous coursework aligned to the UC/CSU A-G Requirements or the requirements of a student's IEP. There are three graduation pathways from a LCPS high school:

1) The **LCPS College Preparatory Diploma** signifies completion of all entry requirements for the California State University (CSU) and University of California (UC) colleges as well as additional LCPS requirements. The vast majority of LCPS students receive a LCPS College Preparatory Diploma.

2) **LCPS State Basic Diploma.** In some specific circumstances, LCPS Students may be eligible for graduation with California Minimum Requirements (pursuant to (California Education Code (EC) Sections 51225.1, 51225.2). In these cases, students receive a LCPS State Basic Diploma, which is a high school degree that does not qualify students for admission to a state university. Students attaining a State Basic Diploma may engage in a customized course of study that exceeds minimum requirements but does not fully meet the requirements for the LCPS College Preparatory Diploma. Students are eligible for a LCPS State Basic Diploma in the following cases:
   a) Students identified as either foster youth or on probation, who are removed from their homes and transfer high schools after their second year, may graduate and earn a standard high school diploma by completing the minimum state graduation requirements if, at the time of transfer, they cannot reasonably complete additional local school LEA/district requirements within four years of high school.
   b) Students identified as homeless are exempt from all coursework and other requirements beyond the minimum state graduation requirements.
   c) In some cases, for qualifying students with disabilities documented in an 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 PreparatoryPrep Diploma in alignment with the student's transition plan and postsecondary goals. This recommendation is made withby the IEP/504 Team and requires approval by the Principal and Chief Academic Oficer ("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.

d) Migratory students and newly arrived immigrant students may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. This requires approval by the principal with sign off by CEO.

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

3) The **LCPS Certificate of Completion** option is available to students who cannot complete the requirements for a regular high school diploma that LCPS offers. These students are eligible for educational placement and services under their IEP. The COC option does not equal a regular high school diploma. The graduation option that the IEP team chooses shall be documented clearly as part of the Transition Plan, as well as marked on the IEP's offer of Free and Appropriate Public Education (FAPE)/Educational Settings page.

Table 6. Graduation Pathways: Prescribed Course of Study

	LCPS College Preparatory Diploma **180 A-G Units + 40 additional units(can be A-G or non A-G) = 220 Total Units**	**LCPS State Basic Diploma (EC Section 51225.3)** **130 Units Required**	**LCPS Certificate of Completion (EC Section 56390)**
English	Four years (40 units)	Three years (30 units)	LCPS may award a student with a disability a COC if the following requirements, (a), (b), or (c), are met. (a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school LEA/district in which the individual attended school or the school LEA/district with jurisdiction over the individual and identified in his or her IEP. (b) The individual has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team. (c) The individual has satisfactorily attended high school, participated in the instruction under his or her IEP, and has met the objectives of the statement of transition services.
Math	Three years required (30 units); four years recommended (40 units)	Two years (20 units), including one year of Algebra I (EC Section 51224.5)	
Science	Three years required (30 units), including one year (10 units) of biological science and one year (10 units) of physical science; four years recommended (40 units)	Two years (20 units), including biological and physical sciences	
History	Three years required (30 units) including: • one semester (5 units) of Ethnic Studies • one year (10 units) of US History and geography • one semester (5 units) of US Government • one semester (5 units) on Economics	Three years (30 units), including United States history and geography; world history, culture, and geography; a one semester course in American government and civics, and a one semester course in economics.	
Language other than English	Two years or equivalent required (20 units)	One year (10 units) in visual or performing arts, foreign language, or career technical education/	
Visual and Performing Arts	One year required (10 units)		
Career Technical Education	One year required (10 units required)		
Electives and additional	College Preparatory Electives (10 units required)		

courses			
Physical Education	None required.	Two years (20 units), unless the student has been exempted from the requirements based on EC Section 51241	

Table 7. Graduation Pathways: GPA Requirements

	LCPS College Preparatory Diploma	**LCPS State Basic Diploma (EC Section 51225.3)**	**Certificate of Completion (EC Section 56390)**
GPA Requirement	Students must hold a minimum weighted cumulative (9-12) Grade Point Average (GPA) of 2.0 in order to obtain a diploma.	There is no minimum GPA for a State Basic Diploma.	There is no minimum GPA for a Certificate of Completion.

Table 8. Graduation Pathways: LCPS Milestones

	LCPS College Preparatory Diploma	**LCPS State Basic Diploma (EC Section 51225.3)**	**Certificate of Completion (EC Section 56390)**
Passage	LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. This includes a senior capstone project in their CTE Pathway of choice.	LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Requirements for passage may be adjusted or modified for students receiving a State Basic Diploma.	LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Requirements for passage may be adjusted or modified for students receiving a COC.

Table 9 Graduation Pathways: Community Service Requirement

	LCPS College Preparatory Diploma	**LCPS State Basic Diploma (EC Section 51225.3)**	**Certificate of Completion (EC Section 56390)**
Community Service	Starting with the Class of 2026, students must complete 10 hours of verified community service per year. Service may be completed on-campus or off-campus. LCPS will help provide	Requirements for community service may be adjusted or modified for students receiving a State Basic Diploma.	Requirements for community service may be adjusted or modified for students receiving a COC.

	regular opportunities for students to engage in community service during and after school hours. Community Service Hours Required for Graduation: • Class of 2026: 10 hours • Class of 2027: 20 hours • Class of 2028: 30 hours • Class of 2029 and beyond: 40 hours *The number of community service hours needed for graduation may be "prorated" for students who transfer into LCPS after 9th grade.		

Determination of Eligibility for COC

Eligibility for COC is determined by IEP teams, which will weigh the following factors in determining whether a student is eligible for a COC.

Table 10. Factors IEP teams consider when determining if a student is eligible for a COC

	Diploma	**Certificate of Completion**
Students' Postsecondary Goals & Personal Gains for Their Futures	The student's employment goals require a diploma; education/ training goals require a diploma for eligibility for	The student who set the goal to achieve the certificate needs a meaningful certificate that prepares them for

	enrollment and/or financial aid.	the "next environment."
Academic History	The student has participated in a course of study that meets graduation requirements with/without accommodations or modifications.	The student's course of study focuses on earning a certificate: functional skills, life skills, and vocational and community-access skills.
Tests and Scores	Academic tests are based on grade-level standards.	Academic tests are based on alternate achievement standards.
Transition in the IEP	The student met high school graduation goals. Adequate transition services were provided to prepare for postsecondary goals.	The student met transition goals to earn a certificate of completion.
LCPS Diploma Requirements	The	The

	student met LCPS diploma/graduation requirements.	student did not meet LCPS diploma/graduation requirements.
Graduation Status at Age 18	The student met all criteria to graduate based on LCPS standards and the IEP.	The student needs additional education to prepare for the transition.
Credit Status	Because an LEA/district must provide a FAPE to a student until they earn a high school diploma or reach the age of 22, when a student reaches the age of 18 or 12th grade, an IEP team does not need to automatically consider switching the	Students earning a COC throughout high school and who do not complete the coursework required to earn a diploma can opt to stay in school up to age 22 in transition-age programs.

	student's IEP from earning a high school diploma to receiving a COC. IEP teams may consider other viable options for such students, such as staying enrolled beyond the initial four-year graduation date, adult education, community college, or earning a Graduate Equivalency Diploma (GED) or industry certification.	

LCPS shall enter conversations with students/families who may be eligible for a COC by the end of eighth grade, with the caveats that:

- A diploma cannot be denied to students who have earned it, have met all graduation requirements, and have been provided adequate transition services that prepare them for meeting their transition goals.
- Maturity and readiness for adulthood may not be considered in determining eligibility for a COC.

Early Graduation

LCPS students may graduate in 3 years if they complete ALL requirements outlined in their graduation Pathway and attain prior approval from the school Principal, Director of College/Career Success and either the CEO or Chief of Staff. Students must have at least a 3.0 cumulative unweighted GPA by the end of grade 10 to qualify for early

graduation. Students on track for early graduation may also participate in designated "Senior Activities" with the 12th-grade class.

Seal of Biliteracy

LCPS recognizes high school graduates who are eligible for The State Seal of Biliteracy. Marked by a gold seal on the diploma or transcript, the State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. In order to qualify for the California State Seal of Biliteracy, students must meet the requirements designated by the California Department of Education.

Golden State Seal Merit Diploma

The Golden State Seal Merit Diploma (GSSMD) recognizes public school graduates who have demonstrated their mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and US History, with the remaining two subject areas selected by the student. The GSSMD is awarded jointly by the California State Board of Education and the California State Superintendent of Public Instruction.

Participation in Graduation and Senior Activities

Graduation is defined as the opportunity to walk in the graduation ceremony, receive a diploma from Lighthouse, and participate in senior celebratory events (including prom, senior awards night, senior class trip, grad night, etc). If the above criteria are not met, a student will not participate in any senior activities, including the graduation ceremony, nor will they receive a diploma.

A student with disabilities who meets the criteria for a COC is eligible to participate in any graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate. Students with disabilities who do not meet the requirements to earn a diploma or a COC may not participate in graduation/commencement exercises.

During senior year, if any student engages in behavior that is a suspendable offense as defined in LCPS Discipline Policy, the privilege of participating in the graduation ceremony (walking in graduation) and engaging in senior celebratory activities may be revoked.

If a student is passing her/his courses and endures a severe medical hardship or family emergency, certain exceptions may be granted to these policies with approval of the Principal.

~~*GPA*~~***Graduation*** ***Requirements for*** ~~*the State Basic Diploma*~~***Students Attending Nonpublic Schools***

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

Students with disabilities attending nonpublic schools (NPS) must meet the same criteria for graduation as peers attending LCPS. LCPS will work with nonpublic schools to determine the graduation eligibility for students with disabilities placed at nonpublic schools. LCPS evaluates the student's transcript to verify the student's eligibility for completion of courses leading to either a high school diploma or a COC.

~~*Course Requirements for the State Basic Diploma*~~

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

~~*LCPS Basic Diploma Requirements*~~

(A) History/Social Sciences	30 Units Required
(B) English	30 Units Required
(C) Mathematics	20 Units Required *including 10 Units Algebra or Algebra Equivalent*
(D) Lab Science	20 Units Required

LCPS' Additional Credits	80 units total
Total Units	**180 Units Required**

Transfer of Courses & College Entrance Requirements

Courses offered by Lodestar 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 notiednotified of the courses offered and the graduation requirements in Lodestar Student and Parent Handbook given to parents and students upon enrollment at the Charter School.

Western Association of Schools and Colleges (WASC)

Lodestar High School is in the process of applying for WASC Accreditation[24] and will complete its irst self-study during the 2021-2022 school year.received initial accreditation from WASC[15] in spring 2022. This accreditation is valid until June 30, 2027.

Lodestar School Culture & Student Character Development

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. Infused into every aspect of Lodestar is a school culture that is built on the foundation of the Lodestar core values:

- Love
- Social Justice
- Integrity
- Agency
- Community

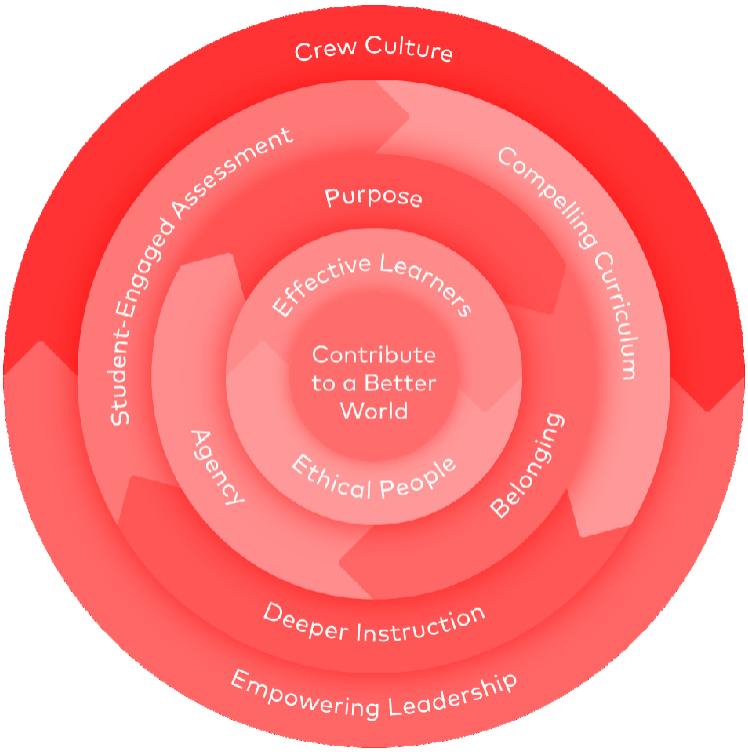
Lodestar'sLodestar's culture is equal parts love and rigor created to bring out the unique light in every student. The community of learning is undergirded by beliefs, behaviors, and practices that recognize and celebrate the diversity of of cultures and learners; that strive to create a deep sense of belonging for all students, families, and staff; and that is unapologetically anti-racist. The act of creating and maintaining a school'sschool's culture is an ongoing process of discovery and continuous improvement. As an EL Education school, we have adopted and modifiedmodified the EL Character Framework for our context.

Figure A.4: EL Education Character Framework

[24] Western Association of Schools and Colleges (WASC): https://bit.ly/3mqIcgX

[15] https://directory.acswasc.org/new/directory-searchlist.php

(Deleted)



Built on our beliefs and core values, Lodestar has developed a series of complex and interwoven structures and practices that form the spine of our school culture.

Table 11: Lodestar Culture, Community and Restiarative Practices

The Lodestar School Culture is	Behaviors, Structures, and Practices
A Celebration of Learning	• Academic Growth and Achievement • Culturally and Linguistically Responsive Teaching • Habits of Work and Learning • Complex tasks & Authentic Work Products, with a commitment to contributing to a better world
Belonging in Community	• Crew • Student Voice
~~Restorative Practices~~	~~• Development and use of norms~~

Restorative Practices	• Development and use of norms • Open dialogue through community meetings and restorative circles • Positive approach to discipline and restorative justice

The foundations of our school culture and character development are detailed below. On an ongoing basis, staff and students ~~relect~~reflect on these foundations and detail, discuss, and reinforce the behaviors that accompany them.

Belonging in Community

~~THE CELEBRATION OF LEARNING~~

~~*Academic Growth & Achievement*~~

~~Our school culture begins with the belief that all students can and will graduate with the skills, knowledge and habits necessary to attend college and changemakers in their lives and communities. 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. Students and staff are encouraged and explicitly taught to have a growth mindset, the belief that you are in control of your own ability, and can learn and improve.~~

~~*Culturally and Linguistically Responsive Teaching Practices*~~

~~Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Lodestar teachers recognize the cultural capital and tools that students of color bring to the classroom and utilize their students' cultural learning tools throughout instruction.~~

~~*Habits of Work and Learning (HoWLs)*~~

~~Core values and academic and social character traits are explicitly taught and measured through Habits of Work and Learning ("HOWLs"), HoWLs are built into every unit of study. Students have regular opportunities to relect on their growth and development on those targets alongside their academic work. See Appendix A.6 for an example of an elementary student-facing HoWL tracker at Lodestar as an example.~~

~~*Complex Tasks & Authentic Work Products*~~

~~School culture and student character is built through the achievement of complex tasks and authentic work products that have a lasting impact on the community or in student lives. Expeditions lend themselves to this real-world learning and service beyond the expedition. For example, as an~~

integrated study on pollinators, 2nd grade students researched plants that attract pollinators, then created and reproduced seed packets for sale to families, in order to support pollinator health in Oakland.

BELONGING IN COMMUNITY

Lodestar strives to be a school community where all students feel a deep sense of belonging and where they can thrive.

Crew

An essential aspect of school culture at Lodestar is Crew. Drawing on the EL Education Model, Crew is like an advisory structure, but with the added belief that we must work together as a team, to pitch in, to help others. "We are crew, not passengers." 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 yearsyear, students participate in "Passage" where they read, write, relectreflect, and present to demonstrate their readiness for their next life challengegrade level. Crew leaders also meet with students, parents, and other teachers every quarter where students present theirto review student 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 isare critical to having a strong school community and supporting students as lifelong changemakers. At Lodestar, 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 voicestudents' voices.

- **Annual Student Survey**: Each year,For the past two years, LCPS has give the California Healthy Kids Survey ("CHKS") to students at all its campuses, including Lodestar, in the 5th, 7th, 9th and 12th grades. Students complete an organizationalthe CHKS survey where students evaluate their experience at Lodestar. 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 A.XYZ for detail on Framework for Transformational Teaching or "FTT"), students complete a teacher survey each year that provides direct feedback to teachers on the eficacy 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:** Lodestar will launch a student government 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.
- ~~**Focus Groups:** Students are often asked to participate in focus groups to get their input and feedback on decisions. Students contributed to the LCPS Theory of Change and gave input to adjust distance learning plans.~~
- **Student Affinity and Leadership Groups:** Lodestar has a Black Student Union, Latinos Unidos, Student Council for Elementary, Middle and High School, and Spanish Honors Society.

~~RESTORATIVE PRACTICES~~*Restorative Practices*

In an ongoing cycle of creating, maintaining, and improving school culture and building of student character, Lodestar takes a restorative and holistic approach to student discipline, drawing upon restorative justice. At Lodestar, 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.

Development & Use of School Norms

To ensure that all stakeholders understand what is expected, the ~~school~~Charter School has developed norms and behaviors, building from the ~~school~~Charter School's core values. Each year, these norms are ~~relected~~reflected upon and modified to accommodate the community.

Figure 7: LCPS Core Values

Core Value	Core Value in Action	Behaviors
COMMUNITY	We are better together. We build community by listening, sharing, and learning together.	• We repair harm and engage in courageous conversations, even if uncomfortable • We have fun and bring joy to our work • We establish and promote an inclusive environment for all stakeholders
INTEGRITY	We do and say what is just & equitable, even when it is not easy, and we ~~relect~~reflect on our words and actions.	• We expect, inspect and respect failure • We are radically candid with each other by balancing care with

		honesty. We surface and take action to eliminate patterns of inequity. • We act on the shared values laid out in our Theory of Change, Graduate Profile, and Mission

		• We surface and take action to eliminate patterns of inequity. • We act on the shared values laid out in our Theory of Change, Graduate Proile, and Mission
LOVE	We follow In Lak'echLak'ech as !"Tu Eres Mi Otro Yo!" which means You Are My Other Me.	• We lean in to help others for the greater good • We stay curious about our differences and commonalities to build relationships • We acknowledge each other as equals in our role of creating change
SOCIAL JUSTICE	We remember Sankofa. We relectreflect on our past to create a better future.	• We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school • We prioritize both relational and technical work • We are mindful about our privileges during our interactions
AGENCY	We actively engage in learning to become changemakers.	• We complete our work with craftsmanship, timeliness and lexibilityflexibility • We work to clearly deinedefine decision making, team structures & roles/responsibilities • Rather than staying stuck, we follow the energy of "Yes!"

Open dialogue Through Community Meetings and Restorative Circles

Humans in a community have conlict. It'sconflict. It's not a matter of if, but when conlict, conflict will occur. At Lodestar, we actively seek to repair harm and use conlictconflict to teach important skills. A restorative circle is a versatile culture practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conlictsconflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum, and equality.

Positive Approach to Discipline & Restorative Practices

At Lodestar, we believe that community is created and must be fostered constantly. We use Restorative Justice 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.

Role of the Family

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

Staff Role

Our staff also plays a signiicantsignificant role in supporting a student'sstudent's wellbeing as well as supporting the overall safety of the schoolCharter 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.

Lodestar Student Behavior Expectations

At Lodestar, we expect that students will be prepared to meet the expectations of the schoolCharter 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 modiicationmodification techniques:

- Adults will name the behavior that does not itfit within the community'scommunity'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'sstudent'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 isare greatly inhibiting the learning of the other students.
- The student'sstudent's actions constitute one or more enumerated offenses in the Lodestar suspension and expulsion policy.

In the cases where students are removed from a classroom, a parent/guardian will be notiiednotified, 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'sstudent's behavior, a student may remain with the administrator to take a break and relectreflect, and an appropriate consequence will be devised. It is important to note that a student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

Serving Special Populations of Students

In the following section we describe how we serve students who have different learner profiles, specifically:

- Socio-economically disadvantaged students
- Newcomers
- Unhoused students
- Chronically absent
- Students who are not meeting learning outcomes,
- Students with disabilities,
- English Learners,
- Socio-economically disadvantaged students
- Gifted students
- Unsheltered students

VISION FOR SERVINGVision for Serving ALL STUDENTSStudents

Lodestar'sLodestar's mission is to prepare all students for the college and career of their choice and to empower students to be changemakers in their communities. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This belief is in ALL students, including students with disabilities, English Learners, and students performing below grade level. All students, regardless of their ability, can achieve at high levels given the right supportssupport. Lodestar will give to ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready.

At Lodestar, we believe that all students regardless of age, race, zip code, physical challenge, or profile of learning and memory 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 our school. And, fundamentally, all students need to be provided with a continuum of services that address their academic, behavioral, and social emotional needs.

Lodestar 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. Lodestar 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 and are not responding to the tiered interventions, we use a combination of data-driven practices and teacher referrals. Through the regular (bi-weekly) review of student data in several key areas (attendance, behaviors, discipline, academic, Social Emotionalsocial emotional) and through the use of a variety of screening tools, students are identified early for additional support.

MULTI-TIERED SYSTEM OF SUPPORTS (*Multi-Tiered System of Supports ("MTSS")*

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 (The 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 enable us to provide tiered supports to students and families at Lodestar.

Figure A.5Table 12 MTSS Framework

Key Components of MTSS Framework		
Data	**Evidence Based Practices**	**Levels of Support**

Universal Screeners, Curricular Based Data, Assessment Data	Empirically Supported	Maximum Fidelity
Continuous Progress Monitoring	Aligned with Student Need	Opportunities for Intensive and Individual Support
Implementation and Fidelity	Contextually Relevant	Team Coordination and Distributed Leadership

Systemic Planning

On an annual basis, Lodestar examines the current priority of ~~specific~~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 we're aiming to develop 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 survey data, family survey data~~,~~ and staff survey data~~, and the Swift Fidelity Integrity Assessment (FIA)[25]~~. Lodestar uses these assessments to ~~refine~~refine and develop Tiered Intervention Matrices. (An example of a Tiered Support matrix for Attendance is included in Appendix A.7)

Supporting Socio-economically Disadvantaged Students

The Lodestar 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. Lodestar currently serves a population of students from which approximately 95.4% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Price Meal program.

Additionally, Lodestar was a recipient of the California Community Schools Program grant, which allowed for deepening our existing programming in service of academic success and centering the whole child and transform our relationship with our community in East Oakland. This work has focused on:

- Leading student and family intake processes to identify needs and coordinate a matching process with school and community support, including supporting teachers and staff to identify family needs.
- Coordinating training and development opportunities for staff and families, through formal structures through Oakland-based partner organizations, including Families in Action for Quality Schools, Seneca Family of Agencies, Youth Alive!, and Oakland Natives Give Back. These development opportunities will focus on understanding our academic program and interventions, supporting our home/school partnerships, and increasing agency through parent access to critical information to support students, alongside feedback opportunities for continuous school improvement.

~~SUPPORTING STUDENTS NOT YET MEETING LEARNING OUTCOMES~~

Supporting Unhoused Students

Lodestar is committed to developing a program aimed at serving unhoused students, as the OUSD school board approved a material revision to the lottery preferences to prioritize McKinney Vento qualifying families. This program has been developed with the input of community stakeholders and partners, and our Director of Student Services manages partnerships with local non-profit organizations to coordinate services and bring new partnerships to families to address needs. Additionally, our MTSS coordinators and Family Engagement Coordinators provide systems of support for our growing population of unhoused students. Key partners include the Oakland Housing Authority, non-profit organizations that manage local shelters, Alameda County Food Bank and Alameda County Office of Public Health, and the McKinney-Vento liaison for the Alameda County Office of Education.

Supporting Newcomer Students

Lodestar is committed to supporting the academic success and well-being of our newcomer students. A clear support protocol, led by our Director of Student Services, is designed to support recently arrived immigrant students who may have limited English proficiency or academic interruptions. This program can help address their unique needs through targeted academic support, social-emotional resources, and cultural integration allowing them to thrive academically and socially in their new school context. Our staff works in alignment to facilitate English language development, support students' core academic progress, build social-emotional resilience and cultural adaptability, and engage families as partners in their children's education.

Supporting Chronically Absent Students

Chronic absenteeism has been a continued concern since returning from distance learning in 2021 with far reaching consequences, impacting student achievement, school funding, and long-term outcomes for Lodestar students and families. This issue is particularly urgent for Lodestar as we serve a population of students where systemic barriers intersect with structural inequities. In hopes of bringing about structural and systemic change, LCPS partnered with Oakland Natives Give Back (ONGB) to launch a targeted information collection effort during the 2024-25 school year to explore the causes and impacts of chronic absenteeism within the Lodestar school community. This was phase one of a three year collaboration aimed at improving school attendance outcomes.

In addition to the academic supports provided and available to chronically absent students who are not meeting learning outcomes, LCPS also offers a range of holistic, non-academic interventions. These include personalized family engagement strategies through MTSS Coordinators and Family Engagement Coordinators who organize home visits, resource connections, and attendance success planning. Transportation support is provided on a case-by-case basis to reduce logistical barriers to daily attendance. Students are also connected to health, social service, and community-based supports through our CCSPP-funded initiatives, which are designed to address root causes of absenteeism such as housing instability, food insecurity, and mental health challenges. These supports are implemented through the MTSS framework, Student Attendance Review Team (SART) meetings, and, when necessary, tiered re-engagement strategies for students in independent study. Together, these interventions reflect our commitment to an equitable, student-centered attendance culture that prioritizes both care and accountability.

Supporting Students Not Yet Meeting Learning Outcomes

Universal Screeners

In order to identify students in need of intervention, we conduct universal screeners multiple times per year. These screeners identify students in need of intervention in the following areas: reading, math, and social-emotional/behavioral.

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~~identification of learning and behavioral challenges and timely intervention for students who need support to access their learning. A successful Tiered Intervention Model seeks to minimize the risk for long-term negative learning outcomes by responding quickly and ~~efficiently~~efficiently to documented learning or behavioral problems and ensuring appropriate ~~identification~~identification of students with disabilities.

~~[25] The Swift Fidelity Integrity Assessment (FIA) is a self-assessment tool schools utilize to monitor progress with the CA MTSS Framework.~~

This system is a continuum of support. At Lodestar, we use more than one intervention within a given level of prevention.

Tiered Interventions

Within MTSS, tiered inventions that build upon each other are leveraged to address ~~identiied~~identified student needs. Examples of tiered supports under MTSS are provided in Figure ~~A.6~~13.

~~Figure A.6~~Table 13 Tiered Interventions

Tier	How It Works	Students	Possible Interventions
Tier 1	• High quality core curriculum and instruction • Universal screening • Individual teacher problem solving Student • progress monitoring Identify • Tier 2 students 6-8 weeks into school	All	• Close reading in ELA as a support to understand grade-level texts. • Vocabulary support for all students. • Use of models and manipulatives in math to conceptually understand mathematical ideas. • Discussion routines so that all students are listening and speaking. • Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. • Audio of texts to struggling learners, or vocabulary word work for ELs. • Math ~~luency~~fluency block for all

Tier 2	• General, targeted interventions created at the school level based on school-wide data • Progress monitoring • Should not exceed 6 weeks	Few, roughly 10 - 20%	Phonics/Decoding support ELD support (integrated and designated) • Math ~~luency~~fluency support (students that struggle with basic facts and computation)
Tier 3	• Individualized support • MTSS Team • Grade level meeting • Assistant principal or teacher leader is the facilitator, and holds teachers accountable	<10% students per grade per year	• Functional Behavior Plan/Behavior Intervention Plan Behavior contract One-on-one tutoring Small group tutoring • Counseling • • Referral to alternative programs within the ~~LEA/district~~Charter School • Referral to professional and/or agencies outside of the Charter School ~~LEA/district~~

COST Team

The Coordination of Services Team (~~"~~"COST~~"~~") consists of 4-5 key stakeholders, including administration and intervention staff such as ~~Intervention Specialists~~Attendance and COST Coordinators, Education Specialists and mental health support providers. This team is responsible for ensuring that Lodestar 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, ~~ofice~~office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.

The COST Team utilizes data from this assessment framework to monitor student growth, and any lack of progress is ~~lagged~~flagged immediately. The COST Team is composed of administrators, ~~Interventionists~~Coordinators, and Education 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 ResourcesEducation Specialist who will develop an assessment plan if appropriate.

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. Lodestar ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student'sstudent'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.

Additional Supports

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

- **Intervention classes** - SpeciicSpecific blocks of time during the day are set aside to provide additional support to students. This may include small group instruction inside or outside of the general education classroom and may be in the form of a stand-alone support class.
- **Extended Day Learning Programs** - Students who need more support are offered a spotparticipate in our after school program to provide themhave daily access to homework help and small group instruction.tutoring. Additionally, we also offer a 4 week summer school program for TK-12 graders as well as Winter and Spring Break school and Saturday extended learning and community service days throughout the school year for additional support and credit recovery.
- **Office Hours** - Lodestar offers oficeoffice hours to students on a weekly basis. During oficeoffice hours, students have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.
- **Credit Recovery** - For our high school students, Lodestar will provide 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.

Student with Disabilities

Lodestar operates an inclusive special education model in which we strive to provide the majority of specialized support within the general education classroom.

STUDENTS WITH DISABILITIES

During the 2024-2025 school year, over 13% of our students qualified for special education services. Approximately

6.7% of our students who qualify for special education services at Lodestar qualify with more extensive support needs under such categories as intellectual disability and/or autism. To serve the growing number of students who attend Lodestar with more extensive support needs and who benefit from a wide range of services, we've expanded our Education Specialist team from 5 to 6 Ed Specialists serving the TK-12 continuum and have 7 paraprofessionals. Additionally, we recognize the importance of investing in specialized services and have either directly hired or set up contracts to provide the following services and supports: speech and language therapy, counseling, occupational therapy, physical therapy, deaf and hard of hearing services, augmentative alternative communication consultation and direct services, and board certified behavior analyst support.

As we expand our capacity to serve students with extensive support needs systematically, we're taking the following steps to strengthen our program:

- **Staff Training:** We launched a professional development series in collaboration with our general education and special education team, which focuses on how to provide high-quality instruction for all students, in particular students with autism and who benefit from heavily modified work. Additionally, all staff supporting students with augmentative alternative communication (AAC) devices will receive ongoing AAC training.

- **Cross-Collaborative Professional Learning Communities:** We host 6 cross-collaborative PLCs where our Education Specialists and paraprofessionals from both sites come together to deepen their practices around serving students with extensive support needs. Some topics we explored this past school year included positive behavior supports and structures, modified curriculum, collaboration best practices, and transition planning.

- **Collaboration Structure:** We have strong collaborative practices in place that are driven by our site-based leadership in grades 6th - 12th. We'll be expanding these collaborative structures to K-5 during the 2025-2026 school year.

- **Investment in Curriculum:** We have invested in Unique Learning Systems at Lodestar. Implementation will focus on our students participating in an alternative curriculum.

- **Family Engagement:** All new IEP case managers receive an IEP facilitation training emphasizing family experience and participation in their child's IEP meetings as part of their onboarding training. In addition, case managers partner closely with our Special Education Program Assistants in establishing timely coordination and scheduling of meetings to ensure that all IEP team members are able to attend and contribute in students' IEPs. Beyond these compliance-based meeting structures, Lodestar offers other family and student events both before the school year begins, in preparation for students' arrival, and throughout the school year. This has included TK and Kindergarten orientation, customized site tours, and attending transition IEP meetings so that both general education and special education staff can meet and assess incoming student needs, while providing families the opportunity to meet school staff and learn about Lodestar's special education program.

- **Extensive 30-day/Interim IEP Process:** During the 30-day/interim process, our team undergoes an extensive review of IEPs, particularly for students who are entering from special day classes or more restrictive placements. If needed, we conduct a Specialized Circumstances Instructional Assistance (SCIA) Assessment to determine the level of support a student requires to be meaningfully integrated into the general education

program. Additionally, we have opened up assessments for any students who may require designated instructional services, such as occupational therapy, that were not previously identified on their IEP, given the nature of their former placement and the embedded supports and services that were a part of the program.

- **Financial Stability:** We're committed to the long-term financial sustainability of our special education program and are working collaboratively with our finance team to design a budgeting process in which special education needs are accounted for first and foremost.

Lodestar shall continue to comply with all State and Federal pertaining to students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

For the purposes of Special Education, Lodestar is its own LEA and pledges to work in cooperation with its Special Education Local Planning Agency ("SELPA") to ensure that a free appropriate public education is provided to all students with disabilities. Lodestar is currently a member in good standing of the El Dorado Charter ("EDCOE") SELPA and will continue to follow all SELPA policies and procedures, to utilize SELPA forms, and to remain in compliance with the provision of special education instruction and related services, including, but not limited to speech and language therapy, occupational therapy, and physical therapy.

Lodestar shall not discriminate against any pupil with a disability in the admissions process or any aspect of operation. Lodestar remains responsible for providing a free and appropriate education to all students with no cost to the family. In order to fund the special education program, Lodestar will rely on Federal and State funding for special education in addition to contributions from unrestricted sources.

Free Appropriate Public Education

Lodestar 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~~admission purposes. No student will be denied admission to school because he or she needs special education services.

Full Educational Opportunity

Lodestar will ensure that all students with disabilities have access to the full range of programs, including extracurriculars, available to non-disabled students.

Least Restrictive Environment ("LRE")

Lodestar 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 Individualized Education Plan (~~students' IEP~~)~~.

Procedural safeguards and confidentiality

Lodestar 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.

SELPA

Lodestar pledges to work in cooperation with its Special Education Local Planning Agency (~~"~~"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~~Broadly, charter schools may choose to operate either as (1) a public school of the chartering authority for purposes of special education, or (2) an independent local education agency (~~"~~"LEA~~"~~") member of a SELPA. Lodestar 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. Lodestar is currently a member of the El Dorado County Charter SELPA. Finally, LCPS retains ~~Lodestar's~~Lodestar's right to operate as a public school of the District for purposes of special education. In this case, a Memorandum of Understanding (~~"~~"MOU~~"~~") or similar would be developed between Lodestar and the District.

Lodestar 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.

State and Federal Law

Lodestar recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. Lodestar will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. Lodestar 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 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights ("OCR").

Facilities

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

Services

Lodestar hires and supports a well-qualified staff at the school site to provide both tiered interventions and Special Education services in conjunction with the general education faculty. In addition, Lodestar contracts with Seneca Family Services Non-Public Agencies certified through the California Department of Education to provide specialized services for students.

Special Education Students and Tiered Support

Lodestar provides a full suite of supports for students with special needs disabilities. At the core of the program is the Tiered Multi-Tiered System of Support Model ("MTSS") described earlier in this charter in Element 1. The Director of Special Education assists us collaborates with the Senior Managing Director of Academics to integrate Special Education into this larger Tiered Support framework as well as our larger schoolwide our instructional practices and assessment framework to ensure all student needs are being addressed through systematic planning. 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 Lodestar Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in specifically for students to receive educational benefit and to support a student's growth in all identified target areas, including, but not limited to, social-emotional, behavioral, academic, communication, and transition,and ensure access to the general education setting both academically and socially to the maximum extent possible. A student with an Individualized Education Plan ("IEP") will have access to all of the interventions available schoolwide as required by their IEP. Lodestar Education Specialists ensure IEPs are developed strategically and implemented with idelity fidelity and utilize all the resources available at Lodestar to inform the development of the IEP.

Search & Serve Child Find Process

Lodestar understands its responsibility to ensure that all children with disabilities who need special education and related services are identified identified, located, and evaluated, regardless of the severity of the disability. Lodestar shall actively and systematically seek out all individuals with exceptional needs and provide for the identification identification and assessment of an individual's individual's exceptional needs and the

planning of an instructional program to meet the assessed needs. ~~Identiication~~Identification procedures shall include systematic ~~methods of~~review of data through the COST/MTSS process as well as f utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. ~~Identiication~~Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met through the general instructional program without special education services. Parents will be informed that special education and related services are provided at no cost to them. The ~~Search and Serve~~Child Find Process will be overseen by the Principal and District-Wide MTSS Coordinator under the direct supervision of the LCPS Director of Special Education.

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

As an independent LEA for special education purposes, Lodestar shall be solely responsible for compliance with state and federal Child Find requirements. Lodestar shall implement policies and procedures of the El Dorado County Charter ~~Special Education Local Plan Area ("~~SELPA~~")~~ in which it is a member to ensure timely ~~identiication~~identification and referral of students suspected of having a disability.

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 Lodestar within 15 calendar days.

If Lodestar concludes that an assessment is appropriate, the parent will receive a written Assessment Plan and a copy of their “Procedural Rights and Safeguards” within 15 days. Parents will be informed via the Education 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~~parent’s written consent for assessment.

Assessment Process

Assessments will be conducted by certiicatedcertificated individuals. Information gathered will be used as toolsutilized to determine the student'sstudent's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student'sstudent's primary language, and an interpreter will be provided if needed.

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'sstudent's parents or teacher. Parents will receive reports on their individual student'sstudent's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year. 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;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conlictingconflicting with SELPA policies and procedures, Lodestar will follow the following assessment guidelines. If a conlictconflict 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 schoolCharter School to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent'sparent's written consent for assessment;
- The student must be evaluated in all areas related to his/hertheir suspected disability;
- Assessments must be conducted by a person with knowledge of the student'sstudent'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'sstudent's primary language, and a qualiiedqualified 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'sstudent's need for special education. Lodestar will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualifiedqualified 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 Lodestar will have an IEP that documents assessment results and eligibility determination for special education services. Lodestar will ensure that all aspects of the IEP and school site implementation are maintained. Lodestar will provide modificationsmodifications and accommodations (outlined within each individual'sindividual's IEP) in the general education environment taught by the general education teacher. Students at Lodestar 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, Principal, or other LEA representative;
- The Director of Special Education or other Special Education Administrator, 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 qualifiedqualified to interpret the assessment results;
- The Director of Special Education or other Special Education Administrator, as needed;
- Others familiar with the student may be invited as needed.

Lodestar 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. Lodestar 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, Lodestar will ensure his/hertheir participation using other methods, such as conferencing by telephone, teleconferencing, or meeting at the parent'sparent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies.

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

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

- A statement of the ~~student's~~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, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the ~~student's~~student's current level of performance;
- A description of how the ~~student's~~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, or upon their entry to high school, if deemed appropriate by the IEP team, 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~~student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the ~~student's~~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~~parent's request);
- When an Individual Transition Plan ~~("ITP")~~ is required at the appropriate age;
- When Lodestar seeks to suspend or remove the student for a period of 10 days or more in order to determine if the ~~student's~~student's misconduct was a manifestation of ~~his/her~~their disability or a failure to implement the ~~student's~~student's IEP.

In cooperation with the parent or guardian, the IEP will be implemented by LCPS and Lodestar.

IEP Review Process & Reporting

The IEP team will formally review the ~~student's~~student's IEP at least once a year to determine how the IEP is meeting ~~his/her~~their needs and make appropriate updates. 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~~student's progress and continued eligibility. If a parent or faculty member feels the ~~student's~~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 schoolCharter School. Once the request is received, Lodestar will have thirty days to hold the IEP meeting or ifteenfifteen days to respond to the request for assessment.

Unless otherwise speciiedspecified on the student'sstudent'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'sof the student's progress toward meeting annual goals and whether the student is expected to meet his/hertheir 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'sstudent's progress toward achieving the annual goal is measured, the student'sstudent'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, Lodestar shall comply with the EDCOE SELPA. It is Lodestar's understanding that it shall represent itself at all SELPA Lodestar will have a representative attend all mandatory SELPA meetings, including participating in the SELPA-led Professional Learning Network meetings. Lodestar understands that it will be subject to the Allocation Plan of the SELPA. The Principal and theDirector of Special Education lead from Seneca Family of Agencies will work together to managemanages the budget and contract for appropriate services, take responsibility for meeting the special education compliance and quality requirements, and ensure conidentialityconfidentiality and accurate/timely reporting.

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, Lodestar will offer a comprehensive inclusion program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction. Each student'sstudent's IEP requires different kinds of accommodations and modiicationsmodifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student'sstudent's needs. If a student'sstudent's IEP team determines that the student requires placementsubstantial services outside of a general education classroom, Lodestar will provide the necessary placement and/orappropriate services. The instruction outlined in each student'sstudent's IEP will be delivered by personnel qualiiedqualified to do so.

Interim and Initial Placements of New Charter School Students

Lodestar shall comply with Education Code Section 56325 with regard to students transferring into Lodestar within the academic school year.

As an independent LEA for special education purposes, Lodestar shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to Lodestar from another school within the same SELPA, Lodestar, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and Lodestar agree to develop and implement a new IEP.

For students transferring to Lodestar from another school within a different SELPA, Lodestar, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 school days, by which time Lodestar shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Lodestar from a school outside of California, Lodestar shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until Lodestar conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Lodestar, and develops a new IEP, if appropriate, in accordance with federal and state law.

Non-Public Placements/Non-Public Agencies

Lodestar shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Lodestar shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to Lodestar and no student shall be denied admission nor counseled out of Lodestar due to the nature, extent, or severity of ~~his/her~~their disability or due to the ~~student's~~student's request for, or actual need for, special education services.

State Assessments

Lodestar will ensure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and ~~modiications~~modifications when necessary and appropriate. These assessments include, but are not limited to, the ~~California Assessment of Student Performance and Progress ("CAASPP") and~~CAASPP, California Science Test (~~"~~"CAST~~"~~"), and ELPAC.

Professional Development for All Staff

The Education Specialists and other team members participate in the professional development opportunities provided by the school site, special educaiton department, and SELPA, as appropriate. 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

coach

personalized professional learning plan that will collaborative identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachersSpecialists receive training to ensure they have research-based instructional strategies specific to supporting Special Education students - strategies like the Slingerland Approach, Lindamood-Bell, Wilson Reading, Orton-Gillingham, or Davis Mathstudents with disabilities – science of reading, evidence-based practices for supporting students with autism. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilitiesto support the areas impacted by their disability.

Dispute Resolution

As an LEA for special education purposes, Lodestar acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of Lodestar'sLodestar's alleged failure to provide FAPE to students enrolled in Lodestar. Lodestar may also initiate a due process hearing or request for mediation with respect to a student enrolled in Lodestar if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the Authorizer and/or California State Department of Education if they believe that the schoolCharter School has violated federal or state laws or regulations governing special education.

Due Process

Lodestar may initiate a due process hearing or request for mediation with respect to a student with special needsdisabilities enrolled in Lodestar 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, Lodestar shall defend the case. In either situation, Lodestar will be responsible for the cost of such representation and the outcome.

Reporting

Lodestar 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.

SELPA Representation

Lodestar shall represent itself at all SELPA meetings. Lodestar shall provide the SELPA with a copy of the original charter petition and any amendments. Lodestar shall be responsible for any legal fees related to the application and assurances process.

Excess Costs

Lodestar shall be responsible for all costs above and beyond the State and Federal special education programs for ensuring a legally compliant special education program.

*Stafing*Staffing

Lodestar is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at Lodestar will be delivered by individuals or nonpublic agencies qualifiedqualified to provide special education and related services as required by California'sthe Education Code and the IDEA. LCPS and Lodestar will contract with SenecaNon-Public Agencies certified by California to provide any targeted services that LCPS is unable to provide by directly hired employees. The Lodestar Principal,Head of School and Senior Director of Special Education, and the Director of School Partnerships, Seneca Family of AgenciesSpecial Projects will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Providing Section 504 Services

Lodestar recognizes its legal responsibility to ensure that no qualifiedqualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the beneitsbenefits of, or otherwise be subjected to discrimination under any program of the Charter School. AnyA 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. Lodestar 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 qualifiedqualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student'sstudent'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'sstudent's disability and its impact upon the student'sstudent'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 speciicspecific 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 relectreflect the student'sstudent's aptitude or achievement level, or whatever factor the test purports to measure, rather than relecting the student'sreflecting 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 Lodestar'sLodestar'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'sstudent's education, including substitutes and tutors, must have a copy of each student'sstudent's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviewsthey review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student'sstudent's file. Student'sStudent'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 A.8*** for LCPS' 504 Board Policy, ***Appendix A.9*** for 504 Administrative Regulation, and ***Appendix A.10*** for the 504 Parents' Rights Statement.

Serving English Learners

Lodestar is committed to supporting English Learners, ("EL") including long-termLong-Term English Learners orand English Learners at risk of becoming long-term English Learners. Lodestar 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 identiicationidentification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualiicationsqualifications for working with our English Learners. Lodestar 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, Lodestar will meet all requirements of federal and state law regarding providing equal access to the curriculum for English Learners.

Identiication*Identification*, Designation & *Notiication*Notification

Lodestar 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 illedfilled out when students enroll at the Charter School, if this is their first enrollment in a California public school. In compliance with the Oficeoffice for Civil Rights ("OCR") of the U.S. Department of Education, if a parent afirmsaffirms on the Home Language Survey that the child learned irstfirst 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 classiiedclassified as having a primary home language other than English.

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

Upon receipt of initial scores, students will be designated as either an English Learner or as fluent in English. The IA is administered only once during a students' time in the California public School System. The IA performance levels are Initially Fluent English Proicient ("Proficient ("I-FEP") or Intermediate English Learner or Novice English Learner. Should the State of California change its recommendations for classiicationclassification of EL and I-FEP during the term of this charter, Lodestar will adopt the state recommendations and this change will not be considered a material change of the charter.

Families will receive notiication of hownotification of their child'schild's ELPAC results and initial language designation within 30 days of receipt of these results, as well as information on how their child'schild's learning needs are being addressed by Lodestar. In addition, they will be invited to Lodestar for an information session to review these results in detail and discuss ways to support their child'schild's English language development. Lodestar will report the number of EL students attending Lodestar to the District and the State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

Lodestar will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identiiedidentified as English Learners will take the ELPAC Summative Assessment ("SA") annually to determine growth in English language proiciencyproficiency until they

are reclassiiedreclassified. In accordance with the guidance from the State of California, there are four components to reclassiicationreclassification: the ELPAC, an academic measure, teacher recommendation and parent consent. Lodestar will follow the ELPAC Language ClassiicationClassification process as outlined in Figure A.7 to determine eligibility for reclassiicationreclassification. Should the State of California change its tool and recommendations for reclassiicationreclassification during the term of this charter, Lodestar will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.711 English Learner Reclassification Criteria

State Requirement	Measure	Threshold
Assessment of English Language ProiciencyProficiency	ELPAC	4 Overall No sub scores of 1
Comparison of Student Performance with English ProicientProficient Students	SBAC ELA (tested grades) OR Northwest Evaluation Association (""NWEA"") Measures of Academic Progress (""MAP"")	Met or Exceeded Standards At Grade Level Benchmark Above 50th40th percentile
Teacher Evaluation	English GradeOPTEL-Aligned Form	MeetingAgree
Parent Opinion and Consultation	Parent NotiicationNotification Letter	Notice to parents or guardians and parent's or guardian's opportunity to participate in the reclassification process.
Consultation		and parent's or guardian's opportunity to participate in the reclassiication process.

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassiied as reclassified as fluent English proficient ("RFEP") using the guidance in Figure A.8 The IEP team must consider how the EL student would compare to another student with a similar disability who is not identiiedidentified as EL.

~~Figure A.8~~[Table 14](#) Reclassification Criteria for ELs with Disabilities

~~State Criteria~~	~~Lodestar Policy~~

State Criteria	Lodestar Policy
Assessment of English Language Proiciency Proficiency	The IEP team must discuss the individualized criteria and write the chosen criteria into the student's student's IEP, keeping in mind that the student's student's performance in basic skills may be impacted by their disability and signiicant significant disproportionality. The IEP team must also indicate if the Summative Alternate ELPAC is to be administered. Student Services Team: Score at Somewhat Developed (Level 2) Overall (to be modiied by IEP teams based on student's disability)Students must Score at Level 3 on the Summative Alternate ELPAC to be reclassified.
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassiied reclassified based on classroom evidence of academic performance.
Parent Opinion and Consultation	Parent receives notice of reclassiication reclassification eligibility and is given an opportunity for input to indicate if they disagree that the student be reclassiied reclassified.
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proicient proficient students of the same age.	The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability/signiicant disproportionality of SLD/EL in our network. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability. 1. Nearly Met Standard level Understanding (Level 2 3) or higher on the ELA SBAC California Alternate Assessment. 2. Nearly Met Standard level (Level 2) or higher on the ELA Interim The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine suficient sufficient mastery of the basic skills for reclassiication reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III).

Lodestar will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge

~~- -~~ including students who are English Learners~~- -~~ are ~~identiied~~identified for differentiated instructional, acceleration, and/or support services. In addition, Lodestar will monitor the academic progress of ~~reclassiied~~reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

Identifying and Monitoring Long-Term English Learners (LTELs)

Lodestar will implement a comprehensive system to identify, monitor, and support English Learner (EL) students who are at risk of becoming Long-Term English Learners (LTELs). In alignment with state guidelines and research-based practices, Lodestar will review multiple measures of English language development and academic performance to ensure early identification and timely intervention.

Students will be monitored using the following criteria:

- **Annual English Language Proficiency Growth:** Progress on the ELPAC (English Language Proficiency Assessments for California) will be analyzed annually to ensure students are making adequate gains toward reclassification. Students who demonstrate stagnation in growth will be flagged for additional support and closer monitoring.

- **Academic Performance in Core Content Areas:** EL students' performance on benchmark assessments, NWEA MAP, SBAC, and course grades will be reviewed to evaluate access to and mastery of grade-level standards in ELA, Math, Science, and Social Studies. Particular attention will be given to students who are performing below grade level despite extended time in U.S. schools.

- **Years in Program:** Students who have been classified as English Learners for four or more years without meeting reclassification criteria will be identified as at risk for LTEL status. The school will use a longitudinal tracking system to monitor students' duration in EL status and plan accordingly.

- **Rigorous and Culturally Relevant Curriculum:** Lodestar ensures that students at risk of becoming LTELs have access to high-quality, culturally responsive ELD instruction. Middle school students (grades 6–8) engage with Vista Higher Learning programs such as *Bridges* and *Get Ready!*, while high school students receive targeted support through the *EDGE* ELD curriculum. These curricula are designed to accelerate language acquisition while connecting with students' backgrounds and academic needs.

Lodestar is committed to ensuring that all EL students, particularly those at risk of becoming LTELs, are provided with the necessary supports and instructional access to accelerate both their English language development and mastery of academic content. The goal is to reduce the number of LTELs by ensuring consistent progress and timely reclassification, while honoring each student's unique learning pathway.

Strategies for Supporting English Learners

Academically, Lodestar will meet the needs of its English Learners through a combination of Integrated and Designated English Language DevelopmentELD. Like all students at Lodestar, all English Learners will be held to clearly articulated high expectations, provided access to the school'sCharter 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 Lodestar, we believe that holding English Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/hertheir 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 students designated as 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 eficientlyefficiently 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 Lodestar, our ELDesignated ELD Program will adjust to meet the needs of our student learner proilesprofiles and will Include courses such as:

- **Academic Language Development Class for LTELSLTELs** 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 Focusfocus is on illingfilling 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 Qualiications Qualifications and Professional Development

All core teachers at Lodestar are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development (""CLAD"") Certiication Certification or or other valid EL authorization. In addition, Lodestar will provide stipends to teacher's teacher's base salaries to assist in recruitment of teachers who:

- Hold a Bilingual, 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 Lodestar will provide professional development to all administrators and teachers, both core and non-core, on effective Designated ELD instruction aligned to adopted curriculum or resources and Integrated ELD Strategies for all staff.

Program Assessment and Monitoring

Metrics to assess the progress of Lodestar EL program include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are classiied as proicient classified as proficient in English in ive five to seven years, or less and/or make at least 1 ELPI level of growth annually.
- EL students are proicient proficient in English Language Arts as evidenced by proiciency 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
- Annual percentage of LTEL students continuously decrease through reclassification

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

Supporting Socio-economically Disadvantaged Students

Conclusion

The Lodestar program in place was designed speciically 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. Lodestar currently serves a population of students from which approximately 80% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element A 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 of high quality work products 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 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 "~~Montly "Coffee Tuesdays~~"~~" that serve as a forum for family learning/discussion
- One-on-one meetings with teachers ~~three~~two times a year to discuss progress and individual goals for their child

Cultivating Teaching Excellence

- Teachers conduct regular analysis of student data to improve instruction
- Teacher professional development on the following possible topics: trauma-informed practices, vicarious/secondary trauma and self-care practices, restorative practices, McKinney-Vento protections, etc.

In addition, Lodestar regularly disaggregates its assessment data to look at the achievement of this sub-group as compared to the ~~school~~Charter 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 corresponding 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.

Supporting Students Achieving Above Grade Level/Gifted Students

Lodestar is committed to supporting all students in excelling in its program. Academically high-achieving students will be identiied through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, Lodestar 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 speciic 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 coursework at local universities, community colleges, and/or online courses as appropriate for each student's needs.

Goals and Actions in the State Priorities

Supporting Unsheltered Students

Lodestar is committed to developing a program aimed at serving unsheltered students. This program will be developed with the input of all stakeholders and community partners. The program will devise methods for targeting recruiting of unsheltered students, as well as will build out wrap around academic, social-emotional, and physical health services for unsheltered students.

GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Lodestar has identiiedidentified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and speciicspecific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

Lodestar's pupil outcomes related to annual academic achievement goals will be set and disaggregated by all majornumerically significant subgroups identiiedidentified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the speciicspecific annual actions to achieve those goals, any additional school priorities, the goals for the schoolCharter School's priorities, and the speciicspecific annual actions to achieve those additional goals. Please see Appendix A for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula ("LCFF"), as they may be amended from time to time, which include the requirement that Lodestar shall annually submit a Local Control and Accountability Plan /annual update to the OfficeOffice of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Lodestar shall annually update its goals and annual actions to achieve those goals identiiedidentified 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. Lodestar shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Lodestar "shall consult with

teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update."" (Ed. Code § 47606.5(e).)

02. Element 2 (Measurable Student Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

District Required Language

""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 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)

§ 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'sSchool's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically signiicantsignificant subgroups of pupils served by the charter school, as that term is deineddefined 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'sSchool's LCAP goals will serve as the goals for this section unless Charter School'sSchool'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 signiicantsignificant 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.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Appendix A and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The outcomes are the same as those described in Appendix A. The LCAP is incorporated here by reference.

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Lodestar, a Lighthouse Community Public School, provides students with access to opportunities for success in future endeavors. To establish a foundation for success, Lodestar ensures students will attain the following skills:

- Mastery of Knowledge and Skills: Master at least grade level competency in three core subjects: mathematics, science, and English Language Arts (including as aspects of the scarborough reading rope, not exceeding reading, writing listening and speaking)
- Character: treat others well and stand up for what is right exhibiting empathy, integrity, respect and compassion as well as put their learning to use to improve communities.
- High Quality Student Work: demonstrate original thinking, apply their learning to real world experiences, analyze, evaluate and synthesize complex ideas and consider multiple perspectives.

Progress Monitoring

Throughout the year, Lodestar analyzes student work and assessment data to measure student outcomes.

Table 15: Lodestar Annual Assessment Plan

Content Area	Assessment Type	Grade Level	How Often	Purpose
ELA/Math	Formative Assessments (Mid and End of Module Assessments)	TK-12	4-6 cycles not done when a summative assessment is scheduled such as IAB, ICA	Formative assessments are grade level, curriculum and CCSS based that provide more frequent progress monitoring opportunities
Early Literacy	mClass Dibels	K-5	3 times per year	Administer state mandated dyslexia screener (formerly used Aimsweb+), early literacy intervention and monitoring

Early Literacy	AimswebPlus	TK	3 times per year	Early literacy intervention and monitoring
ELA/Math/Science	Smarter Balanced Interim Assessments: Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)	3-8, 11	IABs Annually ICAs Annually	While SBAC is summative, our interim and benchmark assessments provide additional opportunities for SBAC like practice and progress monitoring.
ELA/Math/Science	California Assessment of Student Performance (CAASPP/CAST/CAA)	3-8,11	Cycle 5 or 6	SBAC measures student proficiency for ELA/ Math. CAST measure proficiency for Science both are for grade level Common Core Standards. CAA is the alternate assessments for students with significant cognitive disabilities.
English	English Language Proficiency Assessment (ELPAC)	K-12	Initial/ Newcomers/ Summative	ELPAC is mandated and measures English level proficiency for our English Learners
ELA/Math	Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	K-11	Twice a year	To measure program efficiency and give multiple opportunities for EL students to reclassify during the year
Spanish, World History, US History, Environmental Science	Advanced Placement (AP) Exams	10-12	1 time per year	AP tests measure how well students have mastered the content and skills in their AP courses. They are designed to assess college-level knowledge and readiness.

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 speciiedspecified 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 indingsfindings 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.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

~~LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS OUTCOMES~~

~~LCPS Organizational Objectives and Key Results (OKR) drive long and short term goals for continuous improvement at LCPS and at Lodestar.~~

	~~Objectives~~	~~LCPS Key Results~~
~~QUALITY~~	~~1. Our students are at school and engaged every day.~~	~~A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.~~
	~~2. Our students are learning, equipped with social-emotional skills, and meeting growth/performance targets to succeed in college.~~	~~A) Meet 50% proiciency across SBAC (or equivalent on MAP/ANET)ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub-groups.~~
	~~3. We grow and develop in service to our students.~~	~~A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.~~

CULTURE	4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD. B) 70% positive responses on Family Survey questions on Panorama across all student sub-groups C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups. D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review) E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx
	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lodestar.

IMPACT		B) Increase student retention year over year to 90% across sites and for all student groups, specifically our African American students.
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day. B) Finish 2020-21 with a 3.2% contribution to reserves.

LODESTAR OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES

In alignment with Education Code Section 47605(c)(5)(B) and 52060(d), Lodestar has set intermediate goals and achievement milestones which align to The California Schools Dashboard and the Eight State Priorities. These priorities are as follows:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

At the classroom level, benchmark skills and specific content-area skills are identified, monitored, and assessed that build toward these goals. If data should indicate that the school is not meeting these intermediate goals and measures, the school will modify its program to improve performance in that area and these modifications will be relected in the LCAP Annual Update.
Lodestar will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

Furthermore, Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Lodestar will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan

(LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(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. As set forth in Education Code § 47605.5(a), the annual update shall include:

- 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 Lodestar 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.

Lodestar reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.
Finally, Lodestar shall comply with all requirements of California Education Code § 47606.5 (e), including but not limited to the requirement that Lodestar "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Lodestar's outcomes are detailed in Figure B.XYZ below, which align with the state priorities and the charter school's goals and actions to achieve the state priorities, as identified in Element A of the charter.

Goal 1: Lodestar Students are academically proficient. *This work is aligned to state priorities 1, 2, 4 and 8 and LCPS OKRs Objectives 1 and 2.*	
Measures	**Growth Goals**
● 50% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups. ● 50% of students meet grade level proficiency in Math as measured by the SBAC, overall and in each of the significant subgroups. ● The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.	● Percent of students who are level 3 or 4 in ELA will increase by 5% by 2022 and 10% by 2025 above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● Percent of students who are level 3 or 4 in math will increase by 5% annually on average above a baseline of results from the first COVID state assessments,

● The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.	overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are high achieving or high growth on the ELA NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of students who are high achieving or high growth on the Math NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of English Learners making annual progress toward luency will increase by 10% annually.

Actions

a. Develop plan for high school, to launch in 2020-21, that ensures all students have access to and meet A-G requirements
b. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms
c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.
d. Provide targeted interventions for students identified as needing additional support through MTSS
e. Develop individual student schedules that allow for grade-level ELA and math instruction, high-quality learning expeditions, and targeted interventions.
f. Action not continuing
g. Leverage technology to provide additional student math and reading practice.
h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.
i. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
j. Implement interim assessments and bi-weekly data meetings to assess student mastery of CCSS in ELA and math.
k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports
l. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.

n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.
o. Use growth targets for English Language Proficiency that lead to reclassification
p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth
q. Develop and implement a portfolio assessment system.
r. Align passage structures to Graduate Profile
s. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups
t. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.
u. Support student academic proficiency through increased Instructional Aide support.
v. Closely monitor SBAC test completion to ensure all students take the test.

Goal 2: Lodestar Students are healthy relationship-builders who are connected to the community and each other.
This work is aligned to state priorities 5 and LCPS OKRs Objective 4.

Measures	**Growth Goals**
● 2% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. ● Fewer than 5% of students are Chronically Absent, according to state definitions, overall and within each of the significant subgroups. ● 70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the SCAI, overall and in each of the significant subgroups.	● Reduce suspension to 2% for the school year, overall and within the significant subgroups. ● Reduce chronic absenteeism by 2% every year from baseline, overall and within each subgroups until 5% CA rate is attained. ● Increase student positive responses on eh SI and AC SCAI Dimensions by 5% each year until goal is attained.

Actions

a. Utilize crew as a venue in which students are supported socially, academically, and emotionally
b. Incorporate community fieldwork and service learning into the curriculum.
c. Develop opportunities for student leadership
d. Provide healthful universal breakfast
e. Refine and utilize data management systems to track student culture and behavioral data
f. Utilize a Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.

g. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS, including an expansion of counseling services.
h. Train all teachers in the use of Restorative Justice practices in the classroom.
i. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.
j. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports

Goal 3: Lodestar Families are connected to the school and each other as partners in their children's education.
This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.

Measures	**Growth Goals**
Annual growth toward the following targets: ● 95% of families participate in their child's Student-Led Conferences at least one time during the school year. ● 70% positive responses to Winter Family Survey connection questions. ● 70% positive responses to family partnership questions on Winter Family Survey.	● Increase positive responses on family survey by 5% annually until goal is attained

Actions

a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically
b. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals
c. Provide opportunities for families to advise school through formal and informal leadership structures.
d. Principals hold twice yearly "State of the School" meetings with families around areas of school focus to share data and get input.
e. Hold parent learning events based on parent interest, need, and school goals.
f. Provide Spanish translation at all parent meetings and Student-Led Conferences.
g. Utilize family portal to better keep families informed of student progress and school events.

Goal 4: Lodestar Staff are engaged members of the school community.
This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.

Measures	**Growth**

Annual growth toward the following targets: ● 75% of LCPS staff are engaged on the Q12. ● 85% of LCPS staff are satisfied with their total compensation package.	● Increase staff engagement on the Q12 by 3% each year

Actions

a. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
b. Teachers are regularly observed and provided feedback to continually improve practice.
c. Provide teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of licensure.
d. Continue to implement a new compensation model, including retention bonuses for staff at key retention points.
e. Provide 8% matching retirement contribution for all staff.
f. Support Diversity, Equity and Inclusion work through quarterly professional development.
g. Review and refine Teacher Growth and Development framework.

Goal 5: Lodestar students develop the mindsets to be successful in college and the career of their choice
This work is aligned to state priorities 4,5,8 and LCPS OKRs Objectives 4.

Measures

● The percentage of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met.

Actions

a. Use HOWL Learning Targets (Habits of Work and Learning) to promote student character development.
b. Support students with college and career readiness via the crew curriculum grades K-12.
c. Visit college in an age-based developmental progression.
d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.
e. Seat student governments and BSU

Collective MPOs

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

Collective MPOs for K - 5	
1. Annually, at least 60% of families 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 families positively rate school safety.	70%; yearly growth of 3% until target is reached
3. Each year, at least 70% percent of families positively rate academic instruction.	70%; yearly growth of 3% until target is reached
4. Each year, at least 70% percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	70%; yearly growth of 3% until target is reached

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%; yearly growth of 3% until target is reached
3. Each year, at least 70% percent of students positively rate academic instruction.	70%; yearly growth of 3% until target is reached
4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	70%; yearly growth of 3% until target is reached

Additional Site-Based MPOs	
MPO	**Target (%)**
Each year, 95% of families will attend their child's student led conference meetings.	95%
Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community.	90%

Student Outcomes

Students at Lodestar show mastery in what EL Education describes as the Expanded Deinition of Student Achievement. In order to achieve the school mission of college and career of choice, an educated person who graduates from Lodestar must have mastery of:

1. Academic and Content Performance Standards
2. College Readiness Skills
3. Character and Mindset

More information on these Student Outcomes may be found in "What It Means to be an Educated Person in the 21st Century" in **Element A**. Methods for assessing student mastery of academic content performance standards are detailed in **Element C**.

Graduation Standards

In order to graduate from Lodestar, students must master content Learning Targets in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, Physical Fitness and Academic Elective courses. These Learning Targets are aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). By virtue of completing this required course work, all students will have the opportunity to fulill and exceed the UC and CSU A-G course requirements in the high school years.

All students at Lodestar, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student's Individual Education Plan (IEP) and/or Individual Learning Plan (ILP). The Graduation Requirements are detailed in **Element A** of this charter.

03. ASSESSMENT METHODS

The current LCAP is on file with the District and attached as Appendix A. It is also available on our website at https://lighthousecharter.org/wp-content/uploads/2025/06/Lodestar-LCAP-2025-and-Budget-for-Parents.pdf The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

District Required Language

"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)

Vision for Assessment

VISION FOR ASSESSMENT

As a school that has adopted EL Education as its school model, Lodestar provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At Lodestar, 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 relectreflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, relectionsreflections, and student work and use those data to inform goals and instruction.

All assessment tools used at Lodestar are aligned to the Academic and Performance ContentState Standards described in **Elements A1 and B2**. Assessment takes place in all grades and across all subjects. Grades 3 through 11 use the Smarter BalancedCalifornia Assessment Consortium (SBAC) asof Student Performance and Progress (CAASPP) in both English Language Arts and Mathematicsas adopted by the State of California; coherent assessments that build toward the knowledge and skills assessed by SBAC are usedNWEA/ MAP a nationally normed assessment is utilized in K-2-11. LCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of the CCSScollege and career ready standards, providing both reinforcement and accountability for our program.

Students regularly present evidence of their achievement and growth through student- ledstudent-led family conferences, passage or EXPO presentations, and celebrations of learning. Because of Lodestar'sLodestar'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 relectingreflecting on student

achievement on both an individual student level and a program level.

All assessment tools used at Lodestar 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 ~~relecting~~reflecting on student achievement and to design professional development that supports to meet the needs of all students~~.~~

Student assessment at Lodestar will include:

- Curriculum embedded assessments aligned to learning targets
- ~~Portfolios to provide an ongoing record~~Ongoing records 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 ~~relect~~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 ~~relection~~reflection, assessment practices and outcomes at Lodestar will also be used to improve the educational program at the ~~school~~Charter 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

Forms of Assessment
~~FORMS OF ASSESSMENT~~

In order to ensure that all students within Lodestar 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.

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 ~~speciic~~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'schild's IEP. Classroom level standards for English Learners will be aligned the English Language Development Standards.

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 predetermined rubric and may be open for revision.

Portfolios

Presentation of High Quality Student Work

Students and teachers will work together to regularly assess high qulaity student work and gather evidence of mastery of State Standards into the Student Portfolio. Portfolios. These presentations may hold a variety of materials, including content and performance assessments, cooperative and individual class work, and final projects and products. These Portfoliospresentations serve to provide a record of on-going work, support teachers, students, and parents in relecting on a student'sreflecting 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).

Passage Presentations

At the conclusion of sophomore and senior years,key grade levels 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.

Student Led Conferences & Goals

Each student at Lodestar has individualized goals based on their Student Led Conferences ("SLCs"). Parents, students, and teachers come together threetwo times a year, once to develop the SLC goals and a second and third time to relectreflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary.

Diagnostic and Growth Measures

At the beginning of each school year, the Lodestar 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.~~

English Language Development Assessments

The Initial ELPAC will be used each year or within 30 days of a new English ~~Learner's~~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.

State Assessments

As required by Education Code 47605(c)(1), ~~Lighthouse Community Charter High~~Lodestar 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~~California Assessment ~~Consortium~~of Student Performance and Progress (CAASPP) and California Alternate Assessments (CAA) for ELA and Mathematics
- California Science Test (CAST)
- English Language Proficiency Assessment for California (ELPAC)
- California Physical Fitness Test (PFT)

~~PSAT and SAT~~

~~To support our students in their college preparation, Lodestar 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.~~

Assessment Methods Across Content Area & Subject Matters

~~ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS~~

~~Figure 3.1~~Table 16 provides a matrix of the internal and external assessment methods used across content areas and subject matters connected to our graduate profile.

~~Figure 3.1~~Table 16 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures

LCPS Graduate ~~Profile~~Profile Academic Knowledge	~~Englis~~ ~~h~~ ~~Langua~~ ~~ge~~ ~~Arts~~EL A	• 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 ~~•~~	CAASPP/CAA ELA CAASPP ICAs/IABs ~~SBAC~~ NWEA MAP ELPAC DIBELs/AimswebPlus ~~SAT SAT II~~
	Mathematics	• Tests and quizzes • Focus Paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Seminar, debate~~,~~ and discussion • Group Work • Presentations	CAASPP/CAA Mathematics CAASPP ICAs/IABs ~~SBAC~~ NWEA MAP ~~SAT SAT II~~
	Social Studies	• Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations and performances • Research projects and papers • Simulations	~~SAT II~~AP
	Science	• Tests and quizzes • Focus paragraphs • Scientific Inquiries • Lab Reports • Posters • Research projects • Seminar, debate, and discussion • Presentations	CAST ~~SAT II~~
	Foreign Language	• Tests and quizzes • Focus paragraphs • Essays and creative writing tasks	

		• Presentations and Performances • Seminar, debate, and discussion • ~~performances~~Simulations	~~SAT II~~ AP

		• Seminar, debate, and discussion • Simulations	
	CTE Pathway	• Presentations of Work and Critiques • Focus Paragraphs • PortfolioHigh Quality Student Work Products Presentation and Review • Passage Presentations • EXPO • Industry Panel Reviews	NoneN/A
	Visual Arts	• Tests and quizzes • High Quality Work reviews • Art reviews and critiques • Gallery exhibitions	NoneN/A
	Electives	• Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • Research Papers • Physical Demonstrations	PFT

LCPS Graduate ProileProfile **Purposeful & Self Aware**	• Habits of Work & Learning Grades • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship relectionsreflections	NoneN/A
LCPS Graduate ProileProfile **Relationship Builders**	• Passage Presentations • Habits of Work & Learning Grades	NoneN/A
LCPS Graduate ProileProfile **Committed to Service & Justice**	• Passage Presentations	NoneN/A
LCPS Graduate ProileProfile **Lifelong Learner**	• Passage Presentations • Habits of Work & Learning Grades	NoneN/A

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~~Table 17 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~~Table 17 Assessment Scope and Sequence with aligned performance level

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
External Assessments				
Early Literacy Assessment/Dyslexia Screeners (AimswebPlus/ mClass DIBELs)	TK - 5	Literacy	3x/Year	Nationally Averaged Literacy Levels or High Growth
ELPAC Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	K-12	ELD Across Subject Area Settings	Upon enrollment in California schools Annually until ~~reclassified~~rec lassified	Level 4 (Well Developed) Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language
CAASPP & CAASPP ICAs/IABs Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard	3 - 8, 11	ELA Math	3x/year (Interims twice and Final Summative once)	Standards Met, Standard Exceeded, and categorical growth

CAA ELA and Math Provides a measure of what students know and can do using alternate achievement standards for those with significant cognitive disabilities.	3-8, 11	ELA Math	Annually once a year	Understanding (3)
NWEA MAP Measures students growth on Reading and Math	K - 11	Reading Math	2x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	5, 8, 11	Science	Annually	Proficient
Physical Fitness Test Measure student's physical fitness	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
Internal Measures				
Coursework & Content Assessments Measure standards mastery	~~K~~TK-12	ELA Math Science Social Studies Art Spanish Pathway	Ongoing and at the end of each unit of study	60% mastery (70% starting with the class of 2023)
Presentation of High Quality Student Work ~~and Portfolio~~ Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects,	~~K~~TK-12	ELD ELA Math Science Social Studies Art Pathway Graduate ~~Proile~~Profile Domains	Ongoing	70% of standards to date have evidence of mastery

products, and performance tasks				
Student Led Conferences Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals	~~K~~TK-12	~~ELD ELA Math~~Crew/All Subjects	Triennial	Mastery of at least one goal

Relect on student strengths and areas for growth Identify speciic goals and strategies to achieve goals Measure growth on goals		Science Social Studies Art Pathway Graduate Proile Domains		
Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	K, 2, 4, 6, 10, 12thAll grades	ELD ELA Math Science Social Studies Art Pathway Graduate ProileProfile Domains	Annual	70% of standards have evidence of mastery
Smarter Balanced Assessment Continuum (SBAC) Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard	3 - 8, 11	ELA Math	Triennially (Interims and Final Summative)	Standards Met, Standard Exceeded, and categorical growth
NWEA Measure of Academic Progress Measures students growth on Reading and Math	K - 12	Reading Math	3x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	11	Science	Annually	Proicient
Physical Fitness Test Measure student's physical itness	5, 7, 9	Physical Education	Annually	Physically it 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

TEACHER AND SCHOOL USE OF DATA
Teacher and School Use of Data

Through data-based inquiry and guided relectionreflection, assessment practices and outcomes at Lodestar will be used to maximize student learning, inform teacher practice, and improve the educational program at the schoolCharter School. To achieve this goal, Lodestar collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving 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'sstudent'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.

STUDENT & FAMILY USE OF DATA
Student & Family Use of Data

Lodestar strives to continuously inform families about their child'schild'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 FigureTable 3.3. Reports are user-friendly and provided in the families'' native language. Parents have access to performance tasks, content assessments, and portfolioshigh quality work products upon request and at SLCs and EXPOs of student work.

***Figure 3.3Table 18** Formal Reporting to Caretakers*

Type	Purpose	Frequency

Online Gradebook and Student Information System	~~• Assessment Data~~ • Attendance Data • Curriculum/Internal Assessment 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~~ Ongoing (Always accessible)
Mailings & Information Sessions	• Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, ~~SBAC~~CAASPP). • Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights	Ongoing
Student Led Conferences	• Develop and revisit academic and personal goals • External Assessment Data • 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 • Clearly articulate student progress toward passage	~~Triannual~~Biannual
Expositions of Student Work	• 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~~Annual
Graduation Progress Check	• Clearly delineate student progress toward graduation	Annual

Lodestar 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 speciicspecific assessment information.

School, District and State Use of Data

Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element A1** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, The Charter School will produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve the goals identiiedidentified in Element A1 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the charter authorizer and countyDistrict and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

School Accountability Report Card

The Charter School will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC)., Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, and community at large.

04. GOVERNANCE

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, LodestarCharter School, operated as or by its nonproitnonprofit public beneitbenefit corporation, Lighthouse Community Public Schools, is a separate legal entity and shall be solely responsible for the debts and obligations of Lodestar. LodestarCharter 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-proitfor-profit corporation, a for-proitfor-profit educational management organization, or a for-proitfor-profit charter management organization. A for-proitfor-profit educational management organization and a for-proitfor-profit charter management organization are entities that manage or operate a Lodestarcharter school.

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

LodestarCharter 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

LodestarCharter School through this Charter agrees to defend, and indemnify and hold harmless the District, its oficersofficers, 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, irmfirm or entity arising out of, or in connection with, Lodestar'sCharter 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 LodestarCharter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

LodestarCharter 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*.) ~~Lodestar~~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.

~~Lodestar~~Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. ~~Lodestar~~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 ~~Lodestar's~~charter school's website.

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

Required Notifications to the District

~~Lodestar~~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 ~~Lodestar's~~Charter School's operations, within one week of receipt of such notices by ~~Lodestar. Unless prohibited by law, Lodestar~~Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. ~~Lodestar~~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.

~~Lodestar~~Charter School Records

Upon receiving a records request from a receiving school/school district, ~~Lodestar~~Charter School shall transfer a copy of the ~~student's~~student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. ~~Lodestar~~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 ~~Lodestar~~Charter School closes, ~~Lodestar~~Charter School shall comply with the student records transfer provisions in Element

15. ~~Lodestar~~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.

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

Lodestar in accordance with Education Code section 47604.3, shall promptly respond to all

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 financialfinancial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. LodestarCharter School acknowledges that it is subject to audit by District. If the District seeks an audit of LodestarCharter 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 specificallyspecifically requested by the District and is not otherwise required to be completed by LodestarCharter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Governance Overview

Lighthouse Community Public Schools is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Lodestar (KCharter School (TK-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Charter Public School (KTK-12). See Appendix D.1C for an organizational chart.

The governance structure of Lodestar includes the following:

- LCPS Board of Directors
- LCPS Chief Executive OfficerOfficer ("CEO")
- LCPS Chief Academic OfficerOperating Officer ("COO")
- LCPS Chief of Staff ("COS")
- Lodestar PrincipalsHead of School & Other Administrators
- Instructional Leadership Teams
- Lodestar School Site Council & ELACParent Advisory Committee (Family Leadership Group)

Board members, school administration, faculty, and families are involved in the decision-making process at Lodestar. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO, COO, and CAOChief of Staff to oversee LCPS's development and organization; two Principals (one for K - 5 and one for 6 - 12)Head of School who manage the Lodestar's operations, academic program and related activities; the Lodestar's Instructional Leadership teams whose purpose is to integrate teacher and staff voice into decisions and to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment, and culture; and the Lodestar Family Leadership Group (FLG) that serves as the Site Council &

ELACParent Advisory Committee which communicate the recommendations of the parents directly to the PrincipalsHead of School and LCPS leadership.

California Nonprofit Public Benefit Corporation

Lighthouse Community Public Schools (LCPS), a California nonprofitnonprofit public benefitbenefit corporation, pursuant to California Law, operates Lodestar. LCPS is governed pursuant to the Bylaws adopted by the Incorporators, as subsequently amended pursuant to the amendment process specifiedspecified in the Bylaws. The Lighthouse Community Public Schools' Articles of Incorporation are included in Appendix D.2, Bylaws are included in Appendix D.3, and ConlictConflict of Interest Code as Appendix D.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 ~~Conlicts~~Conflicts of Interest rules. LCPS shall update these documents as necessary to ~~relect~~reflect any changes in regulations applicable in the future.

Board of Directors

LCPS is governed by a ~~nonprofit~~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~~three (~~7~~3) and ~~fifteen~~fifteen (15) members. In accordance with Education Code Section 47604(c), the Oakland ~~Unified~~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.

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lodestar. In an effort to diversify and ensure the board has a purview into the issues facing students and families, ~~the~~ LCPS ~~will reserve~~shall make efforts to ensure that it has seats on its board for LCPS alumni. ~~See Appendix D.5 for the Board Roster.~~

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

- Academic program management
- Curriculum and instruction
- Special education
- Fiscal management
- Fundraising
- Facilities
- ~~Special education~~
- Technology
- ~~Curriculum and instruction~~
- Public health care
- Legal issues in education
- Oakland ~~Unified~~Unified School District
- ~~Non-profit~~Non-profit corporation governance and management

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Meetings

The Board of Directors of LCPS will meet regularly, at least every other month. All meetings shall be called, held, and conducted in accordance with the ~~Brown Act and the~~ Corporate Bylaws, the Ralph M. Brown Act ("Brown Act"), ~~California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation, including but limited to SB126~~ and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS

website with a direct and prominent link to the agenda, to encourage community and family attendance.

- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within the jurisdiction of the Charter SchoolandSchool and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Meetings shall generally be held at a school siteLCPS Shared Services site, which is within the physical boundaries of Alameda County. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Oakland, California,Alameda County that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), two-way communication will be provided at each school site where LCPS operates.
- Meeting agendas will include time for community input.

The Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chairperson will lead the meetings of the Board of Directors.

Board Duties

The Board of Directors is fully responsible for the operational and fiscal affairs of Lighthouse Community Public Schools, including all three charters it operates. The Board of Directors will be responsible for the operation and fiscal affairs of the schoolCharter School, including but not limited to: approval of all budget-related and financial activities connected to the schoolCharter School, communication, negotiation and collaboration with the authorizer, personnel actions, evaluation of school programs, participation in independent fiscal and programmatic audit, and long-term strategic planning. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, discipline, evaluate, dismiss, and determine the compensation of the CEO;
- Approve all contractual agreements above $50,000;
- Approve and monitor the implementation of general policies of the schoolCharter School, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school'sCharter School's annual budget and budget revisions;
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the schoolCharter School
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;

- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit material revisions as necessary for Granting AgencyDistrict consideration;
- Approve annual iscalfiscal audit and performance report;
- Approve Annual Review and Revisions of the Local Control and Accountability Plan (LCAP);
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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 Lodestar'sLodestar's website and at the Lodestar site. 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, theOur parent engagement with our Board of Directors will host a parent/staff mixer where anyone interested, but especially those on the Family Leadership Group and School Based Leadership teams are encouraged to attend.includes multiple touchpoints such as: regular board meeting attendance opportunities, periodic parent presentations to the board (PAC representatives presenting their perspectives), parent surveys, and coffee chats with Board members.

Board Committees

The Board of Directors currently has the following committees which meet regularly and in accordance with the Brown Act, as applicable (the meeting frequency ranges from three to ten meetings per year), and do not have decision making abilities, but instead make recommendations to the Board of Directors. The Board of Directors may elect to add or remove committees, or to change their meeting schedule.

- **Governance Committee**

  The Governance Committee consists of all Board Corporate Oficers, and meets monthly with the CEO. The Governance Committee advises the CEO, sets board agendas, vets policies, and weighs in on decisions that do not necessitate full board approval. In addition, it is responsible for ongoing review and recommendations to enhance the quality, effectiveness, and future viability of the Board of Directors.

- **Finance Committee**

  The Finance Committee meets six times per year and reviews all inancialfinancial statements as well as reports related to capital projects and fundraising. The Finance Committee ensures that the organization is operating within board-approved budgets and protocols.

- **Academic Accountability Committee**

The Academic Accountability Committee meets at a minimum quarterly and reviews all pertinent student achievement data. This committee also reviews and assesses the school'sCharter School's academic program, and makes recommendations for on-going development and refinement of the school'sCharter School's curricula and instructional practices.

- **Audit Committee**

  The Board Audit Committee will be responsible for review of the unaudited actuals submission and oversight of the annual independent financial audit. The Audit Committee will select an independent auditor through a request for proposal format. This committee shall include no more than 50% of the Finance Committee members.

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflictsethics (AB 2158), Conflicts of Interest, the Political Reform Act, Government Code Section I090 et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or CEO shall undergo such training within 90 days of taking the position with the Charter School.

In addition, the Board of Directors will collaborate with the CEO and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, relectionreflection, and program assessment for Board Members. Additional topics may include academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

Leadership Bodies that Inform School Governance & Decision Making

Instructional Leadership Teams

Lodestar has twothree formal InstructionalInstuctional Leadership Teams ("ILT"): one for K - 5Grades TK-5, one for Grades 6-8 and one for 6 - 12grades 9-12. ILTs are comprised of administrators and teacher leaders. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses on 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 TeamTeams

Lodestar has twothree formal School Culture Teams ("CLT"): one for K - 5Grades TK-5, one for Grades 6-8, and one for 6 - 12grades 9-12. These teams are comprised of administrators, including the Deans of Students, 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.

Family Leadership Group: ~~School Site Council and ELAC~~Parent Advisory Committee

Family voice is critical to the positive governance of Lodestar. Lodestar convenes a school site council called the ~~Family Leadership Group (FLG). FLG~~Parent Advisory Committee. PAC is composed of voluntary parent leaders and/or parent representatives, staff, and students that ~~relect~~reflect the diversity of Lodestar. The ~~Family Leadership Group~~PAC is charged with:

- Providing input on school plans including LCAP Development
- Review School Improvement Plans
- Provide input into the ~~school's~~Charter School's budget
- Supporting the ~~school's~~Charter School's Mission
- Providing families the opportunity to weigh in on critical Lodestar issues
- Bringing concerns and appreciations of the community to the ~~Principal~~Head of School, CEO and LCPS Board of Directors
- Organizing family and culture events
- ~~Fundraising~~

In addition, the ~~Family Leadership Group~~PAC provides opportunities for families to advise and provide input to school leadership on programs and services for English learners through the English Learner Advisory Committee ("ELAC"), develop the ~~school's~~Charter School's needs assessment, implement the ~~school's~~Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Leadership Roles

The following is a summary of key leadership roles within LCPS and at Lodestar. Detailed job descriptions made available upon request.

LCPS Family of Schools Leadership

Chief Executive Officer ~~(CEO)~~

The Chief Executive ~~Oficer~~Officer is the organizational leader who oversees LCPS. The ~~CEO's~~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 LCPS mission, ensuring that every child can achieve college and the career of his or her choice.

The CEO will have the following core responsibilities:

- Oversight of LCPS operations, including academic programs, fundraising, budget, personnel
- Lead, manage and mentor a senior 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 Lodestar needs and ensures a healthy ~~inancial~~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)~~Operating Officer

The Chief Operating Officer ("COO") at Lighthouse Community Public Schools is a key member of the CEO's Cabinet Team. The COO is responsible for managing the teams charged with delivering exceptional school-based operational excellence, impactful people & talent functions, and information technology with impeccable customer service across LCPS. The COO is charged with executing on the strategic vision for the organization and managing multiple teams to sustain efficiency in all aspects of operations including facilities and maintenance, human resources and talent, child nutrition, safety, family engagement and enrollment, and information technology.

The COO will have the following core responsibilities:

- Strategic Planning and Execution, Organizational Project Management, and Leadership
- Leading our People Strategy, HR Functions, and Performance Management
- Systems Development & Oversight for Operations and Information Technology

Chief of Staff

The Chief of Staff at Lighthouse Community Public Schools is a key member of the CEO's Cabinet Team. The Chief of Staff leads the facilitation and monitoring of LCPS's strategic planning and develops agendas for and facilitates strong cabinet, board, and other leadership team meetings. The Chief of Staff oversees LCPS's government affairs and policy work and leads internal communication strategy and systems, including developing and supporting CEO and other departments to execute on timely, transparent, and consistent communication to stakeholders. The Chief of Staff also lead LCPS's advocacy efforts and lead the planning and development of key governance structures, including LCPS Board of Director meetings.

Senior Director of Teaching and Learning

The ~~Chief Academic Oficer~~Senior Director of Teaching and Learning ("SDTL") at Lighthouse Community Public Schools is the instructional leader for the organization. The ~~CAO~~SDTL is a part of the senior leadership team for LCPS. The ~~CAO manages Principals~~SDTL supports Lodestar's Head of School and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and ~~eficacy~~efficacy with heightened attention to our most vulnerable student populations. The ~~CAO~~SDTL reports to and partners closely with the CEO to lead the instructional vision of the organization.

The ~~CAO~~SDTL will have the following core responsibilities:

- Oversight of Lodestar 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

Senior Director of Finance

The Senior Director of Finance at Lighthouse Community Public Schools is part of the senior leadership team. The Senior Director of Finance is responsible for administrative control and supervision of all business and ~~inancial~~financial operations of ~~the organization (~~LCPS~~)~~ and Lodestar. Oversight responsibilities in this role include Budget Development, Forecasting and Multi-Year Projections, Payroll, External Compliance and Reporting. The Senior Director of Finance reports to and partners closely with the CEO to ensure the ~~inancial~~financial health of the organization.

Senior Director of Operations & Enrollment

The Senior Director of Operations and Enrollment at Lighthouse Community Public Schools is a part of the senior leadership team for LCPS. The Senior Director of Operations & Enrollment is the operational leader for the organization. The Senior Director of Operations & Enrollment oversees ~~LCCHS's~~LCCHS's operations, facilities, technology, food service, custodial services and enrollment. The Director of Operations reports to and partners closely with the ~~CEO~~COO to ensure smooth and ~~eficient~~efficient operations.

Senior Director ~~of Talent and~~ Human Resources ("HR")

The Senior Director of ~~Talent and~~ HR is part of the senior leadership team for LCPS. The Senior Director of ~~Talent and~~ HR oversees LCPS Hiring, Recruitment, Talent Pipeline, Career Pathways, Human Resources and Employee Growth and Development. The Senior Director of ~~Talent and~~ HR reports to and partners closely with the ~~CEO~~COO to ensure a robust talent strategy for LCPS. The Senior Director of ~~Talent and~~ HR supports the Lodestar ~~Principal~~Head of School in ensuring that ~~well-qualiied~~well-qualified staff are hired, developed and retained.

Senior Director of ~~Student Services &~~ Special Education and Special Projects

The Senior Director of Student Services and Special Education and Special Projects at Lighthouse Community Public Schools oversees the Special Education and counseling program at LCPS. The Senior Director of Student Services and Special Education and Special Projects oversees all Response to Intervention strategy, intervention services and partnerships, and compliance with all special education functions. The Senior Director of Student ServicesSpecial Education and Special Projects reports to and partners closely with the CAOCEO to ensure the needs of all students are met.

Senior Director of Technology

The Senior Director of Technology at Lighthouse Community Public Schools oversees the technology - infrastructure and instructional platforms at LCPS. The Senior Director of Technology ensures best in class technology, student safety, and quality instructional platforms that match LCPS academic outcomes. The Senior Director of Technology reports to and partners closely with the CEOCOO and Principals to ensure technology enhances the educational program at LCPS.

Site Based Leadership Roles

Principal

Lodestar Head of School

Working in partnership to create a cohesive K - 12TK-12 experience for students and families, two Principals (K - 5 and 6 - 12) manage Lodestar'sthe Head of School manage Lodestar's operations, academic program and related activities. At LCPS, the Principal'sHead of School'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'sHead of School's primary responsibility is to manage the school'sCharter School's academic program and develop and supervise teachers and other staff. The PrincipalHead of School is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The PrincipalHead of School is accountable for student and staff outcomes across grades K - 5 or 6 - 12TK-12, accelerating achievement for all students.

Lodestar Assistant PrincipalPrincipals of Instruction

At Lodestar, two Assistant Principals (AP) (K - 5 and 6 -12of Instruction ("API") work in partnership with the PrincipalHead of School and Instructional Leadership Team to lead school culture and learning systems. The APAPIs, together with the principalHead of School and teacher leaders, will work to foster an innovative, learner-centered community, including being tasked with the leadership of specificspecific school initiatives/systems. The Assistant Principal'sPrincipal of Instruction's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specificspecific academic programs to achieve increased academic outcomes for all students in line with the Lodestar'sLodestar's mission and vision.

Dean of Students

Lodestar Assistant Principals of Culture

Two Deans of Students (K - 5 and 6 - 12Assistant Principals of Culture ("APC") oversee and support Lodestar school culture. By bringing Lodestar values of community, integrity, love, social justice, and agency to life, the Dean of StudentsAPC supports the creation of a community where students are prepared for success in school and life, including college and career of their choice. The Dean of StudentsAPC 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 indfind solutions to problems. The Dean of StudentsAPC is central to creating and upholding a positive school culture where all students belong and develop as lifelong learners and community changemakers.

Lodestar Teacher Leaders

Teachers assume leadership roles within the schoolCharter School to support their grade level teams, departments, or grade bands. Teacher leaders facilitate professional learning communities and provide mentorship to their team members.

05. EMPLOYEE QUALIFICATIONS

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

LodestarCharter School acknowledges and agrees that all persons are entitled to equal employment opportunity. LodestarCharter 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. LodestarCharter 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

LodestarCharter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. LodestarCharter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). LodestarCharter 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

LodestarCharter 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

LodestarThe 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.

A COMMITMENT TO QUALITY STAFF & THEIR ONGOING DEVELOPMENT

A Commitment to Quality Staff & Their Ongoing Development

We know our mission of preparing students for college and a career of their choice, while also ensuring students are changemakers, is only possible with a staff that is dedicated to the outcomes of all children, who are qualifiedqualified for their position, and are constantly learning and reiningrefining their practice. To that end, Lodestar holds high standards for the employees it hires, while being dedicated to a selection process that is transparent and inclusive of other team members. Fair and transparent compensation and beneitsbenefits and ongoing professional development for all employees is a commitment of Lighthouse Community Public Schools and Lodestar.

OVERALL QUALIFICATIONS*Overall Qualifications*

LCPS and Lodestar shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identiicationidentification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis of a person'sperson'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 or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws. The Charter School is a school of choice and no employee will be required to work at Lodestar. All employees of LCPS and Lodestar will work under an at-will employment agreement.

The following job qualiicationsqualifications apply to school personnel. These qualiicationsqualifications may be modiiedmodified at the LCPS'sLCPS's discretion without any need to materially revise the charter as long as any changes are consistent with the law.

The most important criterion used in evaluating potential staff members is whether or not they fully embrace the Lodestar'sLodestar's vision to disrupt educational inequities by providing our students and families exceptional educational opportunities every day. Grounded in our core values of community, integrity, agency, love, and social justice rooted in EL Education Model, potential employees must believe in and be willing to work for college success for all students, especially those who will be irstfirst generation college students.

In addition, all employees must meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-speciic position-specific requirements. This includes a ingerprintfingerprint background check for all employee

candidates who have been offered a position, as Lodestar fully complies with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Lodestar maintains on ~~ile~~file current copies of:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Documentation of immunization clearance
- ~~Veriication~~Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the Charter School in a ~~conidential~~confidential secured ~~ile~~file, separated from personnel ~~iles~~files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility ~~Veriication~~Verification form and acceptable forms of ~~identiication~~identification
- All other relevant employment documentation

Finally, in compliance with Education Code ~~§~~Section 44050 all employees must adhere to ~~LCPS's~~LCPS's adopted employee code of conduct on employee interactions with pupils, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Student and Family Handbook. This information is also posted on the LCPS website.

For detailed employment eligibility requirements as they pertain to health and safety of students and staff, please see **Element ~~F~~6** of this petition.

~~SELECTION PROCESS~~*Selection Process*

Selection and appointment of employees will be the exclusive prerogative of the Charter School. As such, with the exception of the ~~Principal~~Head of School, those who work at the Charter School shall be selected, employed, and released by their supervising ~~Principal~~Head of School, in accordance with terms and conditions of employment contained in ~~LCPS's~~LCPS's personnel policies (see ~~appendix 5.1~~Appendix I for the **Employee Handbook**). Selection and evaluation of the ~~Principal~~Head of School(s) is conducted by the Chief ~~Academic Oficer~~Executive Officer. The ~~Principal~~Head of School hires the Assistant Principals. The ~~Principal~~Head of School or Assistant Principals, in consultation with the ~~Principal~~Head of School, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Directors or Managers of other functional areas (Operations, Finance, etc.).

To ensure the selection of a ~~qualiied~~qualified and mission-aligned staff, we implement the following selection process after reviewing the job description and devising an inclusive and transparent hiring process:

- Request resumes, cover letters and written responses to prompts
- Conduct a brief phone or video interview for initial screening
- Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities
- ~~Veriication~~Verification of credentials, past employment, and professional and personal reference checks
- Make selection and provide verbal offer

- Finalize employment agreement and extend offers of employment, ~~dependent~~conditioned on passing of state and federal background checks and verification of prior employment and other pre-boarding requirements

~~**EMPLOYEE QUALIFICATIONS**~~***Employee Qualifications***

At Lodestar, we have three categories of educators – administrators, instructional staff (teachers, ~~non-certiicated instructional staff, and extended day staff),~~education specialists, and other certificated staff), and non-certificated instructional staff (paraprofessional instructional and student support aides, and extended learning program staff) – and all other staff. We expect all of our employees, regardless of their position, to have:

- An expressed and evidenced commitment to the mission of the ~~school~~Charter School and the core values of the organization
- Experience with diverse, urban populations, including an expressed commitment to anti-racist practices
- Met the expectations of state and federal requirements as they relate to their specific teaching, other certificated, or classified position
- Demonstrated they are multi-faceted, life-long learners
- Experience and success working collaboratively with others
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- Alignment to the overall philosophies and ways of working at LCPS

Administrators & District Leadership

Administrator & District Leadership Competencies

As a strategic and visionary leader for equity, LCPS Administrators:

- **Inspire a shared vision** of college and career readiness by making high-impact decisions, setting clear academic priorities, and developing strategic plans.
- **Ensure an exceptional education for all** by articulating, fostering, and monitoring an academic program and by facilitating data-driven and equity-focused teams.~~.~~
- **Encourage the heart** by promoting and courageously leading a joyful organizational & school culture that attends to the needs of the whole child and adult.
- **Empower and engage the community** by mobilizing families, students, staff, and other community stakeholders as partners to achieve our vision.
- **Enable others to act** by ensuring processes and systems of development and distributed leadership are in place that result in the recruitment and retention of a diverse and high-performing staff.
- **Innovate and problem solve** by exhibiting persistence, creativity, ~~lexibility~~flexibility, motivation to make change, and the ability to imagine new approaches and opportunities for impact.
- **Model the way** as a leader for equity through skilled and culturally competent collaboration, communication, and relationship-building.
- **Embody LCPS~~'~~" core values** of community, integrity, love, social justice, and agency
- ~~**Bring passion to the founding of a new school**~~**Lodestar** as a dependable, organized, solutions-oriented, and optimistic founding leader committed to both starting up and staying~~.~~

~~*Principal*~~*Head of School* Qualifications

The Lodestar ~~Principal(s)~~Head of School will have the following ~~qualiications~~qualifications:

- At least 5-7 years of successful classroom teaching and school leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- MA in education or related ~~ield~~field, required; administrative credential, preferred
- Supervisory ~~&~~and management experience, including coaching and evaluation of teachers,
- 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 ~~luency~~fluency preferred,

Assistant Principal of Instruction Qualifications

Lodestar Assistant Principal(s) will have the following ~~qualiications~~qualifications:

- At least 3+ years of successful 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 ~~ield~~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 ~~luency~~fluency preferred.

~~Dean of Student~~*Assistant Principal of Culture* Qualifications

Lodestar Dean(s) of Students with the following ~~qualiications~~qualifications:

- B.A. or B.S., relevant ~~master's~~master's degree a plus
- At least 3+ years of working with students
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning
- Bilingual Spanish speaking preferred

Instructional Staff

Teachers

Teacher Core Competencies

- Be a visionary, innovative, culturally responsive, and equity-focused urban educator
- Facilitate deeply engaging student-centered learning
- Demonstrate a keen ability to create, collect and analyze authentic data to drive student learning and outcomes for all students
- Be a strong community builder and team collaborator
- Model and foster a growth mindset with agency, persistence, and lexibilityflexibility
- Be a collaborative and responsible professional educator Teacher Responsibilities include:
- Builds and maintains classroom culture that is supportive and learning-centered, undergirded by strong management, eficientefficient procedures and systems, but most evident in the full inclusion of African-American boys, students with trauma, and students with IEPs in the social and learning community.
- Demonstrate culturally responsive pedagogy and practice including unrelenting high expectations and an assets-based approach for every student.
- Plan, internalize, and implement effective, grade-level standards-based curriculum, units, and lessons that are learner-driven and are modifiedmodified or differentiated while maintaining rigor to provide access and results for students with IEPs, African-American and ELLEL students.
- Ensure that students are at the center of their own learning and deeply engaged in ways that foster agency and self-direction.
- Utilize, collect, and analyze rigorous, student-engaged assessments, both formative and summative, to identify and address students'' areas of growth and mastery of learning objectives.
- Create positive relationships by building nurturing and afirmingaffirming teacher-student,

  student-student, and teacher-family partnerships with a focus on building a community of risk-taking, collaborative learners.
- Grow and contribute as an educator, colleague, learner, and community member including engaging in professional development and your own growth as a teacher in service of student learning and outcomes.
- Demonstrate advocacy, lexibilityflexibility, autonomy, and collegiality.
- Administer all policies and procedures in a professional and timely manner as mandated by LCPS, and state and federal agencies (i.e., attendance records, dress code, reporting of sexual/physical abuse).

- Additional Duties, as assigned by Supervisor

Teacher ~~Qualifications~~Qualifications

Teachers must hold the California Commission on Teacher Credentialing ~~certificate~~certificate, permit, or other document required for the ~~teacher's certificated~~teacher's certificated assignment pursuant to Education Code Section 47605(l). The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning ~~certificated~~certificated teachers, in the same manner as a governing board of a school district~~. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment~~. Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD ~~certification~~certification, or an equivalent EL authorization recognized by the California Commission on Teacher Credentialing. Teachers will only teach within the restrictions of their credentials. These credentialing documents shall be maintained on ~~file~~file at LCPS and shall be subject to periodic inspection by the ~~charter authorizer~~District.

The minimum ~~qualifications~~qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing ~~certificate~~certificate, permit or other document required for the ~~teacher's certificated~~teacher's certificated assignment. (Education Code Section 47605(l)).

The Charter School shall ensure that credentialed teachers who are assigned to a Transitional Kindergarten classroom have one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Certificated Clinical Staff and Instructional Support Service Providers

Lodestar may also employ certificated clinical staff and instructional support service providers, including: occupational therapists, speech language pathologists, school psychologists, and counselors, and a broader category of designated instructional services providers. Such staff must possess professional experience and expertise in their field, have attained valid licensure, and demonstrated the capacity to provide services to students at a high level of competence. All certificated clinical and certificated instructional support service providers and consultants, who are not certificated teachers, must demonstrate the abilities necessary to effectively carry out their responsibilities and must maintain valid applicable licensure and/or credentials specific to the employee's/consultant's role and responsibilities as set forth in their job description or service agreement and as required by the appropriate licensing board for their specialty area, and are the employee's/consultant's sole responsibility to maintain.

Non-Certificated Instructional Staff

Lodestar may also employ non certiicatednon-certificated instructional support staff, such as paraprofessionals, instructional aides, and student support 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 support capacity. Instructional support staff do not assign grades or approve students'' work assignments. A paraprofessional shall perform only duties that, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils.

After School/Extended Learning Program Staff

After School/Extended Learning Program Staff will be selected by the Extended Day Program Coordinator 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 Qualiications forQualifications for Non-Certificated Instructional Staff and After School/Extended Learning Program Staff are as follows:

- High school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- AAA. A. degree (or equivalenthigher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction. LCPS accepts either passage of the CBEST or passage of an approved district or county paraprofessional assessment. Candidates for employment or their hiring manager who are not sure if they meet these requirements should consult with a member of the HR team to ensure they have met these requirements prior to hire or placement in an instructional support role.
  - Two years' experience in a similar position preferred
  - Spanish bilingual, preferred

All Other Staff

All non-instructional staff possess experience and expertise appropriate for their position within the schoolCharter School as outlined in the school's stafingCharter School's staffing plan and personnel policies.

Professional Development

Lodestar seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development Plan described in Element ~~A~~1 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.
- 5 full days of all LCPS professional development before the start of each year for all employees,
- ~~5~~6 full days for planning and other professional development experiences throughout the school year
- 2 full days and 2 early release days to prepare for and hold student-led conferences with all families throughout the year
- Students have an early-release day every Wednesday so teachers can have ongoing professional development for 3 hours weekly

06. HEALTH & SAFETY REQUIREMENTS

DISTRICT REQUIRED LANGUAGE:

Element 6 (Health and Safety)

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

(ii) (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) (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

LodestarCharter 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:. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

(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 school wide 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 speciic needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

~~Lodestar~~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

and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. LodestarCharter School shall maintain student immunization, health examination, and health screening records on ilefile.

Suicide Prevention Policy (Grades 7-12)

LodestarCharter 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 shall speciicallyspecifically 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

LodestarCharter School shall ensure that all staff members receive annual training on Lodestar'sCharter 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. LodestarCharter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

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

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

LodestarCharter School shall maintain on ilefile and available for inspection evidence that (1) LodestarCharter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) LodestarCharter School has obtained certiicationcertification 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 ~~notiication~~notification service; and (3) ~~Lodestar~~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

~~Lodestar 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, ~~Lodestar~~Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

~~Lodestar~~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. ~~Lodestar~~Charter School shall maintain TB clearance records and certifications on file.

To protect the health and well-being of our community, Lighthouse Community 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~~ensure the health and safety of our students and staff. A summary of these procedures and policies is distributed to all staff and families annually.

Student & Staff Health and Safety Provisions

~~STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS~~

Procedures for Background Checks

LCPS and Lodestar 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. Lodestar 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 an 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.

The following are the legal requirements before the first day of employment at the Charter School:

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a ~~teacher's~~teacher's certificated assignment
- State and federal fingerprint clearance as required by law

- Criminal record summaries, which will be maintained by the Human Resources Department in a conidentialconfidential secured ilefile separate from personnel ilesfiles, as required under the law, if applicable
- I 9I9 Proof of American citizenship formauthorization to work in the United States with a copy of driver'sdriver's license and social security card, or other acceptable identiicationidentification
- A completed Employment Application for all staff
- Complete W 4W4 & DE 4DE4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

Role of Staff as Mandated Child Abuse Reporters

All Lodestar employees, including non-certiicated and certiicatednon-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The 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 irstfirst six weeks of each school year, or within the irstfirst six weeks of a person'sperson's employment if employed after the beginning of the school year, in accordance with Education Code Section 44691.

Medication in School

LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423.

Vision, Hearing, and 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 by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

School Safety Plan

The Charter School shall adopt a School Safety Plan, attached as Appendix G, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

a. Child abuse reporting procedures
b. Routine and emergency disaster procedures
c. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. A discrimination and harassment policy consistent with Education Code Section 200
f. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. A safe and orderly environment conducive to learning
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
k. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School
m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Head of School and, if there is merit to the concern, the Head of School shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite in an accessible location upon need for emergency use and include that location in annual notices required by law per AB 1651 (2023) and provide training to ofliceoffice staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 immunodeiciencyimmunodeficiency virus (""HIV"") and hepatitis B virus (""HBV""). A draft of this policy is available upon request.

Whenever exposed to blood or other bodily luidsfluids 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 identiication 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 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).

Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the irstfirst quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notiiesnotifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in the appendices.

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 ifthfifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 6.1. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevent policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

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 administrators and counselors. LCPS requires that instructional and administrative staff receive training in emergency and irstfirst aid response, including appropriate "irstfirst responder" training or its equivalent. The training will be conducted by a certiiedcertified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually. Emergency plans are maintained on ileifile and available for inspection. ACELCPS adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as

required for ~~ire~~fire, earthquake and lockdown scenarios. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies and is available upon request.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades ~~7~~6 through 12 of human ~~trafficking~~trafficking prevention resources.

~~**Feminine Hygiene**~~***Menstrual 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~~shall stock the 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 Education Code Section 35292.6~~.~~ in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contract information, including an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

~~**Nutritionally Adequate Free or Reduced-Price Meal**~~

School Meals

The Charter School shall provide ~~each needy student, as deined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as deined in Education Code Section 49553(a),~~breakfast and lunch free of charge during each school day~~.~~ to any pupil who requests a 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.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV" prevention education to students in grades ~~9-12~~7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instructions in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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 ~~certiicated~~certificated school site employees and all other school site employees who have regular interaction with children.

~~**FACILITY SAFETY**~~

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Facility Safety

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 ~~qualiied~~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 ~~Certiicate~~Certificate of Occupancy.

- Agrees to test sprinkler systems, ~~ire~~fire extinguishers, and ~~ire~~fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

07. MEANS TO ACHIEVE BALANCE OF STUDENT POPULATION

The Charter School shall conduct fire drills as required under Education Code Section 320001.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 38975(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate standardized guidelines developed by the CDE.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

Lodestar aims to serve a diverse student population and offer a program that attracts the families of students who are racially and ethnically diverse, who have special needs, unhoused students, and who are English Learners, including redesignated fluent English proficient pupils, and Newcomer students who will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District. In order to ensure that there is a balance of students at Lodestar relectivereflective of the general population residing within the territorial jurisdiction of the districtDistrict, Lodestar 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.
- An enrollment priority for unhoused students.
- Distribution of promotional and informational materials in English and Spanish.
- 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, ability, linguistic, and interest groups of the districtDistrict.
- Meetings with district oficials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates but could beneit 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.

Lodestar 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 deinitiondefinition 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).

08. ADMISSIONS POLICIES AND PROCEDURES

Element 8 (Admissions Policies and Procedures)

"“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, LodestarCharter 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.

LodestarCharter School shall maintain complete and accurate records of its annual admissions and enrollment processes, includingwaitlistrincluding 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 afirmationsaffirmations included at the beginning of this petition, LodestarCharter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Lodestar makes concerted efforts to recruit students of all backgrounds and abilities. Lodestar will comply with all state requirements and its preferences shall not result in limiting enrollment access access forIn 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 per. 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 sectionSection 47605(ed)(2)(B)(iii), as listed above.

Homeless and Foster Youth

LodestarCharter 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. LodestarCharter School shall provide speciicspecific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notiiesnotifies parents that LodestarCharter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. LodestarCharter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

LodestarCharter School shall not require a parent/legal guardian/student to provide information regarding a student'sstudent'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

primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the deinitiondefinition 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. LodestarCharter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply speciicspecific admissions preferences set forth in this Charter.

LodestarCharter School shall not request or require submission of a student'sstudent'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 afirmationsaffirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), LodestarCharter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

LodestarCharter 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'schild's admission, continued enrollment, attendance, or participation in the school'sschool'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 LodestarCharter School.

ADMISSIONSAdmission

Lodestar 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.

Lodestar will actively recruit a diverse student population who understand and value the school'sCharter School's mission and are committed to the school'sCharter School's instructional and operational philosophy. Admission to the schoolCharter School shall be open to any resident of the State of California, although preferences will be given to students as detailed below.

Lodestar will acceptadmit all students who wish to attend. the Charter School. 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 hertheir parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(de)(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(dе)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(dе)(4), and make this notice available to parents.

Admission & Enrollment Timeline

By October 1 of each year and/or when the District releases the open enrollment period dates, Lodestar will notify the District in writing of the application deadline and proposed lottery date. The school'sCharter School's enrollment window will align with OUSD'sOUSD's open enrollment window and the irstfirst lottery date will be held within 30 days of the close of the open enrollment window. Lodestar will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissionsadmission preferences and requirements consistent with approved charter.

The table below provides an estimated application, public random drawing, and admission schedule and process. The inalfinal schedule and due dates will be communicated to interested parents and students on the Charter School'sSchool's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the Charter School'sSchool's website.

Table 19. Proposed AdmissionsAdmission and Enrollment Timeline

Month	Process
October – June	Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
November – January	Open Enrollment Period. Application forms available at school oficeoffice or online at the Charter School'' website.

January	Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning
Last Day of January	All application forms due to the Charter School
First week of February	Public random drawing conducted (if necessary)
Second week of February	Admission status ~~notiication~~notification distributed to applicants via School Mint ~~notiication~~notification
June	Registration and welcome events
June - August	Family/Student orientations held

~~Admissions~~Admission Process

The admission process for prospective students and their families will include:

- Optional school tour
- Attendance at an enrollment meeting to understand the Lodestar'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, which consists of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences). Applications are available on-line or in hard copy form in both English and Spanish.

All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.

Admission Priorities

Students will be given preference in the Lodestar random public drawing ("lottery") if their parents desire and they are:

~~*Admission Priorities*~~

~~Students will be given preference[26] in Lodestar random public lottery if their parents desire and they are:~~

1. Siblings of ~~enrolled and admitted~~ students admitted or attending the Charter School: to keep families together.
2. Children of Lodestar staff and LCPS board members (not to exceed ~~5~~2.5% of the total enrollment): to honor those committed to public education
3. Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.
4. ~~3.~~ Students who are currently enrolled in or who reside within the elementary school attendance area of the ~~district's~~District's public elementary school(s) in which Lodestar is located
5. ~~4.~~ Students living in the 94621 or 94603 zip code
6. ~~5.~~ Students zoned to attend underperforming schools within OUSD in which 70% or more of students qualify

for free ~~and~~or reduced ~~lunch~~price meals: to provide an equitable, high-quality public school option to Oakland students and families

7. ~~6.~~ Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(~~d~~e)(2)(B) and to serve as a public school option for students and families of Oakland
8. ~~7.~~ All other applicants.

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[26] ~~Please note, at the time of submission in September 2020, a material revision has been submitted by Lodestar to OUSD to add an admissions preference to allow for priority to be given to students whose families are unsheltered and/or homeless, according to the McKinney Vento deinition.~~

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

The Charter School and the District agree to adhere to the requirements related to admission preferences set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Process

If more applications are received than there are available slots, Lodestar will hold a public, random lottery moderated by a neutral third party~~,~~ software program, currently Schoolmint, in a public location to determine the following school ~~year's enrollment~~year's admission. The process will be transparent and fair, and parents/guardians need not be present to participate but are ~~welcomed~~welcome to attend. Applicants will receive lottery results ~~via the Schoolmint platform~~electronically and through a letter. Communication about both offers and waitlist status are communicated, along with additional information on ~~a~~ families' next steps to ensure their spot if a family was accepted. Once admitted, students need not apply each year~~,~~; however, if students should leave Lodestar, the student will need to ~~enter the lottery process~~submit an application for admission again.

Admission priorities, deadlines, dates and times will be communicated during information sessions, in emails to all applicants via Schoolmint and on the Charter School website. Public notice of application deadlines, lottery and final response date are posted once ~~Oakland Enrolls~~LCPS has made these dates public. The Charter School details the admission priorities and the steps taken when running the public drawing during the lottery time. These presentations can be made available at the request at any time if a parent did not attend the public drawing.

Waitlist

Each year, Lodestar will begin collecting applications during ~~Oakland's~~Oakland's open enrollment window. A lottery is held within the ~~Oakland Enrolls~~LCPS lottery window within approximately 30 days of the application deadline. Only one lottery is held for applications submitted by the due date. Late applications are considered after the application deadline, and are ~~automatically placed on the waitlist if the number of applications surpasses the number of spaces available~~held in abeyance for subsequent lotteries, as needed.

Should spaces open either before the new school year or during the course of the school year, Lodestar will contact students in the order they appear on the waiting list. Students are asked to accept the spot within 72 hours of notification. Applications are only valid for one school year and will expire in May of each existing school year and shall not carry over to the following school year.

After ~~Acceptance~~Admission

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

- Proof of Immunization and Physical Exam
- Proof of Oral Exam (Kinder only)
- Proof of minimum age requirements
- Proof of Withdrawal from Previous School (if applicable)
  Completion of general intake form to include student and family information
- Home Language Survey

- Completion of Emergency Medical Information Form
- Optional applications to School based programs (After School Program, School Meals Program)
- Release waivers for technology, fieldwork, media release
- Student/Family Handbook (including annual notifications and school policies)
- Release of Records will not be required until a family has accepted a spot at Lodestar[16]

[16] In accordance with Education Code Section 47605(e)(4)(B), 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.

- Release of Records[27]

[27] 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.

09. FISCAL AUDITS

Element 9 (Independent Financial Audits)

"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." – Ed. Code § 47605(c)(5)(I)

In compliance with Education Code section 47605(bc)(5)(I),) and 47605(m), the Lighthouse Community Public School'sSchool'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 inancialSchool's financial affairs. The audit will check the accuracy of the Charter School's inancialSchool's financial statements, revenue-related data collection and reporting practices, and review the Charter School'sSchool'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 KController's TK-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes speciiedspecified in any applicable OficeOffice of Management and Budget Circulars.

The LCPS Board of Directors will select the auditorsan independent auditor after conducting a formal request for proposals from qualiiedqualified auditors with experience in educational inanceeducation 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 LCPS 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 iscalfiscal year, and a copy of the auditor'sauditor's report will be sent to the Charter Schools OficeOffice of the Oakland UniiedUnified School District, the Superintendent of Alameda County Superintendent of Schools, the State Controller, and to the CDE by certiiedcertified mail by the 15th of December of each year.

The Audit committeeCommittee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deiciencies and issue an acceptance of the auditdeficiencies and report the findings to the Board of Directors along with recommendations on how these will be resolved. Finally, the Senior Director of Finance will create a formal report that addresses any exceptions or deiciencies and submit this report to the District including a description of how the exceptions or deiciencies 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 deiciencies 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 iscalfiscal audit of Lodestar is public record and will be provided to the public upon request. Money is allocated in the annual and ive-year budget to cover the cost of audits.

10. SUSPENSION AND EXPULSION PROCEDURES

Element 10 (Procedures by which Pupils Can Be Suspended or 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) (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'spupil's side of the story.

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

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

(II) (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) (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'spupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil'spupil's educational rights holder, and shall inform the pupil, the pupil'spupil's parent or guardian, or the pupil'spupil'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'spupil'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'sSchool's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(I) (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'spupil's side of the story.

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

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

~~(ii)~~ (II) A hearing adjudicated by a neutral ~~oficer~~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)~~ (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 ~~ive~~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~~pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the ~~pupil's~~pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures ~~speciied~~specified in clause (ii) before the effective date of the action. If the ~~pupil's~~pupil's parent, guardian, or educational rights holder initiates the procedures ~~speciied~~specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a ~~inal~~final decision. For purposes of this clause, ~~"~~"involuntarily removed~~"~~" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions ~~speciied~~specified in clauses (i) and (ii).

As indicated in the ~~afirmations~~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.)

~~[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]~~

Required Notifications

As indicated in the ~~afirmations~~affirmations included at the beginning of this petition, Charter School shall comply with ~~notiication~~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~~ student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "District's "Disciplinary and Expulsion Documentation Requirements Policy,"" posted on the Student Discipline page of the OUSD OficeOffice 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 notiicationnotification requirements to families and to the OficeOffice of Charter Schools.

Overall Vision of Discipline

OVERALL VISION OF DISCIPLINE

The overall goal of discipline at Lodestar is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include identifying personal strengths and challenges, conlictconflict resolution and communication skills, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public SchoolsLCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lodestar'sLodestar's Student and Family Handbook and clearly describe the Charter School'sSchool's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The Lodestar Student and Family Handbook isswill be made available uponon request.) Each student and his or hertheir parent/guardian will be introduced to the Charter School'sSchool's discipline policy during parent/guardian and student orientation prior to the start of the school year. Parents/guardians 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'sSchool'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'sSchool'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.

Policy

SUSPENSION AND EXPULSION PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-beingwellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offensesoffenses for which students at non-charternoncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offensesoffenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrorsis largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as

necessary, modificationmodification of the lists of offensesoffenses for which students are subject to suspension or, expulsion in accordance with applicable law, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School'sSchool's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staffstaff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policypolicy and its Proceduresprocedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful inlictioninfliction of or willfully causing the inlictioninfliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee'semployee's use of force that is reasonable and necessary to protect the employee, students, staffstaff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[17] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee'sdesignee'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 identifiedidentified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualifiedIDEA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandatesrequires additional or differentdifferent procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identifiedidentified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualifiedqualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than fivefive (5) school days before the effectiveeffective date of the action. The written notice shall be in the native language of the student or the student'sstudent's parent/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 the student, and the student'sstudent's parent/guardian, or educational rights holder of the basis for which the student

[17] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and Procedures, the term "parent/guardian" shall include these parties.

is being involuntarily removed and the student'sstudent's parent/guardian, or educational rights holder'sguardian's right to request a hearing to challenge the involuntary removal. If a student'sstudent's parent,/ guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures speciiedspecified below for expulsions, before the effectiveeffective date of the action to involuntarily remove the student. If the student'sstudent's parent, /guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a inalfinal 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.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Procedures

A. 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 anytimeany time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or offoff the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated OffensesOffenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

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

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

   c. Unlawfully possessed, used, or otherwise furnished, or was under the inluenceinfluence of any controlled substance, as deineddefined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d. Unlawfully offeredoffered, arranged, or negotiated to sell any controlled substance as deinieddefined 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 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 ilesfiles and databases.

   g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic

~~iles~~files and databases.

h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a ~~student's~~student's own prescription products by a student.

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

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

~~k. For grades 9 - 12 only: Disrupted school activities or otherwise willfully deied the valid authority of supervisors, teachers, administrators, other school oficials, or other school personnel engaged in the performance of their duties.~~

k. ~~l.~~ Knowingly received stolen school property or private property, which includes but is not limited to, electronic ~~iles~~files and databases.

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

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

n. ~~o.~~ Unlawfully ~~offered~~offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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

p. ~~q.~~ Made ~~terrorist~~terroristic threats against school ~~oficials~~officials and/or school property, which includes but is not limited to, electronic ~~iles~~files and databases. For purposes of this ~~section, "~~policy, "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 ~~speciic~~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 ~~speciic~~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 their own safety or for their immediate ~~family's~~family's safety, or for the protection of school property, which includes but is not limited to, electronic ~~iles~~files and databases, or the personal property of the person threatened or their immediate family.

q. ~~r.~~ Committed sexual harassment, as ~~deined~~defined in Education Code Section 212.5. For the purposes of

this policy, the conduct described in Section 212.5 must be considered by a reasonable

person of the same gender as the victim to be suficientlysuffciently severe or pervasive to have a negative impact upon the individual'sindividual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4-12, inclusive.

r. s. Caused, attempted to cause, threaten tothreatened to cause or participated in an act of hate violence, as deineddefined in Education Code Section 233(e). This provision shall apply to students in any of grades 54 to 12, inclusive.

s. 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 provision shall apply to students in any of grades 54 to 12, inclusive.

t. u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as deined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed speciically toward a student or school personnel.

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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    a) Placing a reasonable student (deineddefined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student'sstudent's or those students'' person or property.

    b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    c) Causing a reasonable student to experience substantial interference with their academic performance.

    d) Causing a reasonable student to experience substantial interference with their ability to participate in or beneitbenefit from the services, activities, or privileges provided by the Charter School.

2) "“Electronic Act"” means the creation or transmission originated on or off the schoolsite, 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 as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

iii. Creating a false profileprofile for the purpose of having one or more of the effectseffects listed in subparagraph (1) above. "“False profile"profile” means a profileprofile of a fictitiousfictitious student or a profileprofile using the likeness or attributes of an actual student other than the student who created the false profileprofile.

c) An act of cyber sexual bullying.

i. For purposes of this policy, "“cyber sexual bullying"” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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 identifiableidentifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this policy, "“cyber sexual bullying"” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientificscientific 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.

u. v. A student who aids or abets, as defineddefined in Section 31 of the Penal Code, the inlictioninfliction or attempted inlictioninfliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 sufferedsuffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (13)(a)-(b).

v. w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had

obtained written permission to possess the item from a ~~certiicated~~certificated school employee, with the Principal, CEO, or ~~designee's~~designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any ~~irearm~~firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a ~~certiicated~~certificated school employee, with the Principal, CEO, or ~~designee's~~designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a 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 ~~deined~~defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as ~~deined~~defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the ~~inluence~~influence of any controlled substance, as ~~deined~~defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as ~~deined~~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 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 ~~iles~~files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic ~~iles~~files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a ~~student's~~student's own prescription products by a student.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as ~~deined~~defined in Health and Safety Code Section 11014.5.

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic ilesfiles and databases.

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

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

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

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

p. Made terroristterroristic threats against school oficialsofficials and/or school property, which includes but is not limited to, electronic ilesfiles and databases. For purposes of this policy, ""“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 speciicspecific 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 speciicspecific 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 their own safety or for their immediate family'sfamily’s safety, or for the protection of school property, which includes but is not limited to, electronic ilesfiles and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as deineddefined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be suficientlysufficiently severe or pervasive to have a negative impact upon the individual'sindividual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 54 to 12, inclusive.

r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as deineddefined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 54 to 12, inclusive.

s. 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 provision shall apply to students in any of grades ~~5~~4 to 12, inclusive.

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

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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i) Placing a reasonable student (~~deined~~defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that ~~student's~~student's or those students~~'~~' person or property.

ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii) Causing a reasonable student to experience substantial interference with their academic performance.

iv) Causing a reasonable student to experience substantial interference with their ability to participate in or ~~benei~~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 ~~schoolsite~~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:

i) A message, text, sound, or image.

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

a) 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 as listed in subparagraph (1) above.

b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c) 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii) An act of cyber sexual bullying.

a) For purposes of this policy, ~~"~~"cyber sexual bullying~~"~~" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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.

b) For purposes of this policy, ~~"~~"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.

u. A student who aids or abets, as defined in Section 31 of the Penal Code, the ~~inliction~~infliction or attempted ~~inliction~~infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or ~~designee's~~designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the ~~Principal~~Head of School, CEO, or ~~designee's~~designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a 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 deineddefined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as deinedddefined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a ire armfirearm or destructive device, as deinedddefined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a irearmfirearm or destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following deinitionsdefinitions:

- The term "knife"" means (A) any dirk, dagger, or other weapon with a ixedfixed, sharpened blade ittedfitted primarily for stabbing; (B) a weapon with a blade ittedfitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "irearm"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 irearm mufler or irearmfirearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique irearmfirearm.

- The term "destructive device"" means any explosive, incendiary, or poison gas, including but not limited to: (iA) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (ivD) missile having an explosive or incendiary charge of more than one-quarter ounce,
(E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, 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 notiiednotified of the student's right to return to school for the

purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officialsofficials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable efforteffort to contact the parent/guardian by telephone, email, 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 the suspension. This notice shall state the specific offenseoffense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officialsofficials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsionexpulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student 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 student orand the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the

affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student'sstudent's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student'sstudent's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral oficerofficer 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 Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certiicatedcertificated and neither a teacher of the student ornor a Board member of the Charter School's governing boardSchool's Board of Directors. 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 inalfinal determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a inalfinal decision whether to expel. The hearing shall be held in closedconfidential session (complying with all student conidentialityconfidentiality rules under FERPAthe Family Educational Rights and Privacy Act) unless the student makes a written request for a public hearing in open session 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'sstudent'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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the speciicspecific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School'sSchool's disciplinary rules which relate to the alleged violation;
4. NotiicationNotification of the student'sstudent's or parent/guardian'sguardian's obligation to provide information about the student'sstudent's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. TheAn explanation of the opportunity for the student and/or the student'sstudent's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. TheAn explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. TheAn explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. TheAn explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student'sstudent's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School or Administrative Panel may, upon a indingfinding of 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 that shall be examined only by the Charter School or the hearing oficerAdministrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive ivefive (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testiiestestifies, 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 hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 conidentialconfidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person indsfinds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity 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 inluencedinfluenced by the support person, in which case the presiding officialofficial shall admonish the support person or persons not to prompt, sway, or inluenceinfluence the witness in any way. Nothing shall preclude the presiding oficerofficer from exercising their discretion to remove a person from the hearing whom they believesbelieve is prompting, swaying, or inluencinginfluencing 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 courtroomhearing room 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of speciicspecific 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 circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H.Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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 expelled student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the ~~student's~~student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter ~~School's~~School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. ~~The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.~~

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the ~~Board's~~Board of Directors' adopted ~~indings~~findings of fact, to the student and ~~student's~~student's parent/guardian. This notice shall also include the following:

(a) ~~1.~~ Notice of the ~~speciic~~specific offense committed by the student; and

(b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

~~2.~~ Notice of the ~~student's~~student's or parent/~~guardian's~~guardian's obligation to inform any new district in which the student seeks to enroll of the ~~student's~~student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence upon finality of the expulsion. This notice shall include the following:

~~1.~~ (a) The student's name; and (b) the specific ~~The student's name~~

~~2. The speciic~~ expellable offense committed by the student.

Upon request, the Charter School will provide the student's school district of residence a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School ~~Board's~~Board of Directors' decision to expel shall be ~~inal~~final.

M. Expelled Students/Alternative Education

~~Parents/guardians of students~~Students 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. 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 expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 student may reapply to the Charter School for readmission ~~as~~

well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

O.Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the ~~student's~~student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the ~~student's~~student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal, CEO, or designee and the student and ~~student's~~student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The ~~process will be completed in a timely manner at the conclusion of the expulsion period. The~~ Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or ~~designee's~~designee's determination. The Board of Directors shall then make a ~~inal~~final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The ~~student's~~student's readmission is also contingent upon the Charter ~~School's~~School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. ~~Q.~~ Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. ~~Notiication~~Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student ~~who~~that the Charter School or the 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'sstudent's IEP would relectreflect this change), and to progress toward meeting the goals set out in the child'schild's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modiicationsmodifications, 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 ile~~student's file, including the ~~child's~~child's IEP/504 Plan, any teacher observations, and any relevant information provided by the ~~parents~~parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the ~~child's~~child's disability; or
b. If the conduct in question was the direct result of the local educational ~~agency's~~agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, 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~~child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the ~~child's~~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/guardian and the Charter School agree to a change of placement as part of the ~~modiication~~modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 ~~team~~Team determine that the behavior was not a manifestation of the ~~student's~~student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, 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 ~~Ofice~~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/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officerofficer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-fiveforty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian 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 officerofficer 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 officerofficer 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 PrincipalHead of School, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-fiveforty-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 defineddefined 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 inlictedinflicted serious bodily injury, as defineddefined 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 identifiedidentified as an individual with disabilities pursuant to IDEIAIDEA and who has violated the Charter School'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~~child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The ~~child's~~child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to ~~IDEIA-eligible~~IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the ~~student's~~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 that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

11. EMPLOYEE RETIREMENT SYSTEM

Element 11 (Employee Retirement Systems)

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of participating in 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 Lighthouse Community Public Schools matches that 8% contribution, vesting LCPS contributions over five years. 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'sSchool's employee policies.

12. ATTENDANCE ALTERNATIVES

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.

13. EMPLOYEE RIGHTS OF RETURN

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13 (Employee Rights of Return)

"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 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 speciically 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.

14. DISPUTE RESOLUTION PROCEDURE

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of 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~~as required by 5 CCR §4600 *et seq*. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. 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~~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~~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~~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~~Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this ~~charter~~Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

~~(1)~~ (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)~~ (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To ~~[~~Lodestar, A Lighthouse Community Charter ~~School Name]~~Public, c/o ~~School Director~~Latora Baldridge:

~~[Charter School Name]~~
~~[Charter School Address]~~
Lodestar, A Lighthouse Community Charter Public
701 105th Ave.
Oakland, CA 94630

To Director, Office of Charter Schools:

~~1000 Broadway, 3rd Floor, Suite 300~~
1011 Union Street #947
Oakland, CA 94607

(2) (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'sparty’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)~~ (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~~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)~~ (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.

~~**INTENT**~~

Intent

The intent of the Lighthouse Community Public Schools Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter ~~School's~~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 ~~conlict~~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

LCPS 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.

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'sSchool'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.

LCPS has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. LCPS will not, at any time, refer complaints to the District.
LCPS maintains a general complaint policy, as well as Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. LCPS will not, at any time, refer complaints regarding the Charter School to the District.

The Charter School's complaint procedures will include the clear information with respect to the response timeline of the Charter School, whether the Charter School'sSchool's response will be in writing, the party identiiedidentified to respond to complaints, the party identiiedidentified and charged with making inalfinal decisions regarding complaints, and whether the inalfinal 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'sSchool's Student and Family Handbook or distributed widely. Please the LCPS Uniform Complaint Procedures is available upon request. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

15. SCHOOL CLOSURE PROCEDURES

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)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

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~~half of an academic year.

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.~~ 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.~~ 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. 3. Alameda County OfficeOffice of Education (ACOE). Charter School shall send written notiicationnotification 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 notiicationnotification to OCS.

4. 4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notiicationnotification 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 notiicationnotification to OCS.

5. 5. The retirement systems in which Charter School'sSchool'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 notiicationnotification and correspondence to OCS.

6. 6. The California Department of Education (CDE). Charter School shall send written notiicationnotification 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 notiicationnotification to OCS.

7. 7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notiicationnotification 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 notiicationsnotifications, if any, to OCS.

8. 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 notiicationnotification to OCS.

NotiicationNotification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. 1. The effective date of the closure of Charter School

2. 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. 3. The students'' school districts of residence

4. 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including speciicspecific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notiicationnotification of the CDE shall also include:

~~1.~~ 1. A description of the circumstances of the closure

~~2.~~ 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.~~ 1. Information on how to enroll or transfer the student to an appropriate school

~~2.~~ 2. A certified packet of student information that includes closure notice, a copy of the ~~student's~~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.~~ 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.~~ 1. The effective date of the closure of Charter School

~~2.~~ 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

~~3.~~ 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.~~ 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.~~ 2. Charter ~~School's~~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. 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 identiicationstudent's identification number, Statewide Student IdentiierIdentifier (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 iles 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. 4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. 5. 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 employmetemployment, role, salary, and any other information necessary for employment veriicationverification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School'sSchool's employee records to the designee.

7. Charter School shall ensure that all records are boxed and clearly labeled by classiication of documents and the required duration of storage in accordance with District procedures.

8. 6. 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'sstudent's district of residence.

Financial Close-Out

After receiving notiicationnotification 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 OiceOffice 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 inal "final "closeout audit"" within six months after the closure of Charter School that includes:

~~1.~~ 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.~~ 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.~~ 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~~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.~~ 1. Preliminary budget

~~2.~~ 2. Local control and accountability plan and annual updates

~~3.~~ 3. Interim financial reports

~~4.~~ 4. Second interim financial reports

~~5.~~ 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 ~~relect~~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~~ The closeout audit shall 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~~School's governing board bylaws, ~~iscal~~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.~~ 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~~District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

~~2.~~ 2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

~~3.~~ 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.~~ 4. The submission of ~~inal~~final expenditure reports for any entitlement grants and the ~~iling~~filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

a. Name and contact of person(s) handling the liquidation;
b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
c. An identification number that corresponds to a tag on that item;
d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a ~~nonproit~~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 ~~suficient~~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~~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 ~~inal~~final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

~~1.~~ 1. File all ~~inal~~final federal, state, and local employer payroll tax returns and issue ~~inal~~final W-2s and Form 1099s by the statutory deadlines.

~~2.~~ 2. Make ~~inal~~final federal tax payments (employee taxes, etc.)

~~3.~~ 3. Complete and submit all required federal and state ~~ilings~~filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, ~~inal~~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~~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 ~~speciic~~specific performance, and may be sought in any appropriate court~~.~~

ADDITIONAL ~~INFORMATION REQUIRED~~PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current ~~Certiicate~~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 ~~ile~~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 ~~oficers~~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, ~~irm~~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, ~~oficers~~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 supervisorial oversight of Charter School not to exceed 1% of the Charter School'sSchool's revenue, or the District may charge for the actual costs of supervisorial 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 supervisorial 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 beneitbenefit 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'sSchool'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'sState'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 insuficientinsufficient in any iscalfiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-iveforty-five (45) business days of being notiiednotified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School'sSchool's books, records, data, processes and procedures through the OficeOffice 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 inancialfinancial and operational in nature,
- The accuracy, recording and/or reporting of school inancialfinancial information,
- Charter School'sSchool's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School'sSchool'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 OficeOffice 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:
  - o Preliminary budget
  - o Local control and accountability plan and update
  - o First interim inancialfinancial report
  - o Second interim inancialfinancial report
  - o Final unaudited report
- · Other audit-related, attendance, and/or enrollment information and reports:
  - o Annual independent audit report (Ed. Code § 47605(m))
  - o Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - o 20 day attendance report (Ed. Code § 47652(a))
  - o Monthly attendance reports
  - o Principal Apportionment Data (P1, P2, and P-Annual)
  - o Monthly student exit reports (Ed. Code § 47605(e)(3))
- · Information/documentation related to Charter School'sSchool's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and speciiedspecified policies),
- · Any other reports and data as requested.

Additionally, the Charter School shall notify OCS in writing in a timely manner ofand update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter

Management Organization, and the governing board.

ADMINISTRATIVE SERVICES

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(h).

The Charter School will provide or procure most of its own administrative services including, but not limited to, inancial management, personnel, and instructional program development either through its own staff or through an appropriately qualiied third-party contractor.

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(h).

A. Budgets and Financial Reporting

The Charter School shall be operated as a California non-proit public beneit 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 a charter school operated by or as a non-proit public beneit 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemniication of the Charter School's Board, oficers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Oficer's insurance, and idelity bonding to secure against inancial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLAN

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash ***low****flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

As detailed in Element 9, the Charter School practices sound inancial planning, as see in the following documents attached in the Appendix (Financial Documents) which relect the best data available to the Charter School at the time of submission:

Attached, as Appendix K, please find the following documents:

- Budget narrative
- Annual operatingA projected budget

- 3-year cash flow statement and financialFinancial projections and cash flow for three years of operation
- Backup and supporting documents and budget assumptions

These documents are based upon the best data available to the petitioners at this time.

The Charter School understands its responsibility to, and therefore shall,shall provide financial reports to the AuthorizerDistrict and the County Superintendent of Schools, as follows in accordance with Education Code Section 47604.33., and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscalfiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. 3. By March 15, a second interim financialfinancial report for the current fiscalfiscal year reflectingreflecting changes through January 31.
4. 5. By September 15, a finalfinal unaudited report for the full prior year. The report submitted to the chartering authorityDistrict shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscalfiscal year.

The Charter School shall provide additional fiscal reports as requested by the Authorizer and/orreporting to the District as required by law, and as requested by the District including, but not limited to, the following:

- California Basic Educational Data System (CBEDS)
- , actual Actual Average Daily Attendance reports
- , all financial All financial reports required by Education Code Sections 47604.33 and 47605(m)
- , the The School Accountability Report Card (SARC), and the LCAP.
- The Local Control and Accountability Plan (LCAP)

EXCLUSIVE PUBLIC EMPLOYER

Lighthouse Community Public Schools (LCPS) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"), Government Code 3540 though 3540.2. LCPS shall comply with the EERA. Employees are not required to engage in collective bargaining, but they have that right if they choose to do so.

INSURANCE

The Charter School agrees to and submits to the right of the District 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.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and ~~finance~~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. Coverage amounts will be based on recommendations provided by the ~~Authorizer~~District and the Charter School's insurer. The ~~Authorizer~~District Board of Education shall be named as an additional insured on all policies of the Charter School. ~~The Charter School will provide evidence of the above insurance coverage to the Authorizer.~~

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own staff.

D. Facilities

Governing Law: The facilities to be used 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. ***California*** *Education Code Section 47605(h).*

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

Lodestar is located at: 701 105th Avenue, Oakland, CA 94603. This is a private property owned by Lodestar Facilities LLC for the sole use of Lodestar: A Lighthouse Community Public School. The property meets all school facility requirements as required by law.

Lodestar will be located at 701 105th Avenue in Oakland, California. As stated above, the school will hold and maintain appropriate certiicates of occupancy.

E. 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(h).

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with

Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations.

CHARTER TERM

By approving the renewal of this charter Lodestar, A Lighthouse Community Public School, OUSD will be fulilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Furthermore, the renewal of Lodestar, A Lighthouse Community Public School is in the best interest of its students and families. The Charter School is eager to continue working independently, yet cooperatively with

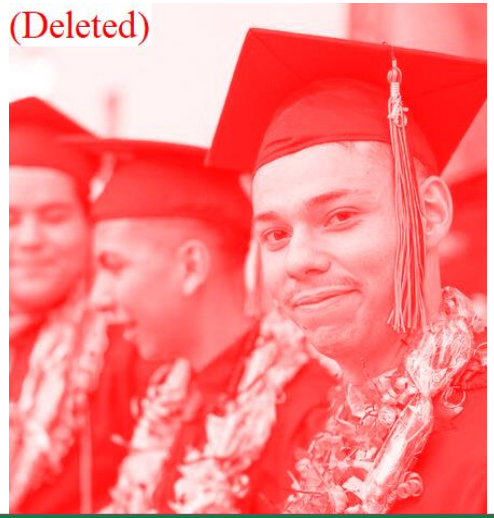
OUSD to establish the highest bar for what a charter school can and should be. The term of the charter renewal shall be July 1, 2021 through June 30, 2023.

Appendix A.1

Lighthouse Community Public Schools Graduate Profile

Lighthouse Graduates are:

LCPS graduates are lifelong changemakers who realize their unique vision – rooted in their identity, knowledge, and



Purposeful and Self-Aware

- Develop and take pride in identities
- Cultivate interests and career objectives
- Set, monitor, and achieve goals

Relationship Builders

- Show empathy and resolve conflicts
- Collaborate effectively with diverse people
- Develop and maintain physical and emotional health

Independent Lifelong Learners

- Use agency to lead own learning
- Reflect and seek feedback
- Demonstrate stamina and persistence

Academically proficient

- Demonstrate disciplinary literacy
- Produce high-quality work
- Persist in solving authentic problems

Committed to Service & Justice

- Advocate for self and others
- Demonstrate leadership
- Interrupt privilege and the status quo

Appendix A.2.

At our schools, learning is...

purposeful

Learning is driven by essential questions that allow students to create **lifeworthy understandings** that are big in ethics, opportunity, insight, and/or action.

Learning builds towards authentic products. High-quality products mirror expert work in career fields and create a social justice impact in students' communities.

Learning is measured using an **expanded definition of achievement** that includes mastery of skills/knowledge, character, and high-quality work.

Learning is deep, rather than broad. We choose to dig appropriately deep. While we don't aim to cover content (AP style), we also don't focus on single topics at the expense of all others.

Learning is standards-based. We start with the standards and ensure that learning is coherent within and across classes.

Learning experiences create the **physical and emotional safety** necessary for students to take risks.

Learning is rooted in our community and our students' identities. We teach people. We build relationships. Our teaching builds, and builds on, our students' identities.

Learning experiences are **inquiry-based.** Students **construct their own understandings.**

Learning engages **students as co-designers.** Learning topics, texts, and tasks, are driven by student inquiry and interests when appropriate.

learner-driven

relationship-based

Learning experiences support students in creating **healthy relationships** and **collaborative abilities.**

Learning is student-engaged. Students set goals, monitor progress, and reflect.

Learning is personalized. We use formative assessment data to differentiate instruction by path, place, pace, people, and passion based on students' unique needs and strengths.

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LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

Appendix A.3.

Professional Development Calendar
2020-2021

Gr. Cycle	Cycle Wk	Month	Date	Day	Experience	Team	Outcomes / Topics
-	-	July	27	Mon.	New Staff Orientation Week	A Team	
-	-	July	28	Tue.	New Staff Orientation Week	A Team	
-	-	July	29	Wed.	New Staff Orientation Week	A Team	
-	-	July	30	Thu.	New Staff Orientation Week	Schools	
-	-	July	31	Fri.	New Staff Orientation Week	Schools	
-	-	August	3	Mon.	August Professional Development Institute	FoS	
-	-	August	4	Tue.	August Professional Development Institute	FoS	
-	-	August	5	Wed.	August Professional Development Institute	Schools	
-	-	August	6	Thu.	August Professional Development Institute	Schools	
-	-	August	7	Fri.	August Professional Development Institute	Schools	
6.1	1	August	10	Mon.	First Day of School	All	
6.1	1	August	12	Wed.	Wednesday PD	K-8	Community Building + Wednesday Schedule Overview+ Celebration of First Week of School
6.1	2	August	19	Wed.	Wednesday PD	K-8	Team Norms+ Collaborating w/Instructional Aides+ Distance Learning Best Practices
6.1	3	August	26	Wed.	Wednesday PD	K-8	Planning and Prep Time: Annual Curriculum Maps + Standards Maps
6.1	4	September	2	Wed.	Wednesday PD	K-8	Planning and Prep Time: Planning Two Weeks Ahead
6.1	5	September	9	Wed.	Wednesday PD	K-8	Restorative Response to Behavior + Learner Centered Practices
6.1	6	September	16	Wed.	Wednesday PD	K-8	Attendance Playbook+ Curriculum Internalization + Charter Renewal+ Altitude Gradebook
6.1	6	September	18	Fri.	September Professional Development Institute	LCPS	How to Be an AntiRacist Book Club+Learning Target+ Administering MAP +End of Cycle Q12 Survey
6.2	1	September	21	Mon.	EL West Leadership Cohort (Leaders only)	LCPS ILT	
6.2	1	September	23	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+Check for Understandings+ Restorative Justice Consultancies
6.2	2	September	30	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Using Data w/Students
6.2	3	October	7	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Models, Critque, and Descriptive Feedback + RJ Consultancies
6.2	4	October	14	Wed.	Wednesday PD	Schools	Q1 LCPS Interim Assessment Analysis
6.2	5	October	21	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Student Led Conferences + RJ Consultancies
6.2	6	October	28	Wed.	Wednesday PD	Schools	Closeout Grading for 6.2 LCPS Special Education Crew Progress Reports (TBD)
6.3	6	October	30	Fri.	October Staff Development #1	LCPS ILT	
6.3	1	November	4	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ EXPO+LCPS Fall Q12 Survey
6.3	2	November	11	Wed.	NO SCHOOL: Veterans Day	Schools	
6.3	3	November	18	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Science of Teaching Building Background Knowledge
6.3	-	November	25	Wed.	NO SCHOOL: LCPS Fall Break	Schools	
6.3	4	December	2	Wed.	Wednesday PD	Schools	Expo Prep Starts S2 Expedition Prep Starts
6.3	5	December	9	Wed.	Wednesday PD	Schools	Expo Prep Continues Closeout Grading for 6.3 / Sem 1
6.3	6	December	16	Wed.	Wednesday PD	LCPS ILT	Closeout Grading for 6.3 / Sem 1 Q2 LCPS Interim Assessment Analysis
6.3	6	December	18	Fri.	December Staff Development #2	Schools	End of S1 Reflection (Site Based) Engaging Staff in MYR Planning / Reflection MY QWP, Exp Tuning
6.4	1	January	4	Mon.	January Professional Development Institute	LCPS ILT	Science of Teaching Reading Launch
6.4	1	January	5	Tue.	January Professional Development Institute	LCPS ILT	LCPS Special Education Crew Meetings (TBD)
6.4	1	January	6	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Science of Teaching Reading: 5 Pillars + RJ Consultancies
6.4	2	January	13	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Science of Teaching Reading: Non-Humanities Complex Texts + Humanities Purposeful Implementation of Module Lessons
6.4	3	January	20	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Science of Teaching Reading: Close Reading+ RJ Consultancies

6.4	4	January	27	Wed.	Wednesday PD	Schools	How to Be an AntiRacist Book Club+ Science of Teaching Reading+ RJ Consultancies
6.4	5	February	1	Mon.	EL West Leadership Cohort (Leaders only)	LCPS ILT	Registration & Logistics
6.4	5	February	3	Wed.	Wednesday PD	Schools	SLCs at Lighthouse
6.4	6	February	10	Wed.	Wednesday PD	Schools	Closeout Grading for 6.4
6.5	6	February	12	Fri.	February Staff Development #3	LCPS ILT	LCPS Special Education Crew Meeting
6.5	1	February	17	Wed.	Wednesday PD	Schools	SLC Prep Starts
6.5	2	February	24	Wed.	Wednesday PD	Schools	SLC Prep Starts
6.5	3	March	3	Wed.	Wednesday PD	LCPS ILT	Q3 LCPS Interim Assessment Analysis SLC Prep Continues
6.5	4	March	10	Wed.	Wednesday PD	Schools	No Wed PD - SLCs
6.5	5	March	17	Wed.	Wednesday PD	Schools	High Quality Work Protocol
6.5	6	March	24	Wed.	Wednesday PD	Schools	Closeout Grading for 6.5 LCPS Special Education Crew Progress Reports (3:00-5:00)
6.6	6	March	26	Fri.	March Staff Development #4	LCPS ILT	IR Kickoff (Site Based) (IR Survey Completed)
6.6	1	April	7	Wed.	Wednesday PD	Schools	2021 Planning
6.6	2	April	14	Wed.	Wednesday PD	LCPS ILT	2021 Planning
6.6	3	April	21	Wed.	Wednesday PD	Schools	2021 Planning
6.6	4	April	28	Wed.	Wednesday PD	LCPS ILT	Q4 LCPS Interim Assessment Analysis LCPS Special Education Crew Meeting (3:00-5:00)
6.6	5	May	3	Mon.	EL West Leadership Cohort (Leaders only)	LCPS ILT	Registration & Logistics
6.6	5	May	5	Wed.	Wednesday PD		LCPS Spring Q12 Survey
6.6	6	May	12	Wed.	Wednesday PD		Expo Prep Starts
6.6	7	May	19	Wed.	Wednesday PD		Expo Prep Continues Closeout Grading for 6.6 / Sem 2
6.6	8	May	26	Wed.	Wednesday PD / EOY Closeout		Closeout Grading for 6.6 / Sem 2
6.6	8	May	27	Thu.	Last Day of School / EOY Closeout		
6.6	8	May	28	Fri.	May Staff Development #5	Schools	EY QWP, EY Exp Tuning

Diversity, Equity & Inclusion (DEI) Pillars & Commitments

T veloping Our DEI Pillars & Commitments

During the 2017-18 school year, LCPS set the objective of co-creating shared language on DEI, an organizational stance and commitment to DEI and our Theory of Change, as well as organizational metrics – key outcomes and practices – to hold LCPS accountable, measure our progress, and take action towards our organizational DEI definitions, stance, and commitments. Through a multi-stakeholder 6-month input and feedback loop, we developed our shared language, stance, and commitments.

Our DEI Pillars

While there are various ways to interpret diversity, equity, and inclusion (DEI),these pillars define how we interpret them. Each pillar includes a belief statement, a short and expanded definition. We see our definitions of each term as a call to action in a journey towards co-creating a family of exceptional school communities serving youth and families in Oakland.

DIVERSITY	EQUITY	INCLUSION
We *believe* **diversity** strengthens our community.	We *believe* **equity** is justice in action.	We *believe* **inclusion** allows all stakeholders to feel a deep sense of belonging so they can thrive.
We *define* diversity as representative of people from/with a wide range of intersecting identities, perspectives and experiences.	We *define* equity as each person receiving what they need to develop into lifelong changemakers who realize their unique vision.	We *define* inclusion within LCPS as a culture and environment of respect, connection, and involvement where the richness of ideas, backgrounds, and perspectives are necessary and critical to create shared meaning and value.
Diversity is being a family of schools that reflect our students, staff, families, and communities by valuing and celebrating our diverse ethnicity, gender identity/ expression, sexual orientation, language, ability, immigration status, family structure,	Creating equity is an ongoing collaborative process ensuring our students, staff, and families experience equally high outcomes that remove the predictability of success or failures correlated with any social or cultural factor in our society or in our	Inclusion is putting diversity and equity into action by co-creating an educational community where people are deeply engaged and can be their authentic selves. This is an ongoing collaborative process that leverages shared meaning, agency, and power among

economic status, faith, as well as diverse educational and career experiences.	schools.	stakeholders by welcoming a diversity of ideas, backgrounds, and voices.

Our Focal DEI Commitments (5 years: 2018-2023)

Each of our pillars intentionally focuses on three areas of development and improvement for LCPS.

DIVERSITY	EQUITY	INCLUSION
• [1]Develop teachers and leaders who demonstrate culturally responsive[2] pedagogy. • Recruit, retain and advance teachers and leaders who reflect[3] the diversity of the Oakland communities in which our schools are located. • Diversify our student population to reflect the Oakland communities in which our schools are located.	• Ensure LCPS policies and de facto practices are transparent and result in equitable outcomes for students, staff, and families. • Develop pedagogy and curriculum that is culturally responsive and anti-racist.[4] • Building academic mindsets and independent learning for linguistically and culturally diverse students so that all are college and career ready to begin their journey as lifelong changemakers[5].	• Hold time and space to affirm and celebrate the identity of self and others, including across difference. • Distribute and share information, power and decision making. • Invite, listen to, believe, and center the perspective of all stakeholders, especially those we serve – students and families.

Our Metrics

When we began this work we held the vision and even began the work of having specific DEI metrics to hold LCPS accountable to both our DEI Pillars & Focal Commitments. Since then, LCPS has outlined a 5-year strategic plan with a focus on 3 levers – quality, culture, and impact. These levers have now informed our organizational Outcomes & Key Results in which DEI is embedded throughout this foundational document. Our DEI Team remains focused on ongoing, enduring, and **responsive communication and transparency**

[1] This commitment is also part of an organizational strategy in our Theory of Change.

[2] This has been updated from competent as we believe in the ability and skill set to respond to culture instead of simply being knowledgeable.

[3] As Oakland's demographics continue to shift due to gentrification and other factors, we commit to continue serving students furthest from opportunity including students from low-income, first-generation, historically marginalized ethnic and linguistic backgrounds.

[4] Based on Husband (2011) article, "I Don't See Color," we align to these theoretical tenets: 1) anti-racist education is based in and driven by knowledge critique and reconstruction; 2) its overtly political nature; 3) it takes note of the relationship between racial and economic oppression and how it is constructed and analyzed; and 4) it emphasizes Freire's notion of praxis.

[5] See LCPS Graduate Profile.

s(Del) **PS.** These communication structures are built with DEI in mind, ensuring that communication is not unidirectional, b allowing for feedback, accessibility, listening, and responding.

Los Pilares y Compromisos de Diversidad, Equidad & Inclusión (DEI)

T eveloping Our DEI Pillars & Commitments

Durante el año lectivo 2017-18, LCPS se propuso el objetivo de co-crear lenguaje compartido sobre la DEI, una postura organizacional y un compromiso a la DEI y nuestra Teoría de Cambio, así como métricas organizacionales — resultados clave y prácticas — para responsabilizar a LCPS, medir nuestro progreso, y tomar acciones hacia nuestras definiciones organizacionales de DEI, postura, y compromisos. A través de un proceso de 6 meses de aporte y retroalimentación de múltiples partes interesadas, desarrollamos nuestro lenguaje compartido, nuestra postura, y nuestros compromisos.

Nuestros Pilares

Aunque hay varias maneras de interpretar la diversidad, equidad, e inclusión (DEI), estos pilares definen cómo los interpretamos. Cada pilar incluye una declaración de creencia, una definición corta, y una definición expandida. Vemos nuestra definiciones de cada término como un llamado a acción como parte de un trayecto hacia la co-creación de una familia de escuelas excepcionales, sirviendo a los jóvenes y las familias de Oakland.

DIVERSIDAD	EQUIDAD	INCLUSIÓN

Creemos que la **diversidad** fortalece nuestra comunidad. Definimos la diversidad como representativa de personas de / con una amplia gama de identidades, perspectivas y experiencias que se cruzan. La diversidad es una familia de escuelas que reflejan a nuestros estudiantes, personal, familias y comunidades al valorar y celebrar nuestra diversidad étnica, identidad / expresión de género, orientación sexual, idioma, capacidad, estado migratorio, estructura familiar, estado económico, fe, tanto como experiencias diversas educativas y profesionales.	Creemos que la **equidad** es justicia en acción. Definimos equidad como cada persona que recibe lo que necesita para convertirse en generadores de cambios de por vida que se dan cuenta de su visión única. La creación de equidad es un proceso continuo que garantiza que nuestros estudiantes, personal y familias experimenten resultados igualmente elevados que eliminen la predictibilidad del éxito o las fallas correlacionadas con cualquier factor social o cultural en nuestra sociedad o en nuestras escuelas.	Creemos que la **inclusión** permite que todas las partes interesadas sientan un profundo sentido de pertenencia para que puedan prosperar. Definimos la inclusión dentro de LCPS como una cultura y un entorno de respeto, conexión y participación donde la riqueza de ideas, antecedentes y perspectivas son necesarias y críticas para crear un significado y valor compartido. La inclusión consiste en poner en acción la diversidad y la equidad mediante la creación conjunta de una comunidad educativa en la que las personas estén profundamente comprometidas y puedan ser sus auténticos yo. Este es un proceso colaborativo continuo que aprovecha el significado compartido, la agencia y el poder entre las partes interesadas al dar la bienvenida a una diversidad de ideas, antecedentes y voces.

Nuestros compromisos focales hasta 2023 (5 años: 2018-2023)

Cada uno de nuestros pilares se enfoca intencionalmente de tres áreas de desarrollo y mejoramiento para LCPS:
Each of our pillars intentionally focuses on three areas of development and improvement for LCPS:

DIVERSIDAD	EQUIDAD	INCLUSIÓN

• Desarrollar maestros y líderes que demuestren una pedagogía culturalmente receptiva[2]. • Reclutar, retener y avanzar maestros y líderes que reflejen la diversidad de las comunidades de Oakland en las que se encuentran nuestras escuelas. • Diversificar nuestra población estudiantil para reflejar las comunidade de Oakland en las que se encuentran nuestras escuelas.	• Asegurar que las políticas de LCPS y las prácticas de facto producen resultados equitativos para los estudiantes y el personal • Desarrollar pedagogía y currículo que sea antirracista, enfocado en construir mentalidades académicas y aprendizaje independiente para estudiantes lingüísticamente y culturalmente diversos de modo que todos estén preparados para la universidad y la carrera profesional y logren los indicadores del perfil de graduados de LCPS.	• Mantener tiempo y espacio para afirmar y celebrar la identidad de uno mismo y los demás, incluso a través de la diferencia. • Distribuir y compartir el poder y el tomar de decisiones. • Invitar, escuchar, creer, y centrar la perspectiva de todos los interesados, especialmente aquellos a quienes servimos — estudiantes y familias.

Nuestras Métricas

Cuando empezamos este trabajo mantuvimos la visión y hasta iniciamos el trabajo de tener métricas específicas de DEI para responsabilizar a LCPS, tanto con nuestros Pilares de DEI como con nuestros Compromisos Focales. Desde ese entonces, LCPS ha esquematizado un plan estratégico de 5 años con un enfoque en 3 áreas — calidad, cultura, e impacto. Estas tres áreas ahora han informado nuestros Objectivos y Resultados Clave organizacionales, en donde el DEI está incrustado a través de este documento fundamental. Nuestro equipo de DEI se mantiene enfocado en **estructuras de comunicación y transparencia** continua, duradera y **receptiva para LCPS**. Estas estructuras de comunicación están construidas con la DEI en mente, asegurándonos que la comunicación no es unidireccional, pero tambien una espiral, permitiendo retroalimentación, accesibilidad, escuchar, y responder.

When we began this work we held the vision and even began the work of having specific DEI metrics to hold LCPS accountable to both our DEI Pillars & Focal Commitments. Since then, LCPS has outlined a 5-year strategic plan with a focus on 3 levers — quality, culture, and impact. These levers have now informed our organizational Outcomes & Key Results in which DEI is embedded throughout this foundational document. Our DEI Team remains focused on ongoing, enduring, and **responsive communication and transparency structures for LCPS**. These communication structures are built with DEI in mind, ensuring that communication is not unidirectional, but is also a spiral, allowing for feedback, accessibility, listening, and responding.

[6] Este compromiso también es parte de una estrategia organizacional en nuestra Teoría del cambio.

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LCPS FRAMEWORK FOR TRANSFORMATIONAL TEACHING v.2019

Domain	Essential Question	Portfolio Evidence Sources
RELATIONSHIP-BASED COMMUNITY	Is this an intellectually and socially safe and collaborative learning community where all students are valued and heard?	Observation Student Survey Reflective Documents
PURPOSEFUL LEARNING	Are all students working with appropriately challenging content that leads to development of: standards-mastery, lifeworthy understandings, character, and high-quality work?	Observation Lesson & Unit Plans Student Survey Reflective Documents
LEARNER-DRIVEN: ACADEMIC OWNERSHIP	Are all students responsible for leading their own learning and grappling with complex problems?	Observation Student Work Samples Formative & Summative Data Student Data Analysis Student Survey Reflective Documents
LEARNER-DRIVEN: 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 an educator, colleague, learner, and community member?	Self-Reflection Teacher-Selected Artifacts Observed Actions

LIGHTHOUSE Community Public Schools

Framework Overview

The LCPS' Framework for Transformational Teaching 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 Framework describes performance in five performance areas aligned to our instructional stances and graduate profile:

Relationship-Based	**Purposeful**	**Learner-Driven: Academic Ownership**	**Learner-Driver: Demonstration of Learning**	**Professional Practice**

Each performance area has three components:

1. **Essential Question:** The core question to answer about the particular performance area. In a Skillful (Level 4) teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of each performance area are used to differentiate five levels of performance: Transformational, Skillful, Developing, Emerging, and Novice. The framework uses descriptors that focus primarily on student actions and responses.
3. **Core Teacher Skills:** The Core Teacher Skills are a non-exhaustive list of teacher skills and behaviors that contribute to student outcomes in each domain. This section does not contribute to a teacher's score on the rubric, but is intended to provide support for teachers to focus and prioritize growth and development on one or two specific skills within a development cycle. This part of the framework is intended to be modified in the field by observers and teachers and for those changes to be recorded as users agree on them.

Holistic Scoring & Supporting Growth and Development: When evaluators or observers use the Framework, they select the rating where the combination of descriptors most closely describes the observed performance and artifacts, using a *preponderance* of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas and guide conversations about specific strategies teachers can use to develop and grow, as well as to select goals or specific skills to prioritize for a coaching or development cycle. When determining which descriptor to select utilize the following criteria:

All or almost all = 90%+ **Most = 70%-89%** **Some = 50%-70%** **Few or None = Less than 50%**

Training and Implementation: Even the best rubric will fail to help teachers develop if it is not implemented with care. Thoughtful introduction and deliberate training with ongoing practice will ensure that all stakeholders share an understanding of the framework and rubric's meaning and use. Principals, coaches and teachers should be well trained on the rubric and its use and have opportunities to practice observing instruction together to ensure consistent, accurate ratings.

Note: *The Core Teacher Skills are a non-exhaustive list of teacher skills and behaviors that contribute to student outcomes in each domain. This section does not contribute to a teacher's score on the rubric, but is intended to provide support for teachers to focus and prioritize growth and development on one or two specific skills within a development cycle. This part of the framework is intended to be modified in the field by observers and teachers and for those changes to be recorded as users agree on them.*

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RELATIONSHIP-BASED COMMUNITY | Is this an intellectually and socially safe and collaborative learning community where all students are valued and heard?

1. NOVICE	2. EMERGING	3. DEVELOPING	4. SKILLFUL	5. TRANSFORMATIONAL
Very few or no students demonstrate a sense of safety and support by taking risks, participating actively, or persevering in independent learning.	Some students demonstrate a sense of safety and support by taking risks, participating actively, and persevering in independent learning.	Most students demonstrate a sense of safety and support by taking risks, participating actively, and persevering in independent learning.	All students demonstrate a sense of safety and support by taking risks, participating actively, and persevering in independent learning.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:* All students assume responsibility for the core-value based norms, rituals and routines in an efficient and self-directed manner, requiring no direction or narration from the teacher. Most students demonstrate a sense of ownership of community expectations by holding each other accountable for meeting them. Students support each other to ensure all students are engaged, equitably participate, and persevere to collaboratively construct meaning and produce high quality work. Students demonstrate a sense of adventure and joy in their learning. The classroom is a beautiful and joyful space rich in student voice and evidence of learning.
Very few or no students follow core-value based norms and routines in an orderly or efficient manner, requiring substantial direction and redirection from the teacher frequently losing significant instructional time.	Some students follow core-value based norms and routines, but require substantial direction from the teacher resulting in loss of instructional time.	Most or almost all students follow the core-value based norms and routines though they may require some direction from the teacher and/or may not fully maximize instructional time.	All or almost all students own the core-value based norms, rituals, and routines with minimal direction or narration from the teacher and begin to hold each other accountable, both maximizing instructional time and fostering self-direction.	
Students' identities are rarely affirmed by their classroom community and environment.	Students' identities are affirmed some of the time by their classroom community and environment, which shows some consideration for their cultural, social, and emotional needs, interests, and strengths.	Students' identities are affirmed most of the time by their classroom community and environment, which shows consideration for their cultural, social, and emotional needs, interests, and strengths.	All students' identities are affirmed by their classroom community and environment, which is designed around their cultural, social, and emotional needs, interests, and strengths.	
Teacher/student and student/student interactions are not respectful or healthy, and/or punitively address harm.	Teacher/student and student/student interactions are generally respectful, though may show inconsistency towards some students and/or address harm more punitively.	Teacher/student and student/student interactions are consistently respectful, healthy, and attempt to restoratively repair harm.	Teacher/student and student/student interactions foster mutual respect, build healthy relationships, and restoratively repair harm.	
Students rarely construct understanding collaboratively and independently and/or almost always results in inequitable voice and participation.	Students sometimes construct understanding collaboratively and/or independently, but the structure is almost always chosen by the teacher and/or frequently results in inequitable voice and participation.	Students regularly construct understanding collaboratively and independently, though the structure is usually chosen by the teacher and/or inconsistently results in equitable voice and participation.	Students have intentional opportunities to construct understanding collaboratively and independently, which are owned by both teacher and students resulting in equitable voice and participation.	
The classroom is poorly set up to facilitate student thinking and/or does not foster independence or care for materials and others.	The classroom is minimally setup to facilitate student thinking and foster independence and care for materials and others.	The classroom is generally set up to facilitate student thinking and foster independence and care for materials and others.	The classroom is intentionally set up to facilitate and reflect student thinking and voice, and oster independence and care for materials and others.	

Core Teacher Skills for Relationship-Based Community*

Maintaining a Warm Demander Stance

- Teaching and providing specific, concrete, sequential, and observable directions for behavior and academics to build students' self-efficacy
- Using positive narration and redirection to support students in making positive choices and choosing to follow norms, expectations, routines, and procedures
- Addressing all negative and off-task student behavior consistently and respectfully in a way that does not slow or disrupt lesson momentum or publicly s
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences or redirections are successful in changing student behavior
- Using a warm and firm tone of voice and presence to maintain authority and convey caring for students
- Investing time in knowing individual students and in forming relationships to best support their learning
- Developing an active interest in students' well-being and demonstrating that interest through engagement with students
- Expressing warmth in non-verbal ways

Cultivating Learning Partnerships with Students and Affirming Student Identity

- Reimagining the student and teacher relationship as a partnership
- Reducing students' social-emotional stress from stereotype threat and microagressions and regularly provide microvalidation
- Balancing giving students both care and push
- Helping students cultivate a positive academic mindset and sense of self-efficacy

Using Rituals and Routines to Support a Culture of Learning

- Using techniques and rituals for starting and ending lessons
- Using efficient routines and procedures to maximize learning time
- Using effective attention-getters and other strategies to transition efficiently between lesson segments
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson

Creating a Restorative and Responsive Community

- Visible set of character traits used daily to acknowledge positive or challenging behaviors
- Modeling and providing opportunities to practice and reflect upon the embodiment of character traits in teacher and student actions and interactions
- Using restorative, rather than punitive, practices to ensure harm is repaired and that all students feel safe, valued, and known well within the classroom community
- Framing discipline and consequences in terms of choices and becoming a self-disciplined and self-directed learner

Maintaining a Beautiful Learning Environment

- High quality student work is displayed in classroom with text that makes clear what students have learned
- Classroom set up is clear and well-known to students and allows them to navigate and utilize spaces, materials, and learning independently
- Walls are language-rich and include anchor charts and other student-created work that students can reference independently

Ensuring Equitable Participation

- Regularly calling on non-volunteers using randomized participation methods (for higher-level thinking and not just procedural questions)
- Creating and using accountable talk and task structures in pairs and small groups
- Using timing, think time, and other intentional structures to ensure all students get time to regularly share ideas and feel safe and able to do so
- Monitoring participation frequently and providing students opportunities to monitor and reflect on their participation and that of their classmates
- Modeling and providing opportunities for students to practice and build academic discourse skills to use in pairs and small groups

PURPOSEFUL LEARNING| Are all students working with appropriately challenging content that leads to development of: standards-mastery, lifeworthy understandings, character, and high-quality work?

1. NOVICE	2. EMERGING	3. DEVELOPING	4. SKILLFUL	5. TRANSFORMATIONAL
Learning Targets, units, and lessons are not built from the standards and/or do not focus on content that supports students in	Learning Targets, units, and lessons are partially built from the standards and partially focus on content that supports students in	Most Learning Targets, units, and lessons are built from the standards and focus on content that supports students in developing	All Learning Targets, units, and learning experiences are appropriately challenging, built from the standards, and focus on content that supports students in developing lifeworthy understanding	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:*

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nd/or skill	developing lifeworthy understanding and/or skill mastery.	lifeworthy understanding and/or skill mastery.	and/or skill mastery. Lesson planning includes space for student voice and agency.	Students co-construct curricular design with teacher fostering student ownership of the learning.
Very few of the supporting targets and daily lessons are specific or aligned to long-term targets, and most activities students engage in are not aligned or well-sequenced to move students towards mastery of the appropriate standards and/or IEP goals.	Only some supporting targets are specific or aligned to long-term targets, and/or only some activities students engage in are aligned and well-sequenced to move students towards mastery of the appropriate standards and/or IEP goals.	Most supporting targets are specific and aligned to long-term targets, and most activities students engage in are aligned and well-sequenced to move students toward mastery of the appropriate standards and/or IEP goals.	All supporting targets are specific and aligned to long-term learning targets, and all learning activities students engage in are aligned and well-sequenced to move students toward mastery of the appropriate standards and/or IEP goals.	Tasks and assessments create frequent opportunities for students to apply learning independently to diverse contexts, make deep and meaningful connections between and across disciplines, innovate, and produce high-quality work that impacts their communities.
Selected strategies support *very few or no* students to meet high expectations in skills/knowledge, character, and high quality work.	Selected strategies support *only some* students to meet high expectations in skills/knowledge, character, and high quality work, only sometimes expecting precision or probing for thinking.	Selected strategies support *most* students to meet high expectations in skills/knowledge, character, and high quality work though may not always expect precision or probe for thinking.	Selected strategies effectively support *all* students to meet appropriately high expectations in skills/knowledge, character, and high quality work, expecting precision and probing for thinking.	
Most instructional materials are not high-quality or appropriately rigorous for the grade/course and time in the school-year, (ex. Lexile level and complexity of text).	Some instructional materials are not high-quality or not appropriately rigorous for the grade/course and time in the school-year (ex. Lexile level and complexity of text).	Most instructional materials are high-quality and are appropriately rigorous for the grade/course and time in the school-year (e.g. Lexile Level and complexity of text).	All or almost all instructional materials are high-quality, appropriately rigorous, and support students in the analysis of real-world craftsmanship and/or the mastery of deep content knowledge and skills.	
Tasks and assessments include few opportunities to practice and master discipline-specific and real-world skills and rarely build toward authentic or relevant products.	Tasks and assessments include some opportunities to practice and master discipline-specific and real-world skills but may not build toward authentic or relevant products.	Tasks and assessments include some opportunities to practice and master discipline-specific and real-world skills that build toward authentic and/or relevant products.	Tasks and assessments embed regular opportunities to practice and master discipline-specific and real-world skills that build toward authentic and/or relevant products, as well as some opportunities to apply learning to diverse contexts and make meaningful connections between and across disciplines.	
Teacher does not use data or knowledge of students to plan learning opportunities to meet student needs.	Teacher uses data and knowledge of students infrequently or ineffectively to plan learning opportunities to meet student needs or leverage student strengths and interests.	Teacher uses data and knowledge of students inconsistently to plan learning opportunities to meet student needs and leverage student strengths and interests.	Teacher regularly uses data and knowledge of students to effectively tailor learning opportunities to meet student needs and leverage student strengths and interests.	

Core Teacher Skills for Purposeful Learning*

Planning Effectively

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Crafting quality academic learning targets that are: derived from standards; student-friendly; measurable; specific and contextualized; and descriptive of the intended learning.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards and developing lifeworthy understanding.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content and developing lifeworthy understanding for the grade or course
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings
- Connecting new content to culturally responsive examples and metaphors from students' community and everyday lives

Selecting & Planning for High Leverage Strategies

- Selecting intentional grouping strategies and group work protocols for tasks that are worthy of and appropriate for collaborative learning.

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- Providing appropriate scaffolding to support all students in attaining learning goals and removing scaffolds or supporting students to own strategies themselves.
- Developing questions and questioning techniques that support students to engage in deeper levels of thinking and reflection and support students to engage in discourse with each other not just with the teacher.

e of models and exemplars to help students describe and analyze criteria for success.

Planning for Effective Differentiation

- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals.
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Differentiating instruction for students who are working toward the same long-term learning target while providing extra support for struggling students and more challenging tasks for more proficient students through differentiation in process, product, content, or learning environment.
- Intentionally planning for when all students will work with grade-level versus individualized leveled texts.

Note to observers: *When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.*

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LEARNER DRIVEN: ACADEMIC OWNERSHIP |Do all students actively demonstrate in a variety of ways that they are learning and constructing their own understanding?

1. NOVICE	2. EMERGING	3. DEVELOPING	4. SKILLFUL	5. TRANSFORMATIONAL
Very few or no students persist to complete appropriately challenging cognitive work during the lesson. The teacher owns the cognitive work of the lesson.	Some students persist to complete appropriately challenging cognitive work during the lesson. The teacher consistently finishes the cognitive work that students could own.	Most students persist to complete appropriately challenging cognitive work during the lesson. The teacher sometimes finishes the cognitive work that students could own.	All or almost all students persist to complete appropriately challenging cognitive work during the lesson. The teacher rarely finishes any of the cognitive work that students could own.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:*
Very few or no students regularly grapple with complexity or are supported to develop stamina and confidence.	Some students regularly grapple with complexity and are supported to develop stamina and confidence.	Most students regularly grapple with complexity and are supported to develop stamina and confidence.	All or almost all students regularly grapple with complexity and are supported to develop stamina and confidence	Students independently show enthusiasm and interest in taking on advanced or more challenging content.
Very few or no students effectively ask questions and share ideas and feedback with peers to deepen understanding and further shape inquiries.	Some students effectively ask questions and share ideas and feedback with peers to deepen understanding and further shape inquiries.	Most students effectively ask questions and share ideas and feedback with peers to deepen understanding and further shape inquiries.	All or almost all students effectively ask questions and share ideas and feedback with peers to deepen understanding and further shape inquiries.	Students construct their own understanding and all students drive their own learning by regularly exercising choice in content, process, product, and learning environment.
Very few or no students effectively use data to track their progress toward mastery, identify strengths and needs.	Some students effectively use data (including self-reflection and peer/teacher feedback) to track their progress toward mastery, identify strengths and needs and pursue their goals.	Most students effectively and frequently use data (including self-reflection and peer/teacher feedback) to track their progress toward mastery, identify strengths and needs and actively pursue their goals.	All or almost all students effectively and frequently use data (including self-reflection and peer/teacher feedback) to track their progress toward mastery, identify strengths and needs and actively pursue their goals.	

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Very few or no by	Some students drive their own learning by exercising occasional choice in content, process, product, and/or learning environment.	Most students drive their own learning by exercising some choice in content, process, product, and/or learning environment.	All or almost all students drive their own learning by exercising meaningful voice and agency in content, process, product, learning strategies, and/or learning environment.	
Very few or no students can articulate the "what" or the "why" of their work.	Some students can articulate the "what" and the "why" of their work.	Most students can articulate the "what" and the "why" of their work.	All or almost all students can articulate the "what" and the "why" of their work.	

Core Teacher Skills for Learner-Driven Academic Ownership*

Maintaining High Academic Expectations

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language
- Supporting each student to take greater ownership for their learning, understanding criteria for success, and give students language to talk about their learning moves

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills
- Providing individualized instruction so that all students can access content and participate in the class
- Teaching students cognitive routines using the brain's natural learning systems
- Providing authentic opportunities to process content, e.g. unpacking learning tar
- Processing new content using methods from oral traditions

Using Models & Exemplars

- Using models and exemplars to help students analyze and identify characteristics of high quality products and/or understand rubric elements
- Providing opportunities for students to compare their work to models and exemplars using rubrics during the drafting process
- Developing rubrics together with students by examining and analyzing models and exemplars

Using Drafts and Feedback

- Establishing norms for giving and receiving feedback and critique.
- Building lessons with frequent opportunities for descriptive feedback.
- Providing opportunities for student work to go through multiple drafts/revisions with specific, targeted feedback from teacher and/or peers to improve work in progress
- Developing feedback protocols to support students in providing feedback to peers
- Providing students with wise feedback.
- Teaching students to set actionable goals based on self-assessment of progress toward learning targets

Providing Choice in Lessons

- Providing students with opportunities to select the way in which they will demonstrate evidence of meeting Learning Targets
- Engaging students in identifying meaningful topics for research, case studies, or other content and questions for inquiry

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- Allowing students to choose how they approach a particular problem or assignment
- Giving students choices of how to develop skills based on their self-assessment of needs and preferred learning strategies

Note: *The Core Teacher Skills are a non-exhaustive list of teacher skills and behaviors that contribute to student outcomes in each domain. This section does not contribute to a teacher's score on the rubric, but is intended to provide support for teachers to focus and prioritize growth and development on one or two specific skills within a development cycle. This part of the framework is intended to be modified in the field by observers and teachers and for those changes to be recorded as users agree on them.*

LEARNER DRIVEN: DEMONSTRATION OF LEARNING | Do all students actively demonstrate in a variety of ways that they are learning and constructing their own understanding?

1. NOVICE	2. EMERGING	3. DEVELOPING	4. SKILLFUL	5. TRANSFORMATIONAL
Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and begin to recognize when misconceptions or skills gaps occur.	Questions, tasks or assessments yield data that allow the teacher as well as students themselves to assess students' progress toward learning goals and help pinpoint where misconceptions or skill gaps occur.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:* All students have extensive (multiple and in-depth) opportunities to express learning through academic writing and/or explanations using academic language. All students revise their personal learning strategies based on reflection on their efforts and results. All students demonstrate that they make connections between what they are learning and how it advances their personal passions and goals
Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	All students have multiple authentic opportunities to process content and express learning through academic writing and/or explanations using academic language.	
Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Students' responses, work, and interactions demonstrate that all or almost all students are on track to achieve mastery of or accelerated growth toward or beyond grade level standards and English Learner or IEP goals.	
Very few or no students produce high quality work that demonstrates conceptual understanding and fluency.	Some students produce high quality work that demonstrates conceptual understanding and fluency.	Most students produce high quality work that demonstrates conceptual understanding and fluency.	All or almost all students produce high quality work that encompasses deep conceptual understanding and fluency.	
Very few or no students can describe what mastery looks like or use evidence in their work to articulate their progress.	Some students can describe what mastery looks like or use evidence in their work to articulate their progress.	Most students can describe what mastery looks like and use evidence in their work to articulate their progress.	All or almost all students can describe what mastery looks like and use evidence in their work to articulate their progress.	

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Core Teacher Skills for Learner-Driven Demonstration of Learning*

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Strategically planning questions to assess understanding throughout the lesson
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards
- Giving students multiple opportunities to demonstrate progress toward long-term learning targets

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding
- Engaging students in analyzing their own needs and advocating for support

Student-Engaged Assessment

- Engaging students in reflecting on and assessing their own progress toward learning targts, using evidence from their work
- Incorporating reflection as an ongoing classroom practice

High Quality Student Work

- Modeling products and performances on real-world formats
- Using rubrics and exemplars that describe mastery
- Engaging students in the creation of rubrics and description of exemplars.
- Supporting students to transfer understanding to new contexts
- Connecting daily lessons to big concepts

**Note: The Core Teacher Skills are a non-exhaustive list of teacher skills and behaviors that contribute to student outcomes in each domain. This section does not contribute to a teacher's score on the rubric, but is intended to provide support for teachers to focus and prioritize growth and development on one or two specific skills within a development cycle. This part of the framework is intended to be modified in the field by observers and teachers and for those changes to be recorded as users agree on them.*

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PROFESSIONAL PRACTICE: Am I growing and contributing as a skillful and culturally responsive educator, colleague, learner, and community member?

NOT MEETING (1-3) *1-Almost Never, 2-Sometimes Not, 3-Approaching*	MEETING (4)	TRANSFORMATIONAL (5)
Demonstrates insufficient *or* counter evidence for this indicator as evidenced by reflection, portfolio, and observed actions leading to a negative impact on student outcomes and/or the school community.	Demonstrates sufficient evidence for this indicator as evidenced by reflection, portfolio, and observed actions leading to a generally positive impact on student outcomes and the school community.	Demonstrates robust evidence for this indicator as evidenced by reflection, portfolio, and observed actions leading to transformational impacts on student outcomes and the school community, often serving as a model or leader in this capacity.

Indicators	Possible Behavioral Evidence* **Do not need to provide evidence or reflection for each; these represent some of the behaviors representative of each indicator*	Rating
Purposeful & Self Aware	• Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback. • Knows and owns own biases/perceptions/practices and mitigates negative impact on students through culturally responsive practices. • Takes initiative to improve the community and assumes appropriate leadership roles where passion, community need, and skills overlap. • Builds capacity by engaging new and veteran teachers and/or other staff in communities of practice.	
Committed to Service and Justice	• Is solutions-oriented and committed to positive change. • Takes responsibility for student outcomes and courageously advocates for self and individual student needs within the school. • Connects families to outside resources as needed. • Works in collaboration to design, implement and/or improve upon systems to affect school change and increase equitable outcomes. • Engages in, facilitates, or initiates courageous conversations about difficult questions regarding inequity and change with staff, families and students. • Acknowledges the socio-policital context around race, class, and language and invites marginalized groups' voices into the classroom and school community.	
Relationship Builder	• Makes families and community members feel welcome & valued, seeking to know students and families & their backgrounds. • Engages in timely, respectful, and consistent two-way dialogue with families for the purpose of improving students' growth. • Learns about, welcomes, acknowledges, and accommodates linguistic and cultural differences and values. • Consistently works with colleagues and contributes to collaborative teams by setting shared goals, analyzing/comparing data, collectively solving problems, engaging in learning together, sharing successful strategies and implementing possible solutions that improve student outcomes. • Maintains and builds a restorative and responsive school community where all people feel safe, respected, and able to bring their authentic selves. • Cultivates relationships across the school community based on kindness, compassion, and empathy.	
Lifelong Learner	• Demonstrates a growth mindset for self, colleagues, and students. • Contributes to a culture of inquiry by keeping up with current research & pedagogy and integrating them into their practice. • Reflects on personal performance data and takes ownership of professional learning needs by self-identifying goals and pursuing learning opportunities and actions that support personal growth. • Contributes to or engages as a professional in the discipline one teaches (e.g. as an artist, scientist, et al, or in research or scholarship). • Implements, refines, and innovates practices within the classroom based upon professional learning.	
Professionally Proficient	• Manages professional responsibilities and fulfills professional commitments to students, families, and colleagues. • Demonstrates integrity and ethical conduct and adheres to legal responsibilities and educational policies. • Communicates clearly and in a timely fashion, expresses disagreement respectfully, and exemplifies shared core values when engaging colleagues and community.	

Appendix A.6

Crew HoWL Tracker

Core Value	HoWLs	Directly learned	Created a lesson	Shared a lesson	Received a lesson
COMMUNITY	I collaborate with others.				
	I solve problems in a way that supports my community.				
	I make respectful choices.				
LOVE	I treat others the way they want to be treated.				
	I show appreciation for myself and others.				
	I value diversity.				
SOCIAL JUSTICE	I repair harm.				

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(Del)	~~I advocate for the needs of others.~~				
	~~I perform service within and beyond our school.~~				
	~~I work to create a more diverse, equitable, and inclusive world.~~				
~~INTEGRITY~~ (Del)	(Del) ~~I reflect honestly.~~				
	~~I make responsible learning choices.~~				
	~~I cultivate interests in career objectives.~~				
~~AGENCY~~ (Del)	~~I can actively engage in my learning.~~				
	~~I show persistence with new and challenging tasks.~~				
	~~I use resources to support my learning.~~				

adapted from SWIFT Education Center

MTSS Tiered Intervention Matrix

LEA/School: LCPS Guidelines (To be further developed with site based teams)

Curricular Area: Attendance

Universal Support	
Tier I – What do all students/families experience?	**When? How?**
Engage Students and Families ● May include: ○ Home visits with incoming families. ○ Parent education sessions and messaging throughout the year (using Attendance Works Materials) ○ Information in school newsletters ○ Sharing attendance data at SLCs **Recognize Good and Improved Attendance** ● May include: ○ Classroom Attendance Challenges ○ Recognition of classrooms with improved attendance ○ Off-campus lunch for students with good attendance ○ *Note: "Perfect attendance" certificates/recognition has been shown to decrease attendance in the long run* **Monitor Attendance Data and Practices** ● Data report set up in Aeries and/or sent to the attendance team on Monday (from previous week) ● MTSS Attendance team meets to review data and make referrals to action plans **Personalized Early Outreach** ● May include: ○ Summer outreach list based on previous years attendance data ○ Phone calls in first month of school based on past attendance and attendance during first weeks ○ Letter to all families about extended absences around the holidays	**MTSS Teams – attendance configuration** ● AP Leads ● Dean ● Family Liaison ● Ops/Front Desk **Bi-Weekly Meetings in Q1 to catch early needs**

Universal Screening		
Tools	**Who**	**When Reviewed**
Aeries Attendance Reports	MTSS Attendance Team, lead by APs	Run for MTSS Attendance meetings

Intervention and Support		
	Supplemental	**Intensified**
	Who: Students with ADA from 85% 91%	**Who:** Student with ADA <85%
Engage Students and Families	**Sites select one or more of the following:** • Summer Meetings with Tier II students and families (home visits) • Reminders of the importance of positive attendance at BTSN • Attendance review at SLCs	**Family Meeting to:** • Identify reasons for poor attendance • Develop a personalized plan **Options for Plan May Include:** • Looking for transportation support • Identifying guidelines for what is "too sick" to go to school • Connecting family with other community resources (health care, counseling, after school programs, etc.) • Addressing issues that keep student from wanting to attend school **Follow Up Must Include:** • Personalized phone call for **every** day absent • Regular updates with family
Recognize Good and Improved Attendance	**Sites select one or more of the following:** • Personalized phone calls for improved attendance	
Monitor Attendance Data and Practice	**Sites select one or more of the following:** • Documentation of family touchpoints • Sharing students on the intervention list with teachers • Continued monitoring through MTSS Attendance meetings	
Provide Personalized Early Outreach	**Sites select one or more of the following:** • Personalized phone calls from Principal/AP for students absent in the first weeks of school • Front desk, teacher, principal and AP welcome students back after an absence • Personalized note for families with absences	

	the first week of school	

Progress Monitoring				
Tools	**Who Administers**		**When Reviewed**	
Student Attendance Tracker	MTSS Attendance Team, lead by APs (based on built Aeries Report)		Reviewed during MTSS Attendance Meetings	
	Supplemental Support		**Intensified Support**	
	If	**Then**	**If**	**Then**
Decision Rules	**If** student attendance increases to above 91%	**Then** remove supplemental support but continue monitoring	**If** student attendance increases to above 91%	**Then** remove supplemental support but continue monitoring
	If student attendance increases after a month of supplemental support, but remains between 87% and 92%	**Then** continue supplemental support	**If** student attendance increases to at least 87% and remains above the threshold at least one month	**Then** move to supplemental support
	If student attendance does not improve	**Then** adjust supplemental support	**If** student attendance increases but stays below 87%	**Then** continue attendance plan
	If student attendance drops below 87%	**Then** move to intensified support	**If** student attendance does not increase after one month	**Then** consider changes to plan

Implementation Monitoring		
Tools	**Team That Collects Data**	**Team That Reviews Data**
Student Attendance Tracker Family Contact Logs MTSS Team	MTSS Team	MTSS Team A-Team

	Support
Decision Rules	**If**, Implementation is not happening according to the MTSS Team Plan **then** inquiry to determine the reason for lack of implementation

Lighthouse Community Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 POLICY

The Board of Directors of Lighthouse Community Charter School ("LCCS" or "School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").

The School's Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If LCCS does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. LCCS shall periodically review the student's progress and placement.

Lighthouse Community Charter School will implement this policy through its corresponding Administrative Regulations.

Lighthouse Community Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 ADMINISTRATIVE REGULATIONS

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Lighthouse Community Charter School ("LCCS" or "Charter School").
2. **Individual with a Disability under Section 504** – An individual who:
   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school – sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

7. **Physical or Mental Impairment** –

a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The **[TITLE]**, **[NAME]**, shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at **[NUMBER]**.

9. **Has a record of such an impairment** – means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** – means

a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. LCCS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504

Coordinator.

3. The LCCS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
    b. 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; and
    c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including

adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. LCCS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, LCCS shall schedule a 504 Team meeting to review the existing 504 Plan. LCCS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
   - Examine relevant records
   - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
   - Have the right to file a Uniform Complaint pursuant to school policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **[NAME]**, 504 Coordinator c/o Lighthouse Community Charter School, 444 Hegenberger Road, Oakland, California 94621. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within **[FILL IN]** SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, LCCS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Director or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and the Charter School shall be afforded the rights to:
   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
   - Present written and oral evidence.
   - Question and cross-examine witnesses.
   - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

LCCS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom LCCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("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 disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. LCCS will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom LCCS 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 pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA or Oakland Unified School District (Whichever is Appropriate)[USE THE AGENCY DECIDED UPON HERE]

   LCCS shall immediately notify the SELPA or Oakland Unified School District ("OUSD")[USE THE AGENCY DECIDED HERE, WHETHER SELPA OR OUSD], if appropriate, and coordinate the procedures in this policy for the

discipline of any student with a disability or student who LCCS or SELPA/OUSD would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, LCCS, 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/504 Plan, 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 LCCS, 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 LCCS, 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. Have a BICM conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that LCCS 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 LCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If LCCS, 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 result of the failure to implement the IEP/504 Plan, then LCCS 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 Hearing/Appeals

The parent of a child with a disability under an IEP who disagrees with any decision regarding placement, or the manifestation determination, or LCCS 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.

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or LCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request utilize the appeal process outlined in the Procedural Safeguards section of this procedure.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or LCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and LCCS agree otherwise.

5. Special Circumstances

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

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to

whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/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 LCCS had knowledge that the student was disabled before the behavior occurred.

LCCS 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 LCCS 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 LCCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other LCCS supervisory personnel.

If LCCS 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 LCCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. LCCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by LCCS pending the results of the evaluation.

LCCS 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.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively

deny you access to the records.

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact RTI Director, c/o LCCPS, **444 Hegenberger Road, Oakland, CA 94621** with any questions regarding the information contained herein.

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the **Lighthouse Community Charter Public Schools** hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of **Lighthouse Community Charter School** ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
D. Executive Director of Charter School
E. Principal of Charter School
F. Chief Business Officer
G. Director Personnel Services
H. Assistant Director of Personnel Services
I. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Purchasing Manager

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor

[1] The Charter School Principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

SAMPLE

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

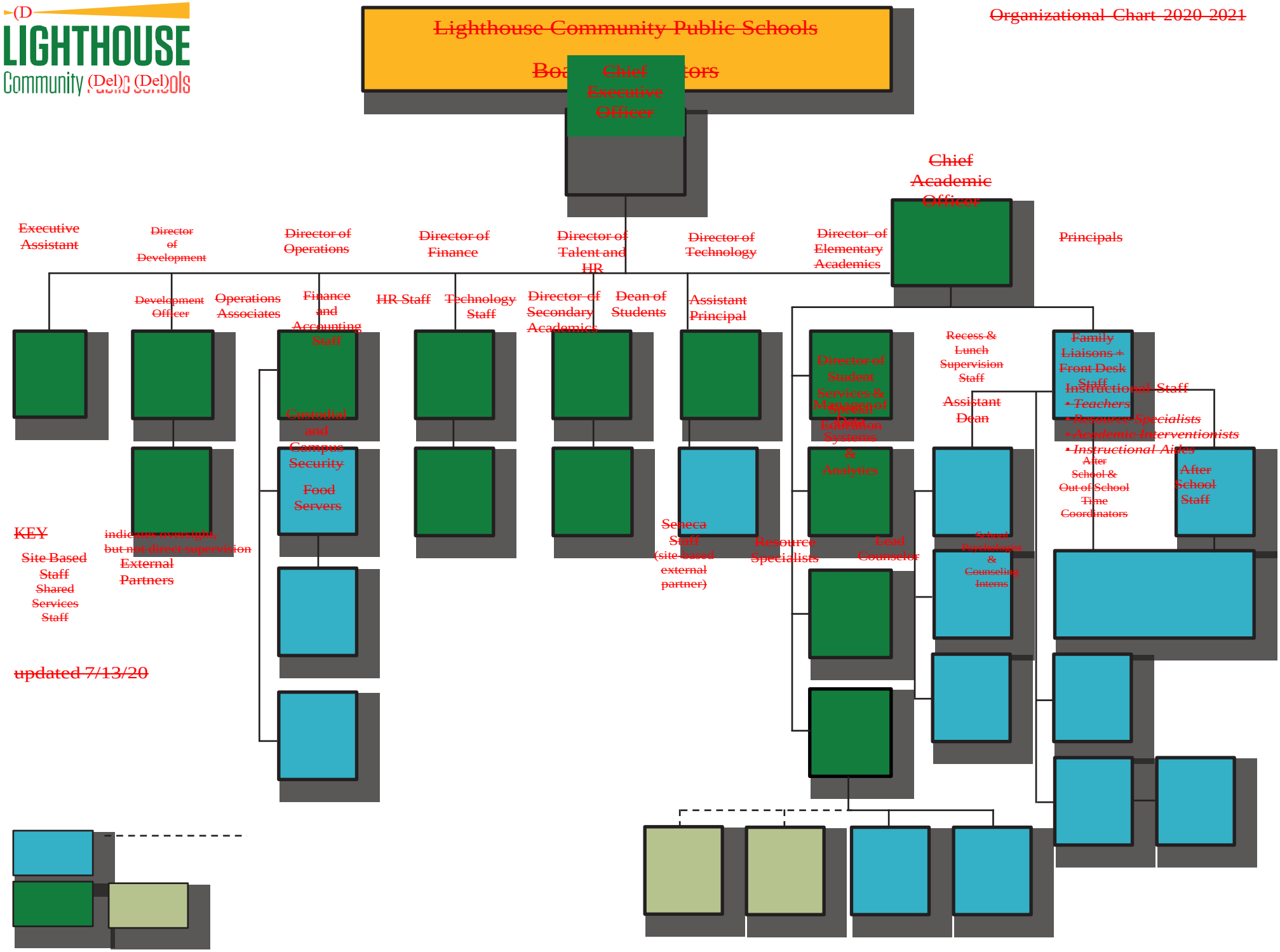
Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Organizational Chart 2020-2021



(Del) A 0100852

(Del)

State of California

Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of this office.

(Deleted)

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 24 2010

DEBRA BOWEN
Secretary of State

OSP09113643

(Del) A 0700852

.ENDORSED - FILED
m the office of the Secre,tary of State
of the State of California

FEB Jt.2 _2010

RESTATED ARTICLES OF INCORPORATION

OF

LIGHTHOUSE COMMUNITY CHARTER PUBIJC SCHOOLS

The undersigned, Brian **Rogers** and Sanjay Dholakia, **certify** that:

1. They are the President and Secretary, respectively, of Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

"I

The name of this corporation is Lighthouse Community Charter Public Schools (lleteinwr tbe "Corporation").

‖

The principal office of the Corporation shall be located in the City of Oaklw:id, State of California.

m

This Corporation is a nonprofit public benefit corporation. and is not organized for the pri◆ate gain *of*.any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

IV

Tbe Corporation is organized and The Charter School shall be operated excluaively by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of ht◆al Revenue Code Section S01(c)(3),

The specific purpose of tlie Corporation is to manage, operate, guide, direct and promote an educat;ional organization, as defined in Internal Revenue Code Section 170(b)(l)(A)(ii).

This Corporation shall admit students of any race, color, national or ethnic origin to all **the** rights, prlvi:leges, programs, and activities generally accorded or made available to students at the school operated by the Corporation. The Corporation shall not discriminate on **the** basis of race, color, national or ethnic origin in tbe administration of ilS educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Solely for the above purposes, the Corporation is empowered to ex:ercl.se all rights and powers confei;red by the laws of the State of California upon nonprofit . corporations, including, but without limitation thereon, to receive gifts, devises, bequests arid contributions in any fonn, and'to use, apply, invest and reinvest the principal.and/or Income therefrom or distribute the same for the above purposes,

V

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not pemtltted· to be .carried on (a) by a corporation exempt from federal inco:me tax undet Section 50l(o)(3) of the Internal Revenue . Code, or (b) by a corporation to which contributions are deductible under Section 110(c)(2) of the Internal Revenue Code,

VI

The property of the Corporation is irrevocably dedicatcci to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Ta,i:ation Code and no pllfl of the net income or assets of the COipOratlon shall ever inure to the benefit of any director, officer or member thereof, .or to the benefit of any private person,

VI1

No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise ettempting to influence legislation, and the Corporation shall not participa• or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opp9sition to any candidate.for public office.

vm

The Corporation shall not have any members as defined in Section 50:'i6 of the CalifQl'llia Corporations Code. References to "members" are to the Board of Directors as provided in Section S310 of the California Corporations Code, Bach director shall be entitled to one vote, The method for electing directors shall be set forth in thi:, Bylaws of the Corporation.

IX

Upon the dissolution or winding up of the Co;poration, its asset:8 remalning after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Boa.rd of Directors of the Corporation, Any of such assets riot so distributed shall b• wsttibuted to such Qualified Organizations as shall be determined by the •uperior Court in the county in which th•principal office of the Corporation. is located, As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable and educational porposes meeting the. requirements for exe_mption provid1x! by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

X

All references in these.Articles to sections of the Internal Revenue Code shall be deemed to be references to the Internal Revenue Code of 1986, as emended, and to the corresponding provisions of any similar law subsequently enacted. All references in these Articles to sections of theand California Revenue and Taxation Code shall be deeiped to be references to said Code and to the corresponding provisions of any similar law subsequently enacted,"Section 23701(d).

3. Th!) foregoing amendment to and restatement of.the Articles of Incorporation have been duly approved by the Board *of* Directors of the Corporation in accordance with S◆on 5!!12 of the California Corporations Code.

4. The Corporation has no members,

5. The foregoing WDCJtdment to and:restatement of the Corporation's Articles of Incorporation may be adopted by approval of the Board of Directors of the Corporation alone because the Corporation luls no members and its Articles of Incorporation do not require approval by any other person of said amendment.

'The llndersigned dccl11re under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge,

Dated: f◆...,r,...../' 10 , 2010

(Del)

Brian Rogers, President

(Del)

Sanjay Dholakia, Secretary

OFFICE OF THE SECRETARY OF STATE

3

(Del) LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

Bylaws of the Lighthouse Community Public Schools
(A California Non-Profit Public Benefit Corporation)
Amended and Adopted:

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Lighthouse Community Public Charter Schools (LCPS).

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 444 Hegenberger Road, in the City of Oakland, County of Alameda, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Lighthouse Community Charter School, Lighthouse Community Charter High School and Lodestar: A Lighthouse Community Charter Public School and to operate other educational programs that serve the mission and vision of the Corporation. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial

part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
ASSETS – DEDICATION

Section 1. DEDICATION OF ASSETS. The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s),

management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of Article VII of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal.

Section 3. DIRECTORS AND TERMS. The Corporation shall have no more than twenty-one (21) directors and no less than three (3), unless changed by amendment to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. The Rogers Family Foundation retains the right to appoint a director to the board. All directors, except for the representative appointed by the charter authorizer and the Rogers Family Foundation, shall be designated by the existing Board of Directors. At no time may more than one-third of the Board of Directors be comprised of Directors who are also parents of students of one or more of the schools operated by this Corporation. The Board has the discretion to appoint a representative to the board that is an employee at the Lighthouse Community Public Schools, such as a teacher or other staff.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation

paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTOR'S TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. Directors may serve up to three (3) consecutive, three- (3) year terms. A director may serve additional terms after the three (3) consecutive three- (3) year terms, but must take a year off between resuming service to the board. All terms end on June 30.

Section 6. NOMINATIONS. The Chairman of the Board or, if none, the President may allow individuals and/or a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seventy-two (72) hours before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by an individual and/or committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal

questions are given in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.
Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place,

date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall

participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable

provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Section 4 of Article VIII of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Section 4 of Article VIII of these bylaws, shall be chosen by the Board of Directors and shall serve a three (3) year term,at the pleasure of the board subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President, also known as the Chief Executive Officer, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. TREASURER. The Treasurershall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer, or Designee, shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Treasurer and of the financial

condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS.

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the schools operated by the Corporation or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Corporation or a designee.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XVII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and Secretary of the Lighthouse Community Public Schools, a California non-profit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ in Oakland, California.

_____

Sarah Chavez, Secretary

(Del)

LIGHTHOUSE
Community Public Schools

LCPS Board of Directors

Wayne Delker, Chief Innovation Officer of The Clorox Company (retired)
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Kenya Williams, Operations Director, Waldorf School

(Del)WHERE OAKLAND SHINES

Main Office Phone: (510) 562-8801 (DFax: (510) 271-8803 (Dwww. lighthousecharter.org

Lighthouse Campus 444 Hegenberger Road, Oakland, CA 94621 (D(510) 562-8801

Lodestar Campus 701 105th Ave., Oakland, CA 94603 (D(510) 775-0255

(Deleted) LIGHTHOUSE Community Public Schools

WHERE OAKLAND SHINES

~~Employee Handbook 2019-2020~~

~~Lighthouse Home Office~~
~~433 Hegenberger Road, Suites 201 & 202~~
~~Oakland, CA 94621~~
~~Lighthouse: A Lighthouse Community Public School~~
~~444 Hegenberger Road~~
~~Oakland, CA 94621~~

~~K – 8th Grade Phone: 510-562-8801~~
~~9 – 12th Grade Phone: 510-562-8225~~
~~Fax: 510-271-8803~~
~~Lodestar: A Lighthouse Community Public School~~
~~701 105th Avenue~~
~~Oakland, CA 94603~~

~~Phone: 510-775-0255~~
~~https://lighthousecharter.org/~~

~~ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK~~

~~PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONICALLY SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR OF TALENT & HR VIA THE LCPS HUMAN RESOURCES INFORMATION SYSTEM (HRIS).~~

~~EMPLOYEE NAME:~~ _____

~~I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.~~

~~I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.~~

~~I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.~~

~~I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.~~

~~Employee's Signature:~~ _____ ~~Date:~~ _____

~~Please sign/date electronically and submit to the School through the School's HRIS, and retain this Handbook for your reference.~~

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INTRODUCTION TO HANDBOOK

Welcome and Our Mission

On behalf of the Board of Directors, faculty, families, and students of Lighthouse Community Public Schools ("LCPS" or "School"), we would like to welcome you to our community of learners. We believe that each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at the LCPS and to engage in our collaborative process of learning for all. We are excited to learn and grow with you. The mission of LCPS is to prepare a diverse, K-12 student population for college and the career of their choice and to be lifelong change makers in their communities by equipping each child with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner. At LCPS, we believe that an exceptional education brings out each child's unique light and potential. Inequity our public schools severely limits the potential of our children, their families, and the future of Oakland. We are an innovative model for public education that puts each child at the center of their own learning. The Lighthouse community is equal parts love and rigor where children discover their unique light within. Lighthouse Community Public Schools is a beacon for public education and each graduate fulfills the promise of a better, brighter Oakland. This handbook is a guide for all LCPS employees as we seek to carry out our important work and achieve our mission.

Charter School Background

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is five (5) years. At the end of the term, the entity granting the charter may renew the school's charter. Charter schools are accountable to their sponsor – in our case, the Oakland Unified School District -- to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

Mission and History of Lighthouse Community Public Schools

The mission of LCPS is to prepare a diverse, K-12 student population for college and the career of their choice and to become lifelong change makers in their communities by equipping each child with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner. In order for every child to reach his or her fullest potential, we prioritize the following tenets:

- Holding every student to high expectations
- Providing a rigorous curriculum
- Serving the Whole Child

- Involving Families
- Fostering a Professional Learning Community

The vision of LCPS was borne out of the belief that every child has the right to an excellent education. This vision has inspired teachers, parents, and community members to design a school where every child is held to high expectations, is small enough so that every child is known well, where families are an integral part of the school, and where teachers are constant learners. LCPS was unanimously approved by the Oakland Unified School District in June of 2001. In 2002, LCPS opened with 92 students in grades K and 6 and has added about 90 students each year. In 2005, the K – 12 charter was amended to a K – 8 charter and a 9 – 12 charter. The 9 – 12 charter received its first renewal in 2009-2010; the K - 8 received its second renewal in 2010-2011 and its third renewal in 2015-2016. In 2008-09, the Lighthouse received a six-year accreditation from WASC and graduated its first class of seniors, with 21 of 21 with plans to attend a four-year college. In our 15th year, we opened a second site, Lodestar, which is in its third year of operation enabling us to further serve the East Oakland community.

General Professional Expectations

At LCPS, we consider the work we do of utmost importance. Therefore, we have very high expectations for professionalism and performance of each one of our employees. All employees should treat all individuals, students, teachers, directors, volunteers, and family members, with respect and approach all situations as opportunities to learn.

Response to Inquiries

At LCPS, strong communication with students and their parents/guardians is vital to the success of our students. Therefore, teachers, staff members, and administrators will be held to the expectation that they respond to inquiries, questions, emails, phone calls, etc. to parents within forty-eight (48) hours of receiving them.

Purpose of Handbook

This Handbook is designed to help employees get acquainted with LCPS. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. LCPS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Director of Talent & HR.

Employees must sign the acknowledgment form at the beginning of this Handbook electronically, and return it to the Director of Talent & HR via the School's HRIS system. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

LCPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned));
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. LCPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. LCPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the

accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Licensure and Certification

Core, College Preparatory Teaching Staff

Full-time, regular teaching staff, further defined by the terms of the charter as "core" teachers, shall be certified by the Commission on Teacher Credentialing with either a clear or preliminary credential in their area of teaching. However, teachers in training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of the Charter School and if they are in the process of securing a credential. Staff who do not have, nor make progress on obtaining the appropriate credentials may be terminated.

Non-Core, Non-College Preparatory Teaching Staff

Non-core teachers may be required to hold credentials. If not, they must demonstrate subject knowledge and the ability to work well with children, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Other Staff, Substitutes, and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities but may not require a California Teaching Credential.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

LCPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School as per our Volunteer Policy will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Director of Talent & HR.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) or a negative TB test within the last sixty (60) days. As an alternative, the school/school district previously employing the employee may verify that the employee has a certificate on file showing that the employee is free from infectious TB. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required

to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. LCPS shall reimburse employees for the costs of subsequent TB risk assessments/examinations.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

LCPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, LCPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Professional Boundaries: Staff/Student Interaction Policy

LCPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment & Harassment, Discrimination, or Humiliation

Corporal punishment, harassment, discrimination, or humiliation 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 this 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 property.

Harassment and discrimination include but are not limited to verbal conduct such as epithets, derogatory jokes or statements or slurs, physical conduct such as assault or unwanted touching, or any other form of inappropriate conduct towards a student on the basis of race, gender, or any of the protected classes as outlined in LCPS's Harassment & Discrimination Policy below. Humiliation includes any verbal or physical conduct which has the primary purpose or outcome of shaming or embarrassing a student, particularly when intentionally or negligently made public or brought to the knowledge of a student's peers or other staff members.
For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
7. Verbally redirecting unacceptable or undesirable student behavior and positively reinforcing desirable and acceptable student behaviors.
8. Using the School's system of known consequences consistently and equitably for all students and communicating privately to students to the extent possible when disciplining their behavior.
9. Maintaining a calm, respectful, and professional tone and language with students at all times.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
4. Using racial slurs, epithets, or derogatory language directed at students when attempting to discipline their behavior or for any other reason.
5. Engaging in physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with a student's learning because of race, gender, disability, or any other protected basis.
6. Providing different and/or more severe consequences to certain students on the basis of their race, gender, disability or any other protected basis.
7. Using verbal or physical means to shame or humiliate a student in front of their peers or other staff members.

8. Using an unprofessional, disrespectful, or emotionally escalated tone or language with students when attempting to provide discipline that creates fear, emotional harm, or embarrassment.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages, letters, or other forms of social media to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone, instant messages, and other forms of social media and communication to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.

(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing your supervisor and the Director of Talent & HR about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

LCPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. LCPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

LCPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director of Talent & HR or designee.

When LCPS receives allegations of unlawful harassment, discrimination, or retaliation, the Director of Talent & HR (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process

and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. LCPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

LCPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director of Talent. See **Appendix A** for the general "Internal Complaint Form." See **Appendix B** for the "Harassment/Discrimination/Retaliation Complaint Form."
Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most

situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LCPS policy.

Whistleblower Policy

LCPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

LCPS is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other LCPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or

distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director of Talent & HR, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Children at Work

If there are extenuating circumstances under which an employee believes it's imperative to have his/her child at work, the employee must request permission by notifying his/her supervisor in writing (i.e., email) prior to doing so. The request should include: a.) when that will occur, b.) what the extenuating circumstances are that justify the need, c.) what the supervision plan for the child is, and d.) how this circumstance may or may not impact the employee's work. It is up to the supervisor's discretion to approve that request, based on the likelihood of the employee to execute his/her work successfully. If school is in session at this time, the child should not participate in recess with LCPS students.

For employees with children in attendance at LCPS, the employee should alert his/her supervisor of any potentially unsupervised gap in his/her child's day, and articulate a plan in writing to his/her supervisor. Common solutions may include: the child stays with the employee if it does not disrupt work, or the child waits in the dismissal area for the employee to conclude work.

Media Relations

It is our goal to give the press a clear, consistent, and up-to-date message about our school and its programs and services. Since information about our activities change often, it is easy to provide the press with information that may be inaccurate or misleading.

Please refer all calls from newspapers, magazines, or radio and television reporters to the Chief Executive Officer.

Smoking

All LCPS facilities are no smoking facilities.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

LCPS provides employees with meal and rest breaks according to applicable laws. All employees are encouraged to take appropriate meal and rest breaks. During meal and rest breaks, employees are relieved of all duties and should not engage in any work during those times.

Currently, employees working a shift of between five (5) and ten (10) hours on any given workday are required to take a thirty (30) minute meal break. Employees are required to take this meal break every day at the time scheduled by their supervisor or no later than the 5th hour of work. An employee working a shift of six (6) hours or less may voluntarily waive this meal period by mutual consent in writing with their supervisor, and the employee must record the waiver on his or her timesheet and submit the waiver to the Director of Talent & HR to place in his or her personnel file.

A non-exempt employee working a shift of three and one-half (3 ½) hours or more also is given a ten (10) minute paid rest break for every four (4) hours or major fraction thereof worked in a workday. Rest breaks should be taken, insofar as practicable, within the middle of each work period. A full-time non-exempt employee who works an eight (8) hour day should typically take one (1) rest break mid-morning, and one (1) rest break mid-afternoon. Employees are expected to and should make every effort to take their rest breaks. Rest break time may not be combined with meal break time. Employees who work less than three and one-half (3 ½) hours in a day are not entitled to a rest break.

LCPS compensates all non-exempt employees for their rest and meal breaks at their regular rate of pay, even though employees are not engaging in work during those times. Meal breaks do not count towards an employee's hours worked for the purposes of calculating overtime. For record-keeping purposes, employees are required to sign off on their timesheets that their meal and rest breaks were taken each day during a pay period. If, despite being encouraged and provided the opportunity to take a meal break, an employee chooses without the supervisor's permission to engage in work, the employee will be compensated at their regular rate of pay and his or her supervisor will work with him or her to revise scheduling or duties to ensure that meal breaks are taken every day that the employee works for five (5) or more hours. If, under rare and extenuating circumstances, an employee is required to work during a meal break, they will be paid for an additional hour for each day a meal break was missed.

The Director of Talent & HR should be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

LCPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

LCPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Punctuality and Attendance

Any employee who is unable to report for work on any particular day must call their direct supervisor or the main office at least one (1) hour before the start of the scheduled workday. If an employee fails to report to work without notification to their supervisor, the School may consider that employee has abandoned his/her employment and has voluntarily terminated the employment. In such cases, LCPS must provide notice to the employee of the decision, and the employee may file a complaint pursuant to the process outlined in the section below if the employee disputes the decision.

If an employee is absent for medical reasons for more than seven (7) working days, the employee must, immediately upon his or her intended day of return to work, provide the Director of Talent with a physician's statement certifying that the employee is fit to return to duty.

Arrangement for Substitutes

Once teachers know of their anticipated absence, they are required to call their Supervisor and Front Desk Administrative Assistant and then make arrangements for substitutes using designated individuals from the LCPS Substitute Pool.

Job Share Policy

A job share is defined as an arrangement where two (2) employees are employed to share the duties and responsibilities of one full-time position on an hourly, daily or weekly basis, and the salary and leave is allocated on a pro-rata basis. The position is held jointly and is conditional upon the offer of employment being offered to and accepted by both the job share partners.

Aims and Objectives

LCPS is committed to equality of opportunity for all staff regardless of the number of hours worked. In order to facilitate this, LCPS may create working arrangements, in accordance with managerial interests, whereby it can widen its recruitment pool, retain the valuable skills of existing employees who no longer want to work full-time, and enable staff to retain career

development opportunities while working fewer hours.

Job Share Arrangements

a. A job share is where two (2) employees voluntarily share the duties and responsibilities of one (1) full-time position, dividing the hours between them. The full-time salary, benefits, and holiday/leave time are allocated on a pro-rata basis to each of the job sharers. Pro-rata share benefits will be made available to job share employees if they work a minimum of 0.5FTE (note: this is an exception to the general personnel policy that states employees must work 0.6FTE to qualify for benefits, contingent on the fact that the position as a whole exceeds the 0.6 FTE threshold). Job share employees will be expected to pay for their share of their benefits.

Guidance on job share arrangements can be sought from the Director of Talent & HR when a position becomes vacant, or when a request to job share is received from an existing full-time employee.
All full-time positions may be open to job sharing. Part-time and/or hourly positions are ineligible for job sharing. However, LCPS, in the accordance with managerial interests, reserves the right to ensure that operational needs will not be adversely affected and shall not be obligated to approve all job-share proposals. Nevertheless, agreement to a job sharing arrangement should not be unreasonably withheld.

b. The way in which the actual hours of a job share position are divided between the job share partners should be decided by the manager/supervisor in consultation with the job share partners, taking into account the following:

i. the needs of the school,
ii. any limitations on accommodation, equipment etc.,

iii. the desirability of building in a handover period or liaison time (the total hours worked by the job share partners should not exceed the normal full-time hours of the post),

iv. communication: between the job share partners, between the job share partners and their manager(s), between the job share partners and their colleagues and between the job share partners and their students or case, the need to ensure consistency of approach.

c. The overall duties and responsibilities of the whole position will be shared between the job share partners. The exact agreed upon working arrangements of the job share partners will be decided by the manager, in collaboration with the job sharers.

Recruitment and Selection
When recruiting for a position, the School shall adhere to the normal approach of selecting the candidate (or job share partners) whose skills profile is the closest match to job requirements.

When a joint resume is received from job share partners, it must be assessed in the same manner as applications from other candidates. The normal practice will be to interview and test the job share partners separately in order to assess each one in light of the job requirements. It may also be appropriate to interview the job share candidates together in order to discuss their joint application. An offer made to job share partners is dependent upon both partners accepting the offer of employment.

Current Full-Time Employees

There may be occasions when a current full-time employee wishes to reduce his/her hours of work by sharing his/her position. Such applications to convert a full-time position to a job share position will be carefully considered. Examples of possible circumstances are employees returning from maternity, paternity or adoptive leave, employees having to care for elderly relatives, employees who may, due to a disability, now wish to work on a part-time basis, or employees who may wish to spend more time on leisure interests.

Implementation of Job Share Arrangements

Hours of work

The way in which the full-time hours are divided between the job share partners will be at the discretion of the manager to ensure that operational needs of the School are met. However, examples of how the working week can be divided are as follows:

- Half or split days, i.e. one partner working in the morning and the other partner working in the afternoon.
- Half or split weeks i.e. One partner working the first 2.5 days (Monday to Wednesday morning) and the other partner working the remaining 2.5 days (Wednesday afternoon to Friday) or overlapping when necessary
- Two days one week and three days the next i.e. with the job sharers alternating to work the extra day.
- Alternate weeks i.e. job share partners each work one week on, one week off. This normally is on a Wednesday PM to Wednesday AM basis.

This is not an exhaustive list but merely outlines a few examples. Ideally, the job share partners should work half-time. Sometimes it may be convenient to split the hours on an unequal basis i.e. one partner working two days and the other partner working three days per week. There may be a scenario in which one person is receiving medical/dental benefits and the other is not, depending on the scenario and time allotted to each person.

Terms and Conditions of Job Share Positions

A position is offered jointly to the job share partners. The offer to one candidate of the job share partnership is conditional upon the other candidate of the job share partnership accepting it. Job

share agreements are in place from one academic or fiscal year to the next and must be re- agreed upon by both parties, with supervisor and Director of Talent & HR approval each year.

Resignation and/or Termination of Job Share

If one job share partner leaves by choice or is terminated due to lack of satisfactory job performance and the remaining job share partner does not want to work full-time, the following procedure should be followed:

a. an assessment of the needs of the organization should be carried out to ascertain whether full-time coverage is required;

b. the vacant half of the job share position should be advertised;

c. the remaining job share partner should use any available contacts to assist in finding a partner;

d. if a suitable job partner cannot be found, an organization-wide search for alternative work should be implemented for the remaining job share partner; and

e. if all the above has been carried out and it is still not possible to either find a replacement job share partner or find the remaining job share partner a suitable alternative position, the remaining partner may be released from employment.

If one job share partner wants to return to full-time and the other wants to remain part-time, or both job share partners want to return to full-time, the following procedure should be followed:

a. an assessment of the needs of the organization should be carried out to ascertain whether full-time coverage is required; and

b. if only one full-time job is available, the supervisor will re-interview both employees and make an offer for one position to one employee based upon job performance, qualifications, experience, etc. Prior full-time status will not guarantee a right to return to full-time.

Conclusion

It is the goal of the LCPS job share policy to serve employees in their needs while not compromising student achievement. The job share arrangement may be terminated at any time should the supervising director believe the job share arrangement is having a detrimental effect on students, achievement of the job's duties, and/or achievement of the School's mission.

Flex-Time Policy

Flex-time is a work schedule which allows employees to work hours that are not within the standard 8:00 AM to 5:00 PM range, while maintaining a high level of service and ability to accomplish the job's duties.

Aims and Objectives

LCPS is committed to equality of opportunity for all staff regardless of the number of hours worked. In order to facilitate this, LCPS may create working arrangements, in accordance with managerial interests, whereby it can widen its recruitment pool, retain the valuable skills of existing employees who no longer want to work full-time or who may want to work full time but with an alternative schedule, and enable staff to retain career development opportunities.

Eligibility

Eligibility for flex-time scheduling will be at the supervisor's discretion. Because our mission and school goals rely on consistent adult presence, the more contact an employee has with students, the more restrictive the schedule is. As a result, it may be difficult for a teacher or employee with a consistent caseload of students to obtain a flex-time schedule.

An employee must formally request a flex-time schedule from their direct supervisor in writing. Supervisors will have to carefully examine the flex-time schedules which the employee requests, so that they can coordinate work schedules which ensure ample employee coverage during peak hours.

Managing Flex-Time

It is the responsibility of the supervisor to verify and ensure performance of employees with flex-time schedules. Flex-time schedules will need to be made transparent to other employees, so that all employees stay aware of who is covering that individual's duties, if applicable. Positive, effective, and clear relationships among all employees involved are important for a successful flex-time policy. Flex-time is a privilege, not a right, and, if abused or in any way adverse to the School's interests, can be taken away at the discretion of the supervisor.

Flex-Time Options

At LCPS, there are a few types of flex schedules from which to choose: Peak-Hour Flex-Time, Compressed Work Week, and Reduced-Time options. It must be emphasized that because LCPS is a school that requires most employees to be face-to-face with students on a daily basis, flex-time options will be weighed with care for both the employee and the students that we serve. Once an employee signs up for a particular flex-time option, the individual is expected to work that schedule in a consistent manner. However, schedules can be changed. All flex-time work options need to be approved by the direct supervisor and the Director of Talent & HR. In the case of the CEO desiring a flex-time option, Board approval is required.

Peak-Hour Flex-Time: This flex-time schedule shifts daily work hours while still working an eight (8) hour day. For instance, instead of the normal 8am-5pm work day, an employee could work from 7am-4pm, 7:30am-4:30pm, 9:00am-6:00pm, etc. Working any arrangement of hours within an eight (8) hour day constitutes a valid workday. It is important to remember that the level of service must be maintained during peak work hours which will be specific for each job. Therefore, supervisors will need to coordinate the schedules of all flex-time participants to ensure ample coverage during these hours and duties.

Compressed Work Week: To maintain this flex-time arrangement, an employee works their full work week in less than five (5) days. For instance, an employee may work four (4) 10-hour days, or on a two-week rotating basis; one (1) week, an employee works a regular 8am-5pm, five (5) day week and the next they work a compressed schedule, which is four (4), 9-hour days and one (1) 4-hour day. It is important to remember that this option is available only to employees who do not have a direct case load/classroom/crew of students that they see on a daily basis. Supervisor discretion will be required to determine if a compressed work week is allowable for a position. In all cases for non-exempt employees, LCPS shall comply with overtime laws as applicable.

Reduced Time Options – These options permit employees to work part-time while juggling other responsibilities, such as caregiving. Reduced-time options include:

- **Part-time work opportunities.** Part-time workers should receive proportionate wages and benefits compared with full-time workers. Similarly, part-time workers should receive proportionate credit for relevant experience needed to qualify for promotions, training programs, or other employment opportunities.
- **Job sharing.** Job sharing programs permit two employees to share one full-time position. In general, employees participating in job sharing programs receive a proportionate share of the salary and benefits. (See complete Job Share policy herein for more information.)

Trial Period

Upon granting a flex-time arrangement to an employee, the supervisor will revisit how the work arrangement is working after three (3) months. If job performance is not compromised, the flex time agreement may remain in place. If job performance is being compromised due to flex time, a plan to change the arrangement will be made and executed.

Time Cards/Records

By law, LCPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time clock system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time clock indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information in their time clock system and remembering to record time worked. If an employee forgets to scan in or makes an error, the employee must contact their supervisor to make the correction and such correction must be initialed by both the employee and the Director of Talent & HR or their designee.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked under another's time clock system. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail and Internet Access

LCPS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal files or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. LCPS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications as such communications may be discoverable as public records. School-related communications should only take place using School-issued devices and via the employee's LCPS email account.

Phone Policy

LCPS supports communication for professional purposes through one of multiple means:

- Primary usage is conducted via landline phones. Teachers and Administrators can utilize the phone that is stationed in their workspace for professional needs.
- In some instances, specifically, when an employee does not have access to a landline but is required to use a phone for professional reasons, LCPS uses mobile phones via the RingCentral platform. This allows employees to utilize their personal mobile phones, without any association to their personal number or personal phone plan.

Personal Business

LCPS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet or social media (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co- workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of LCPS in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance that sets a good example for LCPS students.

Health and Safety Policy

LCPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Director of Talent & HR and their supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

First Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, administrators, aides) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. Failure to meet this requirement will result in withholding of the employee's paycheck until the obligation is met.

Security Protocols

LCPS has developed guidelines to help maintain a secure school site. Be aware of unknown persons loitering in parking areas, walkways, entrances, and exits and service areas of the school. Report any suspicious persons or activities to office staff. Employee desk, classroom, or office should be secured at the end of each day. When an employee is called away from his or her work area or classroom for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. **Employees should immediately notify a school administrator when keys are missing or if security access, codes or passes have been breached.**

Guests and Visitors

All guests and visitors must report to the main office to sign in and receive a guest pass to enter any LCPS facility.

Emergency Plans and Disaster Service Worker Responsibilities

Appropriate fire exit and earthquake preparedness drills will be administered at least two (2) times per year. California Government Code Section 3101 states that all school employees are considered disaster service workers when a local, state, or federal disaster declaration has been made. During a declared disaster, school employees are required by law, to serve as disaster service workers and cannot leave their school site until formally released up to seventy-two (72) hours. During an emergency, teachers must always have a roster of students under their direct supervision.

Occupational Safety

LCPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. LCPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises to both their supervisor and the Director of Talent & HR so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Faculty and Staff Compensation

When appropriate for positions that are staffed by a multitude of individuals (i.e., teachers), the Director of Talent & HR shall propose a salary schedule in accordance with the terms of the Charter and will present it for approval to the Board of Directors. Individual faculty and staff salaries will be determined each year according to LCPS Salary Schedules. For unique positions, salaries will be determined based on the nature of the role and experience and qualifications of the individual.

Payroll Withholdings

As required by law, LCPS shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Director of Finance to explain them. Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director of Finance. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director of Finance and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. LCPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the immediate supervisor with approval by the Director of Talent & HR or Director of Finance. LCPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the 15th and the last day of each month. If a payday falls on a weekend or holiday, then payroll will be processed on the last business day prior to that weekend. If an employee has any payroll questions or observes any error in his or her check, it should be reported immediately to the Staff Accountant.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Director of Finance will discuss the situation with the employee.

State Disability Insurance

LCPS employees contribute a percentage of their salary toward State Disability Insurance (SDI). The SDI Program provides temporary benefit payments to workers for non-work-related disabilities.

Within SDI are two (2) benefit programs: Disability Insurance (DI) and Paid Family Leave

(PFL). DI benefits are paid to eligible California workers experiencing a loss of wages when they are unable to perform their regular or customary work due to a non-work-related illness or injury, pregnancy or childbirth. PFL benefits are paid to individuals unable to work because they need to care for a seriously ill family member or bond with a new minor child.

The first seven (7) days of a claim is a waiting period for DI which no benefits are payable. There is no waiting period for PFL claims. Benefits begin with the eighth (8th) day of disability. Employees cannot receive DI and Unemployment Insurance (UI) or Paid Family Leave (PFL) benefits for the same period. DI is payable for a maximum of fifty-two (52) weeks.

LCPS does not determine SDI eligibility. Please contact the Employment Development Department for more information regarding SDI as needed: www.edd.ca.gov.

Faculty and Staff Benefits

LCPS will attempt to provide health, dental, and vision insurance coverage for current staff that is reasonably comparable with coverage provided by the sponsoring district to its employees, provided such coverage is commercially or otherwise available at reasonable cost. LCPS will pay 100% of the cost of such coverage for full-time employees working at least thirty (30) hours per week in accordance with applicable law. LCPS will pay 75% of the cost of such coverage for part-time employees working at least 60% or twenty-four (24) hours per week. No staff member will receive paid health benefits beyond their separation from employment.

LCPS will cover children/dependents at 50% for full-time, regular employees who work at least thirty (30) hours per week, and at 37.5% for part-time employees working at least 60% or twenty-four hours per week. LCPS does not currently pay for spouse or domestic partner benefits. If an employee wishes to have their spouse or domestic partner covered for Medical (currently through Kaiser Permanente) or Dental (currently through Principal), a deduction equivalent to the spouse's/domestic partner's cost will be withdrawn from the employee's pay post taxes.

Medical Plan

Eligibility

Employees are eligible for medical coverage as stated above. Medical benefits are currently provided under Kaiser Permanente which includes medical and vision coverage. This plan is subject to change during the School's Open Enrollment period, following appropriate notification to employees.

When Coverage Starts

Medical coverage begins on the first of the month following thirty (30) days of full employment. Enrollment forms must be submitted to the Director of Talent & HR as soon as possible via the designated School enrollment process. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Cost of Coverage

The current costs for coverage under the plan is available from the Director of Talent & HR. These costs may change from time to time, particularly during the Open Enrollment period, which is currently July 1. Full-time, regular employees are not required to contribute toward the payment of their individual medical benefits. A part-time employee will pay a portion of their benefits each month, in line with information stated above. Additionally, the cost associated with dependent or spouse/domestic partner coverage is subject to change, and is available from the Director of Talent & HR.

Dental Plan

Eligibility

Employees are eligible for dental coverage, as stated above. LCPS currently offers Dental Coverage through Principal Insurance.

This plan is subject to change during the School's Open Enrollment period, following appropriate notification to employees.

When Coverage Starts

Dental coverage begins on the first of the month following thirty (30) days of full employment. Enrollment forms must be submitted to the Director of Talent & HR as soon as possible via the designated School enrollment process. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Supplemental Vision Plan

Eligibility

Employees are eligible for supplemental vision coverage, as stated above. LCPS currently offers Supplemental Vision Coverage through Ameritas Financial Group.

This plan is subject to change during the School's Open Enrollment period, following appropriate notification to employees.

When Coverage Starts

Supplemental vision coverage begins on the first of the month following thirty (30) days of full employment. Enrollment forms must be submitted to the Director of Talent & HR as soon as possible via the designated school enrollment process. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Cost of Coverage

The current costs for coverage under the plan is available from the Director of Talent & HR. These costs may change from time to time, particularly during the Open Enrollment period, which is currently July 1. Because LCPS provides basic vision coverage under its medical plan,

the full cost of supplemental vision coverage for the employee, any dependents, and/or spouse/domestic partner must be paid by the employee.

Flexible Spending Account (FSA) Plan

LCPS administers a Flexible Spending Account Plan for Medical and Dependent Care and Parking and Transit. All employees are eligible to enroll in LCPS' pre-tax Flexible Spending Account Plans regardless of if they meet the eligibility thresholds for other health and welfare benefits as defined above. LCPS currently offers Medical and Dependent Care and Parking and Transit FSA through Basic Pacific. Employees are allowed to contribute up to the current annual pre-tax limits for medical and dependent care FSA plans.

The FSA plan begins on the first day of enrollment once eligible. Enrollment forms must be submitted to the Director of Talent & HR within thirty (30) days of eligibility or during the open enrollment period via the designated School enrollment process. This enrollment form serves as a request for coverage, and authorizes the pre-tax payroll deductions necessary to pay for coverage. Upon enrollment, employee contributions will be automatically deducted per pay period during the plan year.

Health Savings Account (HSA) Plan

LCPS administers a Health Savings Account Plan for employees who enroll in our High Deductible Health Plan (HDHP) medical plan option. Employees are eligible to enroll in LCPS' pre-tax HAS plan if they meet eligibility thresholds for health benefits as defined above and elect the HDHP plan option. LCPS currently offers HSA through Basic Pacific. LCPS provides a yearly employer contribution of $750 per individual employee and $1500 per employee plus dependents enrolled in the HDHP plan option as of September 1. This contribution is deposited into each employee's HSA in two installments over the year: July 1 and January 1. An employee who terminates employment before the end of the year will forfeit any future contribution not yet deposited and any employee who starts employment after January 1st forfeits the right to the first contribution in the plan year. All deposits into the HSA become the express funds of the employee, roll over each year, and are transferrable to another HSA account upon termination of employment. Employees are allowed to contribute up to the current annual pre-tax limits for HSA plans less the employer contribution.

The HSA plan begins on the first day of enrollment once eligible and once enrolled in the HDHP health plan. Enrollment forms must be submitted to the Director of Talent & HR within thirty (30) days of eligibility or during the open enrollment period via the designated School enrollment process. This enrollment form serves as a request for coverage, and authorizes the pre-tax payroll deductions necessary to pay for coverage. Upon enrollment, employee contributions will be automatically deducted per pay period during the plan year.

Retirement Plan

LCPS administers a defined contribution plan called the LCPS Retirement Plan. LCPS will annually contribute 8.00% of employee salaries to their individual retirement plans. All eligible staff will contribute an additional 8.00% of their salary, which will be automatically deducted. LCPS contributions vest 20% with each full year of employment and employees become 100%

vested after five years of service.

Due to the nature of this plan, LCPS employees do not contribute to social security and are not eligible for social security benefits connected to their employment at Lighthouse.

403(b) Plan

In addition to its defined retirement contribution plan, LCPS administers a voluntary 403(b) plan called the Lighthouse Community Public Schools 403(b) Plan. Any employee shall be eligible to make contributions under the plan as long as she or he remains employed at the School. An employee may elect to reduce taxable compensation by filing a compensation reduction agreement with the Plan Administrator and the Director of Talent & HR. Employees may contribute up to the Maximum Permissible Amount each year as defined by law (currently $19,000 for 2019 with a catch up limit of $6,000 for employees older than 50 years of age).

COBRA Benefits

When coverage under the School's medical, dental, and/or supplemental vision plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage, the employee contribution, and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or

- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

LCPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. LCPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- LCPS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Tuition Assistance

LCPS offers tuition assistance to employees to engage in credentialing or continued education related to their role and responsibilities or in support of professional growth. Tuition assistance is approved on a case-by-case basis. The amount and portion of assistance paid by LCPS is dependent on the program and the employee's role. This may, but is not required to include, some or all portion of tuition and some or no supplementary costs. Any such training is a voluntary effort for which no wages will be paid. In some cases, the School will cover the full cost of tuition if such program is required for employment eligibility after the employee has been hired (e.g. induction for new teachers or administrators to attain their clear credential). To be eligible, the employee must make a request to their supervisor, the Director of Talent & HR, and the Director of Finance. The employee will be required to enter into a Tuition Assistance Agreement (Agreement).

Depending on the length and cost of the program, tuition assistance may be dependent on continued employment with LCPS, after conclusion of the program, for an additional amount of time specified within the Agreement. If for any reason the employee voluntarily leaves LCPS, or is released from at-will employment or terminated for good cause before that time, he or she

agrees upon termination to repay the amount of the program cost subsidized by LCPS on a prorated basis of months completed from the beginning of the training to his or her release/termination date. If the employee is obligated to refund tuition reimbursement under the terms of the Agreement, the employee must authorize the School in writing to withhold any amount due under the Agreement from the employee's final paycheck from the Employer. After any such deduction, any remaining balance owed to the Employer shall continue to be an obligation of the employee to LCPS and must be repaid within ten (10) business days of the date of termination.

A tuition agreement does not constitute an employment agreement, or any express or implied promise of continued employment. The employment relationship remains at-will, meaning that either the employee or LCPS have the right to terminate employment at any time, with or without advance notice or cause.

PERSONNEL EVALUATION AND RECORD KEEPING

Evaluation of Teachers and Staff

Formal and Informal Observations

The Management Team, using both formal and informal observations, will observe employees on an ongoing basis. Informal observations can occur during any time and may include a post-observation conference. Results of formal and informal observations, consisting of the employee's and his/her supervisor's observations and recommendations, may be put in writing and included within the employee's personnel file. Nothing in this section limits a member of the Management Team from conducting other observations of an informal or unannounced nature.

Evaluations of non-teaching staff will be conducted using formal and informal techniques, which may include check-ins, self-evaluations, and peer observations.

The Board of Directors evaluates the Chief Executive Officer on an annual basis. Portfolios of work and evidence are assembled and evaluated and the Board interviews members of the different school constituencies to assess the performance of the Chief Executive Officer.

Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one (1) week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the HR team advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. LCPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources team. Only the Director of Talent & HR or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an

arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS AND LEAVES

Holidays

See School Calendar for paid holidays.

Sick Leave

Sick leave is a benefit provided to employees as a cushion for incapacitation due to illness or injury. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. If an employee has no spouse or domestic partner, the employee can designate one (1) person in lieu of spouse/domestic partner (within the first ten [10] days of each year). The designation can be only of one (1) person, annually. An employee may also take up to twenty-four (24) hours of their sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Hourly employees working at least two (2) hours per week are entitled to accrue one (1) hour of paid sick leave for every thirty (30) hours worked (which includes overtime hours worked by non-exempt employees).

Salaried full-time employees accrue fifty-six (56) hours of sick time each year if working an 11-month schedule and accrue sixty-four (64) hours of sick time each year if working a 12-month schedule. Salaried exempt employees working on a part-time basis shall accrue sick time on a pro rata or proportional basis to the proportion of hours worked each week compared to the full- time equivalent. For example, an 11-month part-time exempt employee working 20 hours per week (or 50% full-time equivalent) shall accrue 50% of the fifty-six (56) hours totaling twenty- eight (28) hours.

Accrued sick time is subject to a cap based on the table below. Once the cap is reached, no further sick time will accrue until some sick time is used. When some sick time is used, sick time will begin to accrue again. There is no retroactive grant of sick time for the period of time the accrued sick time was at the cap.

Employee Type	Accrual Rules	Accrued Sick Time Cap
Hourly	1 hour of paid sick leave for every 30 hours worked	72 hours
Salaried 11-month	56 hours per year (pro-rated for part-time employees)	80 hours
Salaried 12-month	64 hours per year (pro-rated for part-time employees	88 hours

New employees shall not be permitted to utilize paid sick leave until they have completed ninety (90) days of employment at LCPS, absent prior supervisor approval. Sick leave must be taken by employees in increments of one (1) hour.

Sick leave may only be used for the purposes specified in this policy. Accordingly, LCPS retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability, especially for absences exceeding three (3) consecutive days. Pay for sick leave may be withheld if a satisfactory verification is not timely received.

Employees are not allowed to draw against unearned/unaccrued sick leave. LCPS does not pay employees upon separation of employment for unused sick leave.

All employees shall inform their supervisor, as well as the appropriate personnel per School guidelines, of an anticipated absence as soon as possible if a substitute is needed, and such leave (other than for unexpected circumstances) must be pre-approved by the supervisor. The Director of Talent & HR may require an employee to verify the claimed reason for any absence.

Personal Necessity Leave

Employees may use a portion of their sick leave for personal necessity annually as follows: regular full-time employees may use up to three (3) days; and all other employees may use up to one (1) day of sick leave for personal necessity leave annually. Uses of personal necessity leave may include, but are not limited to: death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave); an accident involving the employee's person or property, or the person or property of an immediate family member; adoption of a child; the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours; attendance at conferences not otherwise approved by the employee's supervisor; personal legal matters; religious observances; and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least two (2) weeks in advance unless an emergency situation occurs. Personal necessity does not carry over from year to year, and is not paid out upon separation from employment, as this leave is part of the sick leave provided above.

Paid Time Off

For 12-month salaried employees, LCPS provides ten (10) days or eighty (80) hours of paid time off (PTO). PTO accrues each pay period and is accessible by the employee after that time. 12-month salaried employees who are at less than 100% full-time status are eligible for PTO at a pro-rated amount of hours corresponding to the percentage of their FTE (e.g. an employee working twenty [20] hours per week or 50% time would accrue five [5] days or forty [40] hours of PTO after a year of service). Employees are generally encouraged to take this time during the summer unless their position is such that taking time off in the summer is not advisable, or would interfere with LCPS operations. As such, employees may take these days at any point during the year with supervisor pre-approval. Employees must request to use PTO at least two (2) weeks in advance. Unused PTO carries over from year to year up to a cap of one and one-half (1 ½) times the annual accrual (totaling fifteen [15] days). Once the cap is reached no further PTO time will accrue until some is used. Unused PTO is paid out upon separation from employment.

Unpaid Leave of Absence

LCPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid

leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act leave, California Family Rights Act leave and/or Pregnancy Disability Leave, the employee's medical, and dental benefits will remain in force provided the employee pays the appropriate premiums as before they went on leave. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused PTO, provided that the PTO was earned prior to the commencement of leave. No PTO is accrued during any type of unpaid leave of absence. If any employee fails to return from leave and is subsequently terminated, the employee will be liable for any medical and dental premiums paid on their behalf by LCPS as outlined below

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

  To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- Events That May Entitle an Employee To FMLA Leave

  The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
  2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other

than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.

4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

• Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

• Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as PTO or sick leave, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

• Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.
If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

LCPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

• Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

• Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

• Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director of Talent & HR. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

• Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

• Limitations on Reinstatement

1. LCPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

• Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

• Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

• Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

• Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

• Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued PTO at the beginning of any otherwise unpaid leave period.
2. The receipt of PTO, sick leave, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. PTO and sick leave accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

• Health Benefits

LCPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. LCPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
    - The employee is taking leave under the California Family Rights Act.
    - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
    - There is a non-pregnancy related medical condition requiring further leave.
    - Any other circumstance beyond the control of the employee.

• Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

• Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

• Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Human Resources Department. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

• Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

a. The employer would not have offered a comparable position to the employee if they would have been continuously at work during the pregnancy disability leave.

b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with LCPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

• Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

LCPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Director of Talent & HR;

- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director of Talent & HR; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. LCPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the supervisor and to the Director of Talent & HR and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

LCPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO as wage replacement during time served, provided such PTO accrued prior to the leave.

Except for employees serving in the National Guard, LCPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

LCPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Employees who have worked for more than six (6) months are entitled to a leave of up to three (3) workdays without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. If an employee requires more than three (3) days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued PTO or other forms of accrued leave including religious observance leave and the use of up to three (3) days of personal necessity leave for bereavement.

Religious Observance Leave

Employees who have worked for more than ninety (90) days are entitled to up to two (2) days of leave without loss of pay for religious observances falling outside those holidays and religious observances occurring when school is not in session (such as holidays, weekends, or breaks when the school is not operating). Employees must request religious observance leave at least two (2) weeks in advance. Religious observance leave does not carry over from year to year, and is not paid out upon separation from employment. If an employee requires more than two (2) days off for religious observance, the employee may request additional unpaid leave or request the opportunity to use one or more days of accrued sick time for personal necessity leave as stated above.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director of Talent & HR at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, LCPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one parent or guardian is an employee of LCPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g. PTO or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave. An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow. An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

LCPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide LCPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide LCPS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, LCPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Director of Talent & HR.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director of Talent & HR thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Director of Talent & HR.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination – refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient

operations.

23. Refusal to speak to supervisors or other employees.

24. Dishonesty.

25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. LCPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the

School, employees should notify the Director of Talent & HR regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused PTO (applies to 12-month employees who work a 220 day schedule only). If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director of Talent & HR or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director of Talent & HR or designee:

1. The complainant will bring the matter to the attention of the Director of Talent & HR as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director of Talent & HR or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director of Talent & HR, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director of Finance or Board President (if the complaint concerns the Director of

Finance) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.
In processing the complaint, Director of Finance (or designee) shall abide by the following process:

1. The Director of Finance or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director of Finance (or designee) finds that a complaint against an employee is valid, the Director of Finance (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director of Finance (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director of Finance's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director of Finance) or the Director of Finance or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

LCPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed): _____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in

_____

pursuing its investigation. I hereby certify that the information I have provided in this complaint

_____

is true and correct and complete to the best of my knowledge and belief. I further understand

_____

providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

APPENDIX B
HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination or harassment. If you are an employee of the School, you may file this form with the Director of Talent & HR, Chief Executive Officer, Director of Finance or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

LCPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved;

~~any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):~~

_____

_____

_____

_____

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

~~I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.~~

~~I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.~~

_____ ~~Date:~~ _____

~~Signature of Complainant~~

_____

~~Print Name~~

~~Received by:~~ _____ ~~Date:~~ _____

Summary report: Litera Compare for Word 11.8.0.56 Document comparison done on 8/15/2025 11:16:10 AM	
Style name: Default Style	
Intelligent Table Comparison: Active	
Original filename: ORIGINAL Lodestar Petition 2020.docx	
Modified filename: NEW Lodestar Renewal Charter 2026-2031 FINAL (1).docx	
Changes:	
Add	2918
~~Delete~~	6138
~~Move From~~	0
Move To	0
Table Insert	58
~~Table Delete~~	178
Table moves to	0
~~Table moves from~~	0
Embedded Graphics (Visio, ChemDraw, Images etc.)	75
Embedded Excel	0
Format changes	0
Total Changes:	9367

LIGHTHOUSE
Community Public Schools

August 7, 2025

Dear Board of Directors of the Oakland Unified School District, Superintendent Dr. Saddler, and OUSD Office of Charter School Staff:

On behalf of the remarkable children and families of Lodestar: A Lighthouse Community Public Charter School ("Lodestar"), and as the designee authorized by the Lighthouse Community Public School's Board of Directors, I submit this request for renewal of Lodestar's charter petition for a five (5) year term from July 1, 2026 through June 30, 2031. The LCPS Board of Directors has authorized the submission of the renewal request.

Lodestar respectfully requests OUSD grant a renewal for a period of five years commencing July 1, 2026. Since our previous charter petition in 2020, Lodestar has implemented comprehensive reforms that directly address the performance concerns identified by the OUSD Board.

Through targeted interventions in curriculum, instructional support, and student engagement and support strategies, Lodestar has achieved measurable improvements in student outcomes, resulting in Lodestar's movement from "low tier" to "middle tier" under the AB 1505 criteria. As documented in our performance report and detailed throughout this petition, recent verified data demonstrates substantial gains in graduation and College Career Index (CCI) rates (competitive for our East Oakland neighborhoods)[1], academic growth[2], and enrollment demand in District 7. These results provide clear and convincing evidence that Lodestar has successfully transformed its educational program and is positioned to continue delivering strong outcomes for our community's students over the next charter term.

As required by OUSD's Office of Charter Schools, the following documents have been submitted through Epicenter:

- A Final Renewal Petition, including all district required language.
- Performance Report using the Office of Charter School's template
- Financial Packet including LCPS financial statements and annual budget
- Red-line Petition, highlighting all changes made from the most recent charter petition.

The contents of this package was approved by the Lighthouse Community Board of Directors on August 6, 2025. I, Rich Harrison, as lead petitioner for Lodestar: A Lighthouse Community Public Charter School deem this renewal petition to be complete.

[1] CA Dashboard Results
[2] Results to be found in the Verified Data Report.

Sincerely,

Rich Harrison
Chief Executive Officer
Lighthouse Community Public Schools

Petition for the Renewal of

LODESTAR

A Lighthouse Community Public School

Submitted to Oakland Unified School District
August 7, 2025

Charter Renewal Term:
July 1, 2026 - June 30, 2031

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K. LCPS Finance and Budget Information

Affirmations, Declarations, and Assurances

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

Lodestar, a Lighthouse Community Public School (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 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(l))

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, martial 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 (I).

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

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control

LODESTAR EXECUTIVE SUMMARY

Introduction

For nearly a decade, Lodestar: A Lighthouse Community Charter Public ("Lodestar") has served as an anchor of stability and hope in East Oakland. What began in 2016 as a K-2 and 6th grade school serving 216 students has grown into a thriving TK-12 educational community of 730 scholars – a testament to the deep trust our families and students have placed in our mission.

The Lodestar story is one of perseverance and community partnership. Authorized in October 2015, Lodestar embarked on an ambitious journey to create a seamless pathway from kindergarten to college and career. This vision became a reality in 2024 when we celebrated our first graduating class. These graduates represent more than individual achievement. They embody the promise we made to East Oakland families to nurture their children from their earliest years through their transition to college and career.

The challenges of recent years, including the global pandemic and shifting demographics as families have left Oakland, have asked Lodestar to deepen our roots in our community and to refine our approach to meet evolving needs. We have had to enhance our support services, develop new and innovative programming, and demonstrate an unwavering commitment to any and all students who choose to enroll in our school.

Today, as we enter our 10th year of service, Lodestar is a cornerstone of the East Oakland community. We have consistently demonstrated our ability to evolve while maintaining stability – providing families with the rare gift of a single school community that can nurture their children from transitional kindergarten through their graduation day. This continuity has created powerful intergenerational relationships and a school culture rooted in a shared community history and collective aspiration.

We are now positioned to begin year two of an ambitious four-year strategic plan. By 2028, Lighthouse Community Public Schools ("LCPS"), which operates Lodestar, will be a **beacon of academic excellence** in East Oakland and beyond, serving as a model of **community-centered educational justice** for 1700 Black and Brown TK-12 students and families.

Our Last Five Years

Table 1: Lodestar Stats and Notable Events SY21-22 to SY25-26

	2021-22	2022-23	2023-24	2024-25	2025-26
Significant Events	Returned to in-person learning		First High School Graduating class	Launched TK	
Enrollment	669	712	739	735	732 Projected

CAASPP Test Takers	381	415	420	423	423 Projected
Tested Grades	3-8	3-8, 11	3-8, 11	3-8, 11	3-8, 11

With the passage of AB1505, renewing charter schools are placed into three tracks (Low, Medium, and High) based on two criteria: (1) overall performance of students on the state dashboard and (2) overall performance compared to state averages, and subgroup performance of students compared to state averages for those subgroups on the state dashboard. Lodestar's Data from the 2022-23 and 2023-24 school years determined Lodestar's placement on the "middle" renewal track based on AB 1505.

Oakland Impact: Lodestar's Commitments

Lodestar is committed to serving Oakland's most vulnerable students, engaging in meaningful partnerships, and sharing best practices beyond our walls.

The California Community Schools Partnership Program (CCSPP) grant is a five-year, $3M investment that has enabled Lodestar to strengthen its support for families through expanded community partnerships, improved family engagement strategies, and increased access to holistic student services.

- **Continuing to Prioritize Unsheltered Families:** Lodestar's material revision to give admission preference for families experiencing housing insecurity was approved by the OUSD school board in 2020. Currently we have **27** unhoused pupils at Lodestar and continue to support these students and families through our Community School commitments and a network of partnerships with local and non-profit organizations.

- **Newcomer Support:** The LCPS Newcomer Program is a comprehensive support system for recently arrived immigrant students, designed to foster English language development, academic progress, social-emotional resilience, and cultural integration. Upon enrollment, students and families engage in a personalized intake process to identify needs and connect with targeted supports, including designated English Language Development ("ELD") instruction, technology access, bilingual mentorship, Social Emotional Learning ("SEL") counseling, and college/career readiness resources. The program also emphasizes family engagement through bilingual orientations, adult ESL classes, and community events. Progress is monitored through English Language Proficiency Assessments for California ("ELPAC"), Individualized Learning Plans, and regular check-ins, while staff receive ongoing training in culturally responsive and trauma-informed practices. Led by an Assistant Principal and a designated support teacher, the program ensures all newcomers are included, supported, and positioned for long-term success.

- **Transitional Kindergarten:** In the 2024-25 school year, we launched a transitional kindergarten program, serving 22 students in our first class. Giving families the opportunity to start their children at 4 years old provided an additional year of early literacy instruction. At LCPS we have

been able to ensure that our students are performing comparable to the national average or above in early foundational skills areas of initial sounds, print concepts and auditory sounds. The Charter School shall adhere to legal requirements for classroom size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

- **Partnership with Youth Alive!:** As a recipient of a federal Bipartisan Safer Communities Grant, Lodestar partners with Youth Alive! to provide targeted support for students at risk of violence through mentorship, crisis intervention, and restorative practices. Youth Alive staff work closely with school leaders, counselors, and families to identify students who may be impacted by violence—either directly or indirectly—and offer them consistent, trauma-informed care. Through one-on-one mentoring, conflict mediation, and access to community-based resources, Youth Alive helps students build resilience, strengthen relationships, and stay connected to school. This partnership plays a vital role in promoting safety, healing, and long-term success for our most vulnerable youth.

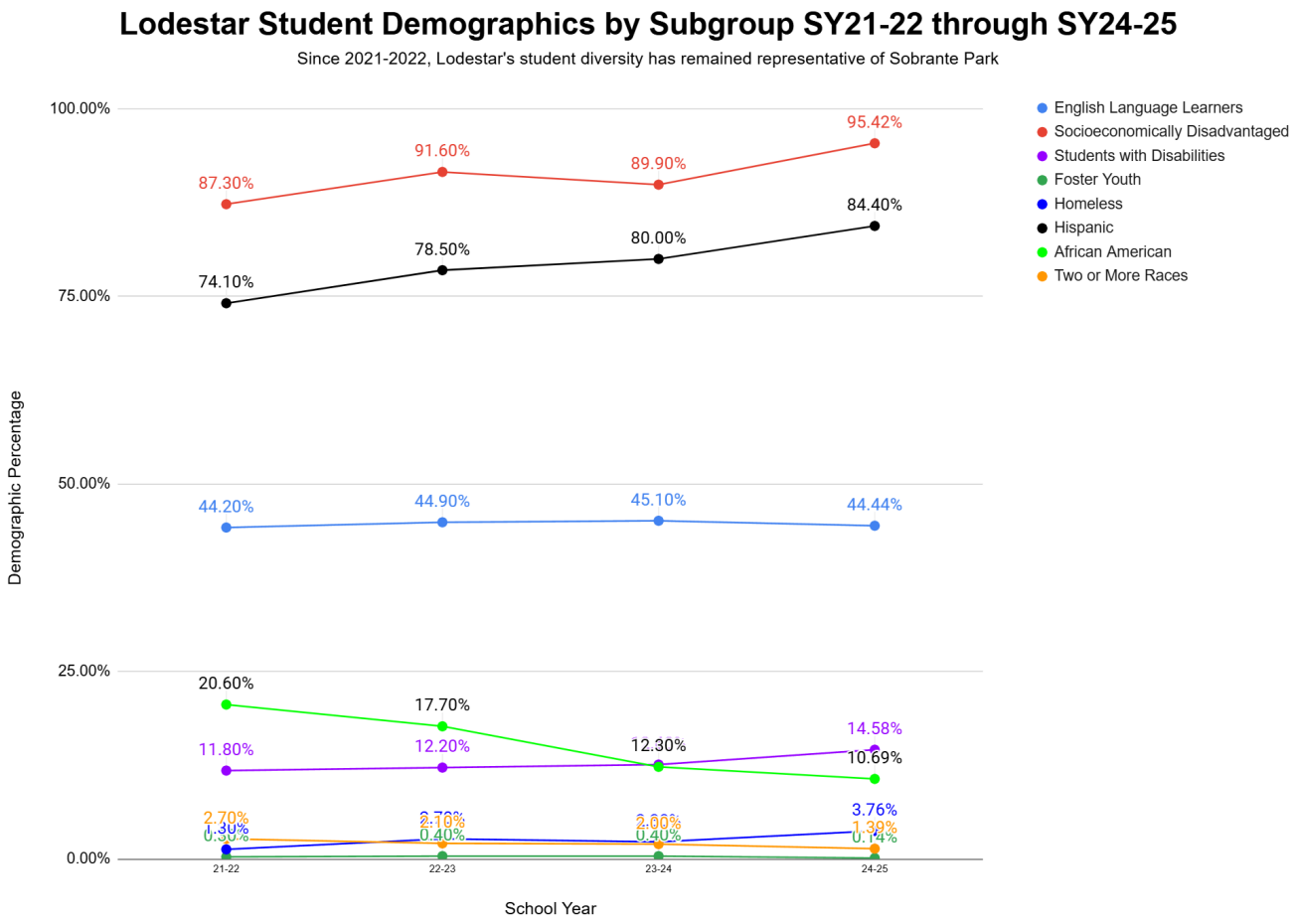
- **Partnership with Raising Leaders:** Lodestar High School partners with Raising Leaders—an Alameda County initiative—to support students through a structured pathway of workshops and paid internships that also allow them to earn elective credit:
    - Skill-Building Workshops: Selected students participate in an 8-week Raising Leaders workshop series. Upon successful completion, they earn 5 elective credits
    - Paid Internships: Graduates of the workshops are then eligible for paid, 8-week internships with county departments and community organizations. Interns typically earn around $2,000–$2,160 per placement.

Grant funding supplements the maintenance and growth of career development pathways. The Career Technical Education Incentive Grant (CTEIG) is a state grant that maintains and strengthens our The 9-12 Media Arts Pathway career technical education programs. This fall, we will launch our first-ever Healthcare Pathway in partnership with Chabot College, funded by $1.1 million in workforce development grants. Two multi-year grants are funding this program, the Strong Workforce and Golden State Pathways grants. The Making Art and Design Pathway for TK-8 is partially funded by a multi-year grant from the Quest Foundation.

The Students & Families We Serve

Lodestar is dedicated to reflecting the rich diversity of Oakland's East Region and places an intentional attention on recruiting and serving African American students, special education students, McKinney Vento students and Newcomer students. Additionally, over this charter term we have continued to grow our athletics program in both our middle and high school, an important feature for many Oakland families.

Figure 1: Lodestar Student Demographics



Since 2021-2022, Lodestar's student diversity has remained representative of Sobrante Park[3]:

- Maintained a near half of students being English Learners
    - 44.2% in 2021-22 school year to 45.4% EL in 2024-25[4]
- Increase in percent of Special Education students from 11.81% to 14.58%
- Increase in percent of Unduplicated FRPM/EL/Foster from 89.4% to 97.6%

The Case for Lodestar: A Strong Option for Oakland and Our Sobrante Park Neighborhood

Lodestar qualifies for a 5-year renewal for three key reasons:

Strong Academic Plan: There is a clear and aligned academic plan to address the underlying causes of low student performance. In 2020, Lodestar was in the "low track," and a performance improvement plan was successfully implemented to move the school into the "middle track" per AB 1505 in 2025. In

[3] CA School Dashboard (from 2023-2024 and earlier) and Internal Student Information System (for 24-25)
[4] Ed-Data.org

2024-25, Lodestar and LCPS launched a 4 year strategic plan aligned to our LCAP.

Academic Growth: Lodestar demonstrates one year's progress relative to local and national comparisons as demonstrated by (summary below; see Performance Report for more information):

- The 2023 and 2024 California School Dashboard ("Dashboard") results and the state's Charter Renewal Criteria;
- CORE growth data and the OUSD's School Performance Analysis framework
- Longitudinal NWEA MAP over the course of the charter term

African American Students:

- Lodestar is proud to have demonstrated strong academic performance, growth, and impact in both state measures, such as CAASSP and College-Career Index rates for our African American students, as well as on our verified assessments. Our college and career readiness rates for our students speaks to our thoughtful culture and academic programming.

Special Education Students:

- Lodestar and LCPS are proud to have made significant strides in the development of our special edcuation programming. Our organization has built a strong foundation to serve students with a wide range of disabilities, and proud to see both our academic achievement form this student sub group improve as well as the enrollment of new students over the last charter term which has increased the percentages of students with disabilities since our last renewal in 2020.

College and Career Readiness: Lodestar's high school graduated its first senior class in 2024. For our first graduating class, 85% were accepted to 4-year colleges and 87%[5] completed their A-G requirements. More than 90% of students will be the first in their family to earn a college degree. The second class of 2025 reached even higher, where 94% of students completed A-G requirements and 86% of students were admitted to 4-year colleges.

Model Community School and Hub for the Deep East Oakland:

- In the last five years, Lodestar has prioritized being a model community school in Oakland, and has served as a hub for the Deep East Oakland community, the 31YZ and Sobrante Park community. In partnership with community leaders and area non-profit leaders, Lodestar and LCPS has led multiple annual events, such as the annual Back Pack Giveaway and Resource Fair, the Fall Harvest Festival, Martin Luther King Jr. Day of Service volunteer launch site, and community Spring Health Fair. The school site has served as a meeting space for community meetings, candidate forums, and a voting precinct site for the community.

Strong Academic Plan embedded in our new Strategic Plan

[5] 23-24 DataQuest

By 2028, we will:

- In grades 3-8 and 11, LCPS students' English Language Arts ("ELA") and math proficiency rates meet or exceed the CA state average, both in the aggregate and across all student groups
- 60% of Emerging Bilingual students advance at least 1 English Learner Progress Indicator level or maintain a level 4
- 85% of 2nd grade students are in the 25th percentile or higher on the Oral Reading Fluency portion of AimsWeb (equivalent to 6% growth annually off of 2024 baseline)
- Students With Disabilities ("SWD"), on average, exceed the CA SWD average on the California Assessment of Student Performance and Progress ("CAASPP") scale score growth

Rigorous, College-Going Curriculum and Data-Driven Instruction

Lodestar's school design is rooted in EL Education, emphasizing mastery of knowledge and skills, character, and high-quality work through rigorous, real-world learning. We prioritize a college-going culture that starts in K-8 with the Maker Program and continuing in high school through Media, Arts, and Design. Our high school students all engage in a Career Technical Education ("CTE") pathway, and can experience dual enrollment, allowing them to earn college credit.

Our data-driven instruction utilizes Smarter Balanced Interim Assessments, MAP NWEA, and AimswebPlus to track progress, inform teaching, and provide targeted support. Instructional staff and leaders regularly analyze and set goals around data. Families are regularly engaged, fostering a strong partnership in academic success.

There are 4 key strategies to address and improve our academic program.

1. **Implementation of Interim Assessments**: Students in grades 3-11 will take Smarter Balanced Interim Assessments twice a year to track progress, set goals, and prepare for the summative Smarter Balanced Assessment Consortium ("SBAC") test, supporting continuous growth and achievement. Meanwhile, TK-2 students will continue using AimswebPlus and Dibels, literacy-focused assessments, to advance our goal of ensuring 85% of students read at grade level by 2nd grade.

2. **Consistent Coaching and Professional development grounded in leadership professional development and coaching in partnership with Shared Services Instructional Team and outside partners as needed :** Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.

3. **ELA: Implementation of EL Literacy Curriculum Modules[9]:** Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

4. **Implementation of Eureka (K-5) and Illustrative (6-8) Math Curricula:** Lodestar Literacy teachers will follow the scope and sequence of the yearly math units at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

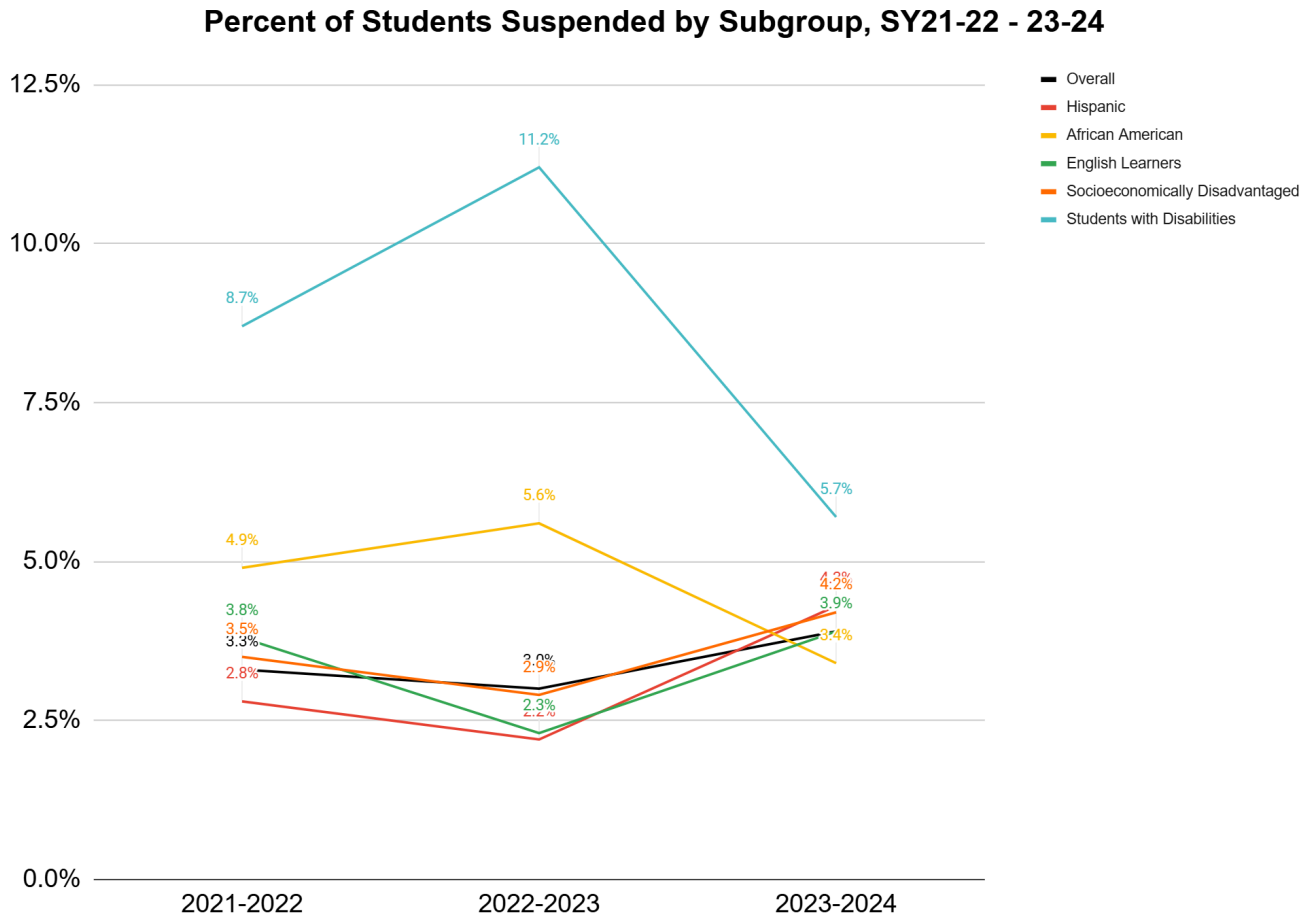
Lodestar's Commitment to its Diversity, Equity and Inclusion Initiatives

Inclusive, Anti-Racist School Culture

Our commitment to an inclusive school culture in which students are fully participating and our investment in alternative to suspension programs is evidenced in our drastic reduction of school suspensions. Our commitment to being an anti-racist school is evidenced in our policies and practices of restorative justice and the centering of Black excellence and joy in our culture.

At Lodestar High School, restorative practices are central to our approach to student discipline and well-being. In partnership with Youth Alive, we offer trauma-informed mediation and restorative circles to help students repair harm and rebuild relationships. As an alternative to suspension or detention, students participate in SEL courses led by teacher-leaders. These courses are tailored to the student's specific behavior, teaching replacement behaviors like conflict resolution and emotional regulation. Families are actively engaged in the process, reinforcing a shared commitment to growth and accountability. This approach ensures discipline is supportive, not punitive, and rooted in healing and connection.

Figure 2: Percent of students suspended by subgroup



Teacher and Leader Diversity

As an organization and school, our Diversity, Equity, and Inclusion commitments, metrics, and initiatives have resulted in increased diversification of our teachers and leaders. In our 2024-28 Strategic Plan, we have made the commitment to maintain greater than 75% of LCPS staff identifying as Black, Indigenous, and people of color ("BIPOC"). Currently 74% of all Lodestar staff and 100% of Lodestar leaders identify as BIPOC. Research shows that when teachers reflect the student body, student achievement increases. Additionally, over the charter period, in addition to maintaining a highly diverse educator and leadership team, Lodestar has grown teacher retention from under 60% at the start of the charter renewal term to 92% and 82% respectively over the final two years of the term under the leadership of Lodestar's current head of school.

Over the course of the charter term, Black/Latino teachers have represented 42-48% of the overall teaching force; and teachers identifying as BIPOC overall has ranged from 65% to 73% exceeding the state and OUSD in teacher diversity and reducing the teacher and student of color "diversity gap." Since 2021-22, our site administrative teams (all principals and assistant principals) in the lower and upper school who have identified as people of color and/or mixed race increased from 86% to 100%. Our partnerships with the Alder Graduate School of Education, in place since 2019, and Reach University has created a robust pipeline of teachers of color who represent the communities we serve, including

many alumni and classified employees, and are readying for the classroom in innovative residency and internship models. 100% of Lodestar's Alder residents in 2024-25 and 86% (4 out of 5) of 2025-26 Alder residents are Black and Latino and 100% are BIPOC. 75% (6 out of 8) of our 2024-25 Reach Intern candidates are BIPOC and 38% (3 out of 8) are Black/Latino.

Growth: Lodestar Demonstrates Progress

California State Dashboard Comparison[6]

Lodestar demonstrates both growth opportunities and strengths in comparison to OUSD and the State of California on the 2023 and 2024 Dashboard.

- **Strengths:**
  - Graduation rates for Lodestar's first-ever graduating class out-perform both OUSD and the state of California in both overall and subgroup performance.
  - College/Career rates for Lodestar's first-ever graduating class out-perform both OUSD and the state of California in both overall and subgroup performance.
  - Long-Term English Learners ("LTELs") outperform in both ELA and Math compared to OUSD and CA.
- **Growth Opportunities:**
  - Lodestar remains committed to continuously improving ELA and Math scores both overall and in all subgroups with a strong academic improvement plan in process for these subjects in the upcoming school year.

Table 2: Lodestar 2023 and 2024 CA Dashboard Results compared to OUSD and CA schools

ELA		Overall	African American	Hispanic	Low Income	English Learners	Long-Term English Learners	Students with Disabilities
2024	Lodestar	Red	Red	Red	Red	Red	Orange	Red
	OUSD	Yellow	Orange	Red	Orange	Red	Red	Orange
	CA	Orange	Orange	Orange	Orange	Orange	Red	Red
2023	Lodestar	Orange	Orange	Orange	Orange	Orange	N/A	Orange
	OUSD	Orange	Red	Red	Red	Red	N/A	Red
	CA	Orange	Orange	Orange	Orange	Orange	N/A	Red

[6] CASchoolDashboard.org

Math		Overall	African American	Hispanic	Low Income	English Learners	Long-Term English Learners	Students with Disabilities
2024	Lodestar	Orange	Orange	Orange	Orange	Orange	Orange	Orange
	OUSD	Yellow	Orange	Orange	Orange	Red	Red	Orange
	CA	Orange	Red	Orange	Orange	Orange	Red	Red
2023	Lodestar	Orange	Orange	Orange	Orange	Orange	N/A	Orange
	OUSD	Orange	Red	Red	Red	Red	N/A	Red
	CA	Orange	Red	Orange	Yellow	Orange	N/A	Orange

Graduation Rate		Overall	African American	Hispanic	Low Income	English Learners	Long-Term English Learners	Students with Disabilities
2024	Lodestar*[7]	90%	<11 Students	90%	93%	95%	94%	<11 Students
	OUSD	81%	81%	77%	80%	70%	76%	76%
	CA	87%	79%	85%	84%	78%	81%	74%

College/Career		Overall	African American	Hispanic	Low Income	English Learners	Long-Term English Learners	Students with Disabilities
2024	Lodestar*[8]	75%	<11 Students	75%	78%	74%	73%	<11 Students
	OUSD	43%	32%	39%	40%	24%	28%	24%
	CA	45%	28%	37%	37%	17%	17%	14%

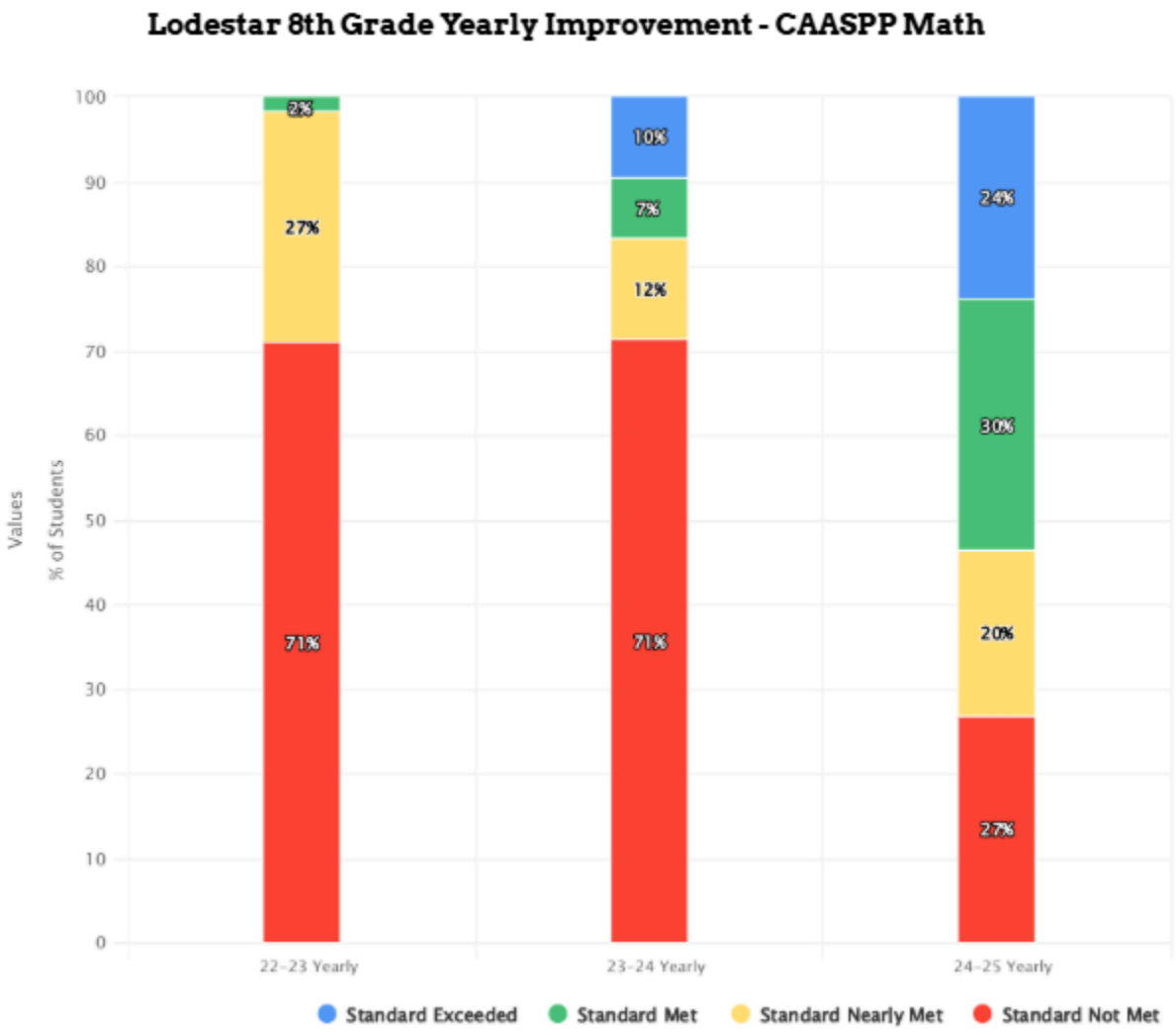
Lodestar Accelerating Students Towards College and Career

Lodestar 8th graders are entering high school with higher levels of proficiency each year, as demonstrated by the preliminary 8th grade Math CERS data below[9]. These critical years are important as students make the transition he following year to high school. This trajectory demonstrates that Lodestar students are not only catching up to CA proficiency rates, but are accelerating towards college

[7] Colors are based off of projections, compared to actual CA Dashboard grayed out results due to needing multiple years of reporting.
[8] Colors are based off of projections, compared to actual CA Dashboard grayed out results due to needing multiple years of reporting.
[9] 2024-2025 Preliminary CERS results for Lodestar 8th grade Math.

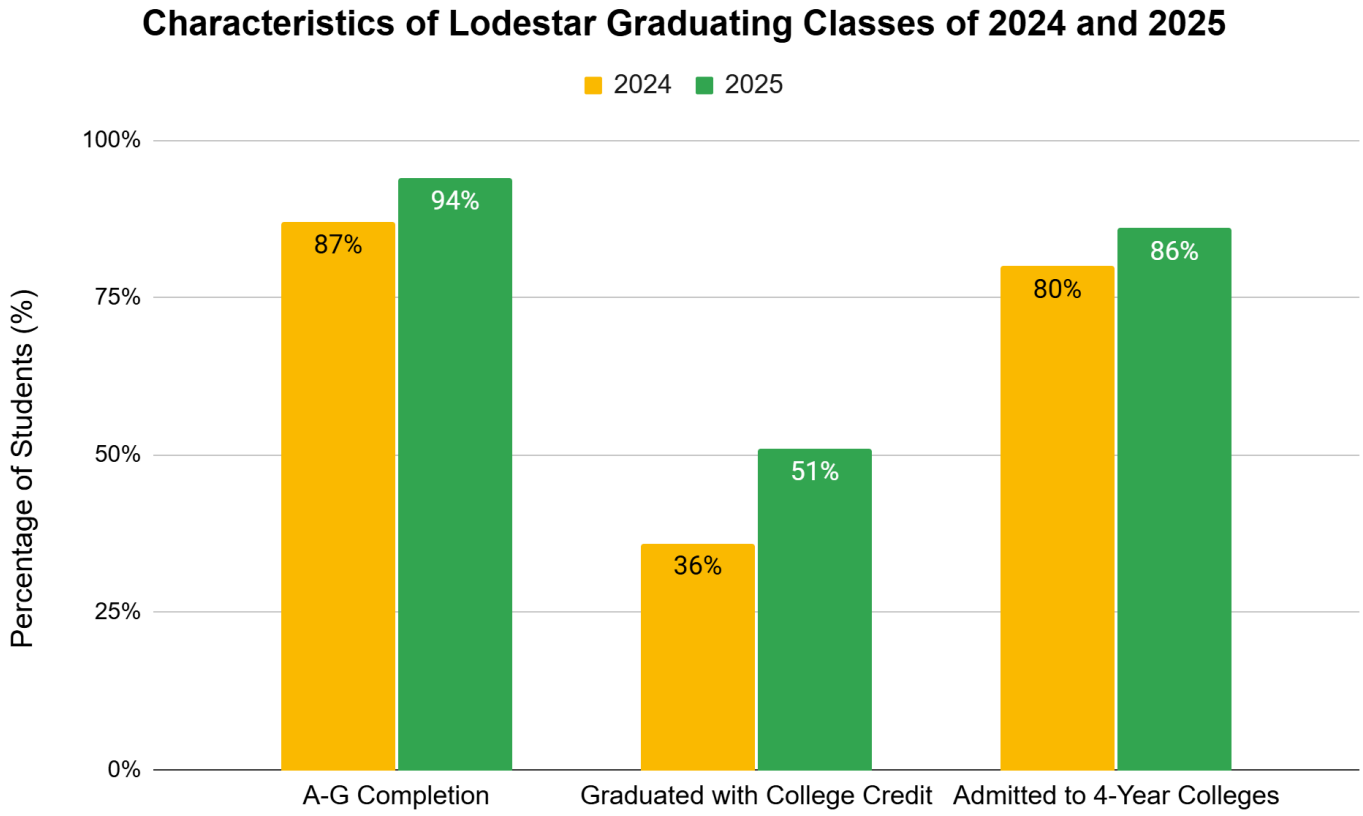
and career readiness during some of the most pivotal academic years. As they enter high school, they are better prepared to take rigorous coursework, earn high school credits aligned with A-G requirements, and stay on a pathway to college and career opportunities of their choice.

Figure 3: Lodestar 8th Grade Yearly Improvement-CAASPP Math



This upward trajectory in middle school directly translated to success at the high school level, where Lodestar students are graduating at competitive rates. By having the strong middle school foundation, Lodestar expects to maintain and possibly increase it's student preparedness each year, as students leverage strong academic foundations to complete A-G requirements, earn college credit, and secure admissions to competitive universities.

Figure 4: Characteristics of Lodestar Graduating Classes of 2024 and 2025



The first and second graduating classes for Lodestar, 2024 and 2025, exemplify this success. In 2025, 94% of Lodestar students completed A-G requirements, 51% graduated with college credit, and 86% were admitted to four-year colleges, all increases from the previous year. These results demonstrate that Lodestar is not only preparing students academically but also expanding their opportunities by giving them early access to college-level courses directly on campus, allowing them to experience college success before graduating high school.

Lodestar's Progress Relative to NWEA MAP National Norms

Lodestar Compared to National Norms

Lodestar uses NWEA MAP to monitor student growth over the course of the school year as a verified data source. Below, we share our data story from MAP, emphasizing the Conditional Growth Percentile, a standardized measure of growth compared to growth norms. The data represented indicates students with MAP results in both the Start and End terms and their resulting School Conditional Growth Percentile (CGP) per grade level.[10]

Conditional Growth Percentile

[10] MAP Student Growth Summary Report - Aggregate by School, Growth Comparison Period Spring 2024-Spring 2025 using 2020 Norms.

Conditional Growth Percentile is a student's percentile rank for growth, with 50 being a typical growth norm for students who are compared to those of similar students.[11] The CGP ranges from 1st to 99th percentile. When a student demonstrates above a CGP of 50, they are demonstrating above average growth. Below is a summary chart of the NWEA MAP Math and ELA Conditional Growth Percentiles at Lodestar from Spring 2024 to Spring 2025. This verified data source articulates the strong performances of growth for Lodestar students. Highlights include:

- 2nd Grade Math ranking 96th Percentile
- 6th Grade ELA ranking 99th Percentile
- 10th Grade ELA and Math both ranking 99th Percentile
- 11th Grade Math ranking 99th Percentile

Table 3: ELA and Math Conditional Growth Percentiles at Lodestar Spring 2024 and Spring 2025

Math			**ELA**		
Grade	**Spring 24-Spring 25**	**# of students**	**Grade**	**Spring 24-Spring 25**	**# of students**
1	10	24	1	30	24
2	96	39	2	35	38
3	62	43	3	19	46
4	19	49	4	21	49
5	10	47	5	85	47
6	59	38	6	99	38
7	77	70	7	55	71
8	97	64	8	52	62
9	79	42	9	17	42
10	99	42	10	99	42
11	99	51	11	81	51

[redacted]

11 https://connection.nwea.org/s/article/Conditional-Growth-Percentile?language=en_US

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)

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.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Given the demographic shifts in Oakland, we are conservatively projecting enrollment at 732 over the charter term for budgetary and financial purposes. Lodestar will continue to serve students up to its

enrollment cap. Charter School will serve a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Table 4: Projected Enrollment at Lodestar for Charter Term 2026-2031

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 1 2026-2027**	**Year 2 2027-2028**	**Year 3 2028-2029**	**Year 4 2029-2030**	**Year 5 2030-2031**
TK	20	30	30	40	40
K	30	30	38	38	40
1	28	30	30	38	38
2	28	28	30	30	38
3	40	28	28	30	30
4	50	40	30	28	30
5	55	50	42	30	28
6	78	75	70	65	55
7	75	75	75	70	65
8	60	70	75	72	70
9	78	70	80	80	80
10	75	76	70	78	78
11	65	70	70	68	75
12	50	60	64	65	65
Total	**732**	**732**	**732**	**732**	**732**

Who We Are

Mission

At Lighthouse Community Public Schools, we believe that persistent educational inequality threatens our collective future. The mission of Lodestar 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.

Vision

At Lighthouse Community Public Schools, we know that the students and families we serve have the potential to create narratives that will lead them toward a bright future. Our work as a school is to create an environment that allows them to develop this potential, which will also positively impact their families and the larger Oakland community.

We believe that a high-quality education for educationally underserved students is a vital remedy to poverty and societal dysfunction. When students have access to the tools and knowledge to succeed in college, they will lead more economically stable lives, will have a strong sense of identity, and will be more engaged in the life of their community — leading to a more healthy, joyful, and educated society.

We are dedicated to carrying out our mission in the complex and vibrant city of Oakland, California, and we also believe that it is our imperative to share best practices beyond our walls and be a dynamic learning organization to best serve our community, city, and nation

Core Values

The Lodestar 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.

Lodestar Core Values

LOVE: We extend ourselves so that all feel a sense of belonging and acceptance.

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.

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.

Lodestar is an EL Education School

Lodestar is a member of the EL Education (formerly named Expeditionary Learning) network of schools. We believe when students and teachers are engaged in work that is challenging, adventurous, and meaningful, learning and achievement flourish. We are committed to creating classrooms where

teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world. When students enter adult life, they will be celebrated not for their performance on basic skills tests, but rather for the quality of their work and their character. That's why EL Education builds students' capacity for Three Dimensions of Student Achievement[1].

Figure 5: EL Education Three Dimensions of Student Achievement

- **Mastery of Knowledge and Skills -** Students will:
  - Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
  - Apply their learning: transfer knowledge and skills to novel, meaningful tasks
  - Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
  - Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines
- **Character -** Students will:
  - Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
  - Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
  - Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)
- **High-Quality Student Work -** Students will:
  - Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding
  - Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
  - Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the Charter School

Target Student Population

At Lodestar, we believe our schools must represent the rich diversity of Oakland's East Region. We currently serve students from Transitional Kindergarten through 12th grade throughout Oakland. Lodestar is open to all students in the state of California (Education Code Section 47605(e)(2)(A)-(B). We will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners ("ELs"), and socio-economically disadvantaged students). We also will continue to have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes of East Oakland, African American students, and unsheltered students. The Charter School intends to maintain a maximum enrollment of approximately 816 students across these grades, as detailed below; Enrollment Projections for the purposes of financial and budget modeling as detailed above.

Lodestar is intentionally located in the East Oakland neighborhood of Sobrante Park that have been historically underserved, lacking equitable educational opportunities for families; 87% of our students live in the 94621 and 94603 zip codes. These neighborhoods have high poverty rates and also rank highest in the Oakland Community Stressors Index 7 — the experience of chronic stress, violence, and trauma that negatively impacts communities and increases the likelihood that our students may have lower social capital, decreased collective efficacy, and measurable impact on their psychological development, health, and well-being. The Oakland Stressors Index provides a snapshot of multiple risk factors on community stress. The index captures 21 stressor indicators across a range of domains, including 1) Health and Environment, 2) Housing, 3) Education, 4) Poverty, 5) and Criminal Justice System Involvement. The areas immediately surrounding the Lodestar campus have in the last five years seen increased rates of theft and violence. According to local police, robberies have increased by 30% in the zip codes of our two campuses (94603 and 94621), violent crime rates are three times higher than the average US rates.

In the 2024-25 school year, Lodestar served a population that truly reflected the needs of the East Oakland Community. From our total enrolment of 719 students:

- 98% Unduplicated;
- 45% English Language Learners
- 13% qualifying for Special Education services
- 4% Unhoused / McKinney Vento

For far too many low-income Latino and African American students, pursuing the college and career of their choice has been an unattainable dream. Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating as a TK-12 school community along with its sister school Lighthouse Community Charter High School ("LCCHS"). We are grateful to be aligned with the City of Oakland and Oakland Unified School District's investment in Measures N and H around college and career readiness as we work to ensure Latino and African American students have access to high quality programs. Lodestar college and career index scores reflect this positive work we are doing in our East Oakland community.

We are committed to students being prepared to succeed in a four-year college, and also support our students to attain a technical certificate, military training, or a two-year or four-year degree after graduation, depending on their hopes and aspirations. Every student enrolled receives a college-preparatory experience in 9th through 12th grade, with the goal of having 100% complete A-G requirements upon graduation so that they are empowered with the opportunity to enroll in the college or career program of their choice.

Attendance Requirements

School Year

Lodestar's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, the following number of minutes of instruction:

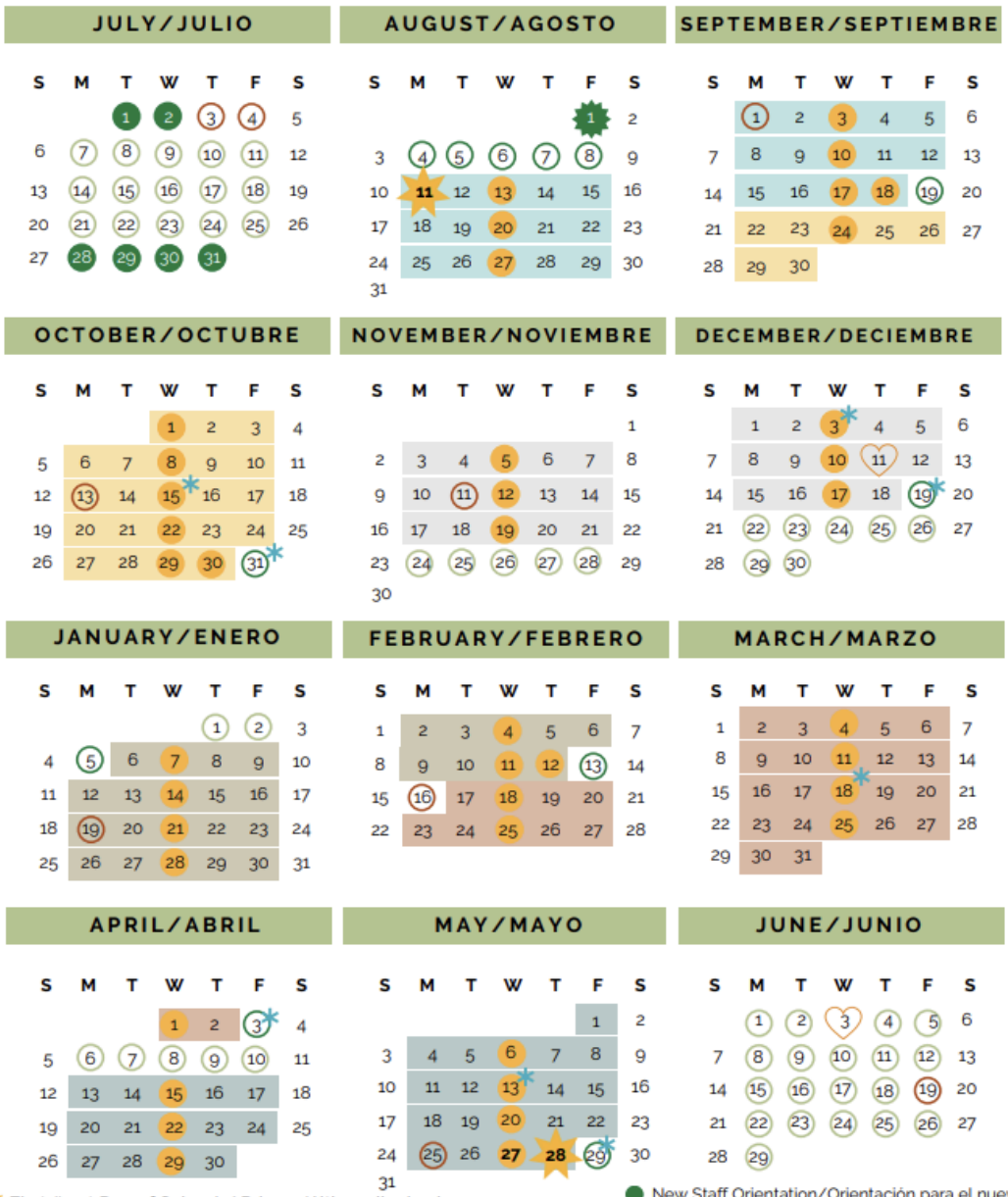
1. For students in TK and Kindergarten: 36,000 instructional minutes.
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
3. For students in 4th to 8th Grade: 54,000 minutes.
4. For students in 9th and 12th Grade: 64,800 minutes.

The school year includes 177 instructional days, barring emergency school closures, 2 more than the required 175 days for charter schools. Teachers of Lighthouse Community Public School ("LCPS") which includes Lodestar have an additional 13 days of professional development and conferences with families built into the school year on an annual basis, for a total of 190 contracted days. There are an additional five days of stipended professional development for teachers new to the Charter School on an annual basis. **Figure A.3** provides the proposed school calendar, which Lodestar intends to adhere to as state and federal funding allows. LCPS and Lodestar retain 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.

Figure 6: 2025-2026 LCPS Academic Calender

LIGHTHOUSE Community Public Schools

2025-2026 ACADEMIC CALENDAR CALENDARIO ACADEMICO



KEY

- First/Last Day of School / Primer/último dia de clases
- Minimum Days / Horario mínimo
- School Breaks / Vacaciones — Campuses closed/Campus cerrados
- Observed Holidays / Vacaciones observadas — Campuses closed/Campus cerrados
- Teacher Work Days / Desarrollo Profesional — No school for students/No hay clases
- Staff Wellness Wednesdays/Fridays / miércoles/viernes de bienestar solo para el personal
- New Staff Orientation/Orientación para el nuevo personal
- First Day Back for All Staff/Primer dia de regreso para todo el personal
- Day of Remembrance for the LCPS Community/Dia del Recuerdo para la Comunidad de LCPS

updated 3/3/25

Holidays and School Breaks/Vacaciones y recesos escolares

Campuses closed/Campus cerrados

- 7/3/25 - 7/4/25 Independence Day Holiday/Dia de la Independencia
- 9/1/25 Labor Day/Dia del Trabajo
- 10/13/25 Indigenous Peoples' Day/Dia de los Pueblos Indígenas
- 11/11/25 Veterans' Day Holiday/Dia de los Veteranos
- **11/24/25 - 11/28/25 Fall Break/Vacaciones de Otoño**
- **12/22/25 - 1/5/26 Winter Break /Vacaciones de Invierno (for students)**
- 1/19/26 MLK Jr. Day Holiday and Day of Service/Día feriado y día de servicio de MLK Jr.
- 2/16/26 President's Day/Día Festivo del Presidente
- **4/6/26 - 4/10/26 Spring Break/Vacaciones de Primavera**
- 5/25/26 Memorial Day/ Dia de los Caidos
- 6/19/26 Juneteenth/Juneteenth

Staff Work Days/Desarrollo Profesional

No School for Students/No hay clases

New Staff Orientation/Orientación del nuevo personal (Only new staff/Solo personal nuevo)

- 7/1/25 - 7/2/25 New 12-month employees
- 7/28/25 - 8/1/25 All new staff

All Staff Work Days/Todos los días de trabajo del personal No School for Students/No hay clases

- Report Back to Work : 8/1/25 (hybrid)
- Report in person: 8/4/25 - 8/8/25
- End of Cycle PD and staff work days: 9/19/25, 10/31/25, 12/19/25, 1/5/26, 2/13/26, 4/3/26
- After Last Day of School: 5/29/26

Wellness Wednesdays / Fridays / Miércoles / viernes de bienestar

- #1 October: 10/15/25 & 10/31/25
- #2 December: 12/3/25 & 12/19/25
- #3 March: 3/18/26 & 4/3/26
- #4 May: 5/13/26 & 5/29/26

Important Days for Students and Families/Días importantes para estudiantes y familias

- 8/7/25 Ice Cream Socials/Fiestas sociales de helados
- 8/11/25 First Day of Classes for Students/Primer dia de clases para estudiantes
- 9/18/25 EXPO/Back to School Night/Noche de regreso a clases
- 10/29/25 - 10/31/25 Student-Led Conferences/Conferencias dirigidas por estudiantes
- 12/11/25 Shuna Lewis Day of Love/Dia del amor de Shuna Lewis
- 1/6/26 Return to school after Winter Break
- 2/11/25 - 2/13/25 Student-Led Conferences/Conferencias dirigidas por estudiantes
- 5/21/25 - 5/28/25 Passage/Paso
- 5/28/26 Last Day of Classes/Último día Clases - Minimum Day / Horario mínimo
- 6/3/2026 Steve Sexton Day/Día de Steve Sexton

Grading Cycles Ciclos de calificación	Start Date - End Date Fecha de inicio - Fecha final	Weeks Semanas
Semester 1/Semestre 1	8/11/25 - 12/18/25	18
Grading Cycle 1/Ciclo de calificación 1	8/11/25 - 9/18/25	6
Grading Cycle 2/Ciclo de calificación 2	9/22/25 - 10/30/25	6
Grading Cycle 3/Ciclo de calificación 3	11/3/25 - 12/18/25	6
Semester 2/Semestre 2	1/6/26 - 5/28/26	20
Grading Cycle 4/Ciclo de calificación 4	1/6/26 - 2/12/26	6
Grading Cycle 5/Ciclo de calificación 5	2/17/26 - 4/2/26	7
Grading Cycle 6/Ciclo de calificación 6	4/14/26 - 5/28/26	7

Stay in touch with Lighthouse Community Public Schools

Lodestar Campus
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6-11 Front Desk (510) 775-0382
TK-12 classes start at 8:30 am

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www.lighthousecharter.org
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LIGHTHOUSE Community Public Schools

updated 3.3.25

School Day

The instructional day at Lodestar is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Transitional Kindergarten through 8th Grade, the school day for students is 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday and Friday (360 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (240 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 59,040 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 p.m. on Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 65,100 minutes of annual instructional time (not including lunch and passing times). These numbers substantially exceed the number of annual instructional minutes required by Education Code Section 47612.5 for Transitional Kindergarten through 8th grade and exceed those for 9th through 12th grade as well.

Philosophy & Approach to Education

LCPS Graduate Profile

The LCPS Graduate Profile[3] articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lodestar. 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.

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, Lodestar strives to be a school community that honors and uplifts our students' myriad cultures so they can thrive both within and beyond their TK-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 to support all young people in developing these skills. (See Academic Program)

- **Committed to Service and Justice** - Students graduate from Lodestar committed to service and justice. Through Lodestar's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. (Crew is EL Education's advisory program.) Lodestar provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our approach is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.

- **Relationship Builders** - Students cultivate relationships based on kindness, compassion, and empathy. Lodestar 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 Lodestar, 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 *EL Education's Core Practices Expanded Definition of Student Achievement*[12], Zaretta Hammond's *Ready for Rigor Framework*[13], and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.[14] Our Instructional Stances encompass our vision for high-quality teaching and learning.

At LCPS, learning is:

- **Purposeful**
    - Learning is driven by essential questions that allow students to create lifeworthy

12 https://www.eleducation.org/who-we-are/three-dimensions-of-student-achievement/

13 https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR_Final.pdf

14 https://www.inflexion.org/wp-content/uploads/dlm_uploads/2017/11/Four-Keys-Guide-1.pdf

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 and Mathematics, the Next Generation Science Standards ("NGSS"), the English Language Development Standards, the History-Social Science Framework, and the remaining State Content Standards (collectively, the "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.

Principles in School Design

Our students are living in a world that is experiencing constant technological, cultural, linguistic, climatic, economic, and social transitions. We know our students must have a deep knowledge of themselves, understanding of their cultural heritage, and an awareness of their intersectional identities in

order to be changemakers in Oakland and beyond. In order to leverage the aspects that make our students individually and collectively unique, our students must experience interdisciplinary learning opportunities and be prepared to negotiate questions of justice and morality while grappling with the most urgent and complex problems facing our community.

In order to achieve our mission, Lodestar has committed to five design principles:

1) **High Expectations for All Students**
2) **Rigorous Curriculum & Deep Learning**
3) **Serving the Whole Child**
4) **Families as Partners**
5) **Professional Community of Learners**

Learning occurs best when it is designed in service of diverse learners. Our school program aligns with 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 are detailed below.

Design Principle 1: High Expectations for All Students

At Lodestar, 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 the college and career of their choice.

At Lodestar, High Expectations means:

- **Three dimensions of achievement:** We start with the belief that every child deserves to reach their fullest potential. To do so, every child must be held to clearly articulated, high expectations for achievement. And be supported to do so. Our Expanded Definition of Achievement, as defined by EL Education, has three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work.

- **College-eligibility for all.** At Lodestar High School, our program is designed to ensure all students complete A-G requirements. As a result, students are eligible to apply to a California State University ("CSU") or University of California ("UC") school by the time they graduate. We also work hard to facilitate events and activities that help students see college as a viable option. Whether taking students on college visits so that they see people who look like them in higher education, holding financial aid workshops for families, or hosting our annual Senior Declaration Day, by the end of their time at Lodestar, students and families have the knowledge and experience to consider college as a future option. In our class of 2025, 94% of our seniors graduated A-G eligible.

- **Dual Enrollment.** Through our dual enrollment partnership with the Peralta Community College District and Chabot Las Positas Community College District, students also have the ability to earn college credit while still in high school. In our class of 2025, 51% of our seniors graduated with college credits.

- **CTE pathways and work-based learning.** Career exploration in high school is crucial for helping students identify their interests, develop relevant skills, and make informed decisions about their future path. It allows students to align their education and career aspirations, leading to greater motivation and engagement in their learning. For this reason, all students at Lodestar High take part in a CTE Pathway, either in Media Arts or Health Science. These pathways integrate academic learning with technical and occupational skills, including work-based learning opportunities such as industry-aligned projects, job shadows, and internships.

- **College and career prep as core subjects.** At Lodestar High School, we integrate college and career into the school day via our College and Career Seminar courses for 11th and 12th graders. Using curriculum and resources from the nationally recognized organization OneGoal, we ensure that all students understand the range of post-secondary education available to them and have the information and support they need to pursue their goals though individualized college counseling in High School.

- **Passage.** Lodestar students take part in passage, a tradition that confirms students' readiness to move forward in all realms of achievement at selected grade levels. For example, during 12th grade, all seniors produce a capstone project and presentation to showcase what they've learned in their CTE Pathway. Passage requirements at other grade levels also integrate academic skills with college and career focused tasks such as preparing for a mock interview or creating a resume.

Design Principle 2: Rigorous Curriculum & Deep Learning

Lodestar's curriculum is aligned with the State Standards and prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for a technical certificate, military training, or a two-year or four-year degree after graduation. Lodestar provides a college-bound curriculum that includes content knowledge and skills such as literature and statistics, academic research and writing skills, art, technology literacy, and movement.

We've adopted a top-rated curriculum based on the extensive research of Ed Reports[12][13][14] and have prioritized the ongoing training of teachers and leaders to deepen the impact on student growth and achievement. For subject areas that have not adopted the curricula, they use, adapt, or design curricula

that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work.

A central feature of Lodestar's Curriculum is the linking of specific content to big ideas so that depth leads to breadth. 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. 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 Lodestar, we ensure that all students TK to 12th grade 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 curriculum aligned with the State Standards, students 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 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 work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students 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 problem-solving and mathematical discourse as a way of bringing math alive. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific context. 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. Students have regular opportunities to also work on their group collaboration skills. At Lodestar High School, students engage in advanced mathematics courses upon completion of a three-year math sequence.

- **History and Ethnic Studies** - Students explore history through social, political, and economic lenses. Engaging in research, debate, and analysis, students will deepen their commitment to service and justice. At the high school level, students have an opportunity to take Ethnic Studies in 9th grade and culminating with an option to take Advanced Ethnic Studies course throughout their High School experience in multiple Ethnic Studies electives including Women, Power and Politics; Ethnic Experience in California; Latin American History; and Global Affairs.

- **Science & Engineering** - Grounded in the Next Generation Science Standards, students experience scientific concepts grounded in labs and inquiry-based 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 crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.

- **Visual and Performing Arts** - Students demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas and explore and honor stories. Students will also leverage cross disciplinary skills developed in ELA, History, and Humanities courses at Lodestar.

- **Academic Electives** - Students demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an Lodestar student. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

- **World Languages** - At Lodestar High School, students communicate effectively in reading, writing, speaking, and listening in a world language other than English.

- **CTE Pathway** - Lodestar High School offers two CTE pathways in Media Arts and a new Health pathway that will launch in Fall 2025.

Curricular Design

Key aspects of Lodestar's curriculum include but are not limited to the following:

- **Real World** - Lodestar's 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.

- **Produce Authentic Products** - Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work. At Lodestar, student products aim to meet an authentic need in the community and have an audience and purpose beyond families or the classroom teacher. Students regularly make presentations of their work and their learning to school and community stakeholders and authentic external audiences. Some products are particularly motivating because in themselves, they are acts of service or opportunities to make connections between content and career or college, helping inform students of their future choices as well.

- **Focused on Service** - Service learning is an integral element of Lodestar's curricular design. All students at Lodestar are actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, Crew, and extracurricular activities, these experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.

- **Student Engaged Assessment** – Lodestar engages in a Student Engaged Assessment (SEA) every Wednesday. Leaders and teachers create structures and procedures that support students to create, maintain, and present high quality work products that 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 in preparation for college and career success.

- **Vetted by Experts** - Lodestar has adopted EL Education for ELA (K-8), Eureka Math,(TK-5), and Illustrative Mathematics (6-8th grades). All of these curricula have earned "green" ratings from EdReports for Elementary and Middle School. For High School students, Lodestar has adopted Fishtank for LEA for 9-10th grades, ERWC for 11-12th grades, and Illustrative Math for 9-12th grades.

Design Principle 3: Serving the Whole Child

We know our students come to school with rich social capital that we value and build upon throughout their journey to college. Our role as a school is to provide a wide array of activities and experiences in both academic and extracurricular settings that help students identify and realize their goals. We also know when students are socially, emotionally, and physically healthy they can be academically successful and prepared for college and the career of their choice as active members of their community. As a result, we have several structures and practices in place to serve the "whole child" and ensure every student is known well and receives the differentiated support that enables their success. We believe that this combination makes it possible for students to see college as their reality. These practices will be reviewed and will evolve based on student need and available resources, but may include the following proven practices:

- **Family as Partners** – Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learn, and be involved with their child's education. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures

such as Back-to-School Night, Lit for Literacy, Student-Led Conferences and annual Exposition of Student Work ("EXPO") ensure all families are involved in their children's education. Families are also encouraged to actively participate as community members through the Family Leadership Group, Coffee Tuesdays, and other family-led events.

- **Cultivating Character Development/Habits of Working and Learning ("HoWLs")** – 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. Students' emotional and social growth is supported through the teaching of the HoWLs, which are based on our Core Values and Graduate Profile. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world. 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.

- **Crew** – At Lodestar, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Crew (commonly known as advisory) exists to ensure that each Lodestar student continues to have a strong relationship with at least one caring adult at the Charter 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) which positions students to be leaders of their own learning. Taught in small groups, the Crew curriculum integrates students into Lodestar'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 Lodestar staff assume the role of Crew Leader in addition to their core responsibilities.

- **Student Led Conferences** – Every student at Lodestar 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.

- **Sports Program** - Lodestar is part of the Bay Area Charter Schools Athletic Conference ("BACSAC") for High School sports and the Oakland Athletic League ("OAL") for Middle School sports. We offer Basketball, Soccer, Flag Football, Volleyball and Futsal in High school and offer and Flag Football, Cross Country, Basketball, Soccer, and Volleyball in Middle School.

- **Behavioral Health & Wellness** – Lodestar supports our students' behavioral health and wellness through providing on-site access to counselors who are available to support students' emotional well-being and psychological needs, as well as a behavior support specialists who support the design and implementation of behavioral interventions. Counselors and behavior support specialists support Tier 1 universal learning— to serve the needs of the entire school community through the design of Crew lessons and school-wide behavioral health experiences; Tier 2 interventions — to meet the needs of small groups of students through brief cycles of therapy and behavior intervention lessons; and Tier 3 interventions — with students who are most in need of extra support in the areas of social and emotional and behavioral health through individual counseling and/or behaivor intervention plans. The counselors and behavior support specialists works across settings, based on the needs of the students and families and in partnership with community-based organizations for additional support and resources.

- **Family Support Services** – As needed to support our students and families, Lodestar 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.

- **Middle School Youth Developer -** This role focuses on supporting students' social-emotional development through targeted small group and individual case management, while also fostering student leadership and voice. Responsibilities include leading student council and affinity groups, coordinating cultural celebrations, consulting on Crew curriculum, and developing a peer conflict resolution program rooted in Restorative Justice. The role also involves organizing cross-grade collaborations, supporting student entrepreneurship and fundraising, managing extracurricular partnerships, and taking on additional duties as needed.

Design Principle 4: Families as Partners

To establish Learning as Part of a Community, Lodestar must engage Families as Partners. Students and staff at Lodestar make families welcome, know them well, and engage them actively in the life of the Charter School. Lodestar explicitly recognizes that families care about their children's education, bring strengths, and add value to the community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning.

Deeply involving families in the education of their child, as well as in the life and community of the Charter School, is a vital and integral part of what we do. The U.S. Department of Education[16] 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 Lodestar's high academic and behavioral outcomes.

- **Build Relationships** – Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students' families. 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 Charter 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 Charter School stronger. Parents who are involved at the Charter School, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what Lodestar does are advocates in the wider community and are more likely to give back to the Charter School.

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

- **Student Led Conferences ("SLCs")** – Two times per year (Fall and Spring), parents and students are highly encouraged to attend SLCs 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. While they are generally scheduled over the course of several days, Lodestar schedules SLCs flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)

- **Celebrations of Learning/EXPO** – Once per year, parents are invited to attend Celebrations of Learning, showcasing and reviewing high quality work of students and their reflections as learners for families and community members. Parents have multiple opportunities to attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have other options.

- **Back to School Social** – Back to School Social provides teachers a chance to introduce families to their classroom and overview policies and curriculum. The event often features some fun in addition to information to build community amongst parents. If parents are unable to attend, Lodestar makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, at an alternate time, day, or location.)

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.

- **Parent Advisory Committee ("PAC")** – The PAC form the parent leadership body of the Charter School. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including the Charter School's Local Control and Accountability Plan ("LCAP"), the English Language Advisory Committee ("ELAC"), and school plans, and plan parent and community events that help foster parent to parent relationships.

Design Principle 5: Professional Community of Learners

For learning to best occur, all staff must be part of a Community of Learners. We work together on behalf of students to improve the Charter School's program, share expertise, build knowledge in our disciplines, and model collaborative learning. Staff adult culture is characterized by relational trust and respectful collegiality. At Lodestar, we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research and modeled after the Framework for Professional Development in EL Education Schools, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Student Learning** - Academic, social, and emotional learning is at the core of our mission. Professional inquiry brings educators together to discuss practice, analyze data, make action plans, and investigate new strategies.

- **Goal-oriented** - Individual educators, teacher teams, and the entire Lodestar staff have a clear understanding of the incremental steps needed to meet short and long-term goals

- **Data-driven** - The core of all work at Lodestar is the realization of student growth. Academic analysis is both an individual and collaborative process. Teams engage in regular analysis of relevant data including student work, curriculum-embedded assessments, and benchmarks inform instructional and institutional decisions.

- **Shared** - School staff are encouraged to share their expertise with their colleagues through formal and informal shared leadership roles. Supported by our leadership team, teacher leaders

maintain focus on teaching and learning even as they manage other responsibilities.

- **Supported by a Collaborative Culture** – Adults work together in pursuit of our mission. The majority of Lodestar professional development is conducted in teacher-led teams, focused on analysis of student learning outcomes. We believe the core values and HoWLs that we uphold with our students are also the ones that we uphold in our Professional Learning Community.

At Lodestar, we use a data-driven process for determining the focus of our professional development and utilize a variety of EL Education's Core Practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

Site Based Professional Development

- **Instructional Leadership Teams** – Time for teachers to work together to increase student learning and engagement of every student. This group of teachers represents classroom teachers, specialists and administrators and meets biweekly analyzing data relevant to student achievement including data about instructional practice, school culture and family involvement. This team also makes recommendations to the school work plan to respond to current data by making course corrections that could include professional learning or other strategies designed to result in student achievement.

- **Culture Team Meetings** – Time for teachers to work together to improve student and adult culture. This is a space that analyzes behavior, suspension, Family engagement and staff survey data and leads improvements to ensure that the academic, social, and emotional needs are considered across the school community.

- **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 A.3.

- **Instructional Coaching & Responding to Student Data** – Administrators work with teachers on a weekly or bi-weekly basis to support them in reflecting on their instructional practice and analyzing student learning outcomes. 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.

- **Learning Walks -** Teams of school leaders and teachers regularly conduct learning walks or other forms of protocol-driven "walkthroughs" in order to discuss and define the qualities of effective instruction and to identify patterns of instructional strengths and areas for improvement across classrooms.

LCPS Wide Professional Development

- **Professional Development Institutes ("PDI")** – PDI occurs when students are off campus and are times in which teachers collaborate to design and refine curriculum, analyze 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.

- **Diversity, Equity and Inclusion** – The entire LCPS community comes together to deepen our shared understanding of how to best support Diversity Equity and Inclusion in our school community. These sessions build on the ongoing work that staff engages in during PDI weeks.

- **New Teacher Mentor** - As applicable for staff in credentialing program, Lodestar pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education, Reach Institute for School Leadership, and other credentialing partners. LCPS has secured over $1.5MM in grant funding to support staff on career pathways into teaching and clinical practice through tuition assistance, testing and licensure fee support, and mentoring and credential clearance processes.

- **Evaluating Teachers -** Teachers are evaluated with a tool, the Teacher Development Equity Framework, that prioritizes our expanded definition of student achievement and growth. Our tool, to the greatest extent possible, includes specific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement.

- **External Professional Development**
    - **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 connected to EL Core Practices.

    - **Conferences and Off-Site Institutes -** As appropriate, outside professional development is contracted in alignment with areas of school goals/needs. Our partnership with EL Education is leveraged for outside PD; teachers and leaders participate and attend EL Education's National Conference as resources allow. Additional conferences and training are attended when aligned with goals and needs of the staff such as curriculum training or a content/strategy-specific experience.

Academic Program

The Lodestar 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:

- Lodestar Core Curriculum
- Graduation Requirement
- Lodestar School Culture Practices and Character Development.

Lodestar Core Curriculum

At Lodestar, 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. Curriculum adoption takes place after rigorous review including teacher input and a board adoption process. 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.

There are key multi-year initiatives and clear structures that support high quality curriculum internalization and teacher professional development aligned to our LCAP and Strategic Plan:

Multi-Year Academic Initiatives:

- **Curriculum Implementation:** Lodestar has selected and invested in strong curricular materials, and our teachers and leaders are focused on consistency with usage, understanding, and internalization of curriculum; leaders and teachers regularly receive training on curricular materials and resources. Our teachers authentically internalize high-quality instructional materials daily and our leaders ensure equity in student experiences across all classrooms through systems of support and accountability.

- **Instructional Quality:** Our staff is united in a vision for academic excellence for all students in all classrooms, and Lodestar teachers, teacher leaders, and school leaders are focused on instructional quality across all classrooms, specifically in the effectiveness of lesson facilitation and implementation of focal instructional strategies (e.g., time-saving procedures, checks for understanding, and academic monitoring)

- **Instructional Strategies:** Lodestar teachers, teacher leaders, and school leaders have named classroom discourse as a stated instructional priority, and regularly observe classroom instruction and explicitly look for the implementation of classroom discourse strategies. Ongoing work is focused on leveraging research-based, content-specific, and aligned instructional practices

Multi-Year Professional Development Initiatives:

- **Clear Professional Development Structures:** Lodestar has clear development structures are in place (e.g., PD, PLCs, coaching), and school leaders are focused on cohesiveness in collectively driving towards curriculum implementation, instructional quality, and instructional strategies. Professional development structures are aligned and planned around six week cycles, along with a clear cadence of curriculum unit assessments and interim assessments (IABs and ICAs from Smarter Balanced). Each six week cycle includes professional development around student work products, assessment data, Special Education and English language development strategies.

- **Measuring Professional Development Effectiveness:** Lodestar leaders are unified in a clear and coherent purpose and theory of action for professional development and coaching structures, and regularly collect data to measure the quality and fidelity to implementation of professional development structures; our teachers regularly participate in a clear and consistent coaching structure that balances coaching capacity with individual development needs, and our leaders receive professional development on delivering high quality coaching through research-based coaching protocols and to develop and sustain educators

TABLE 5. LCPS Board Adopted Curricula as of August 6, 2025

	Grades TK-5	Grades 6-8	Grades 9-12
English	Heggerty/SEEDS (TK) EL Education (K-8)		Fishtank (9-10) ERWC (11-12)
Math	Eureka Math/ Great Minds	Illustrative Mathematics (UC Scout for PreCalculus)	
Science	Amplify Science		HMH Dimensions (UC Scout for AP Environmental Science)
History	EL Module Integrations		Teacher created, aligned with College Board course overviews and CA HSS framework
P.E.&	Teacher Created	PE: SPARK	n/a

Enrichment		MAD: Teacher Created STEM: Teacher Created / Code.org	
Spanish	n/a	n/a	Vista Higher Learning: Descrubre and Temas
CTE	n/a	n/a	Teacher created curricula that reflects California CTE standards and the principles of Linked Learning
ELD	Summit K12	Vista Higher Learning: Bridges and Get Ready!	Edge

Over the course of the charter term, Lodestar may make changes in order to address changes to state requirements and/or student needs. If made, these would not constitute a material revision to the charter.

CTE Pathway Program

All high school students at Lodestar participate in one of our CTE Pathways, Media Arts or Health Science. These CTE pathways help students develop both technical skills specific to a particular industry and transferable workplace skills like communication, teamwork, and problem-solving. Within each CTE Pathway, students take a structured sequence of courses that integrate academic knowledge with technical and occupational skills, preparing them for both postsecondary education and career opportunities. Our CTE Pathways also promote hands-on learning that fosters engagement and purpose.

Media Arts Pathway: The established Digital Media Arts Pathway, launched by Measure N/H funding, complements Lodestar's academic offerings by giving students robust opportunities to explore storytelling, journalism, filmmaking, and creative production. Students are empowered to elevate community voices and create change through media—producing everything from campus news broadcasts ("Cobra News") to powerful civic engagement projects like podcasting, documentary storytelling, and coverage of major school events.

These experiences build both technical and soft skills that are transferable to a wide range of careers in communications, digital design, and public service. The program also boosts student agency and visibility, creating platforms where students of color can lead, reflect on their experiences, and influence how East Oakland is represented.

Our Media Arts pathway helps students discover their passions, gain industry-aligned skills, and graduate with both a sense of purpose and a plan for what comes next. They also reflect LCPS's broader vision of a joyful, inclusive, and opportunity-rich community school where students are not only prepared to succeed—but to lead. The Lodestar Media Arts Pathway currently offers students an Intro to Media Arts class along with Film/Video Production, Documentary Film Making, and a culminating Advanced Capstone Project class in the 12th grade.

New Health Pathway: The new Healthcare Pathway is a direct response to both urgent labor market needs and the community's deep interest in wellness, mental health, and service-oriented careers. Developed in partnership with Chabot College and funded by $1.1 million in multi-year grants, the pathway provides students—especially low-income Black and Latino youth—with early college coursework, professional certifications like Teen Mental Health First Aid, and hands-on experience through internships in behavioral health and human services.

This program not only opens doors to meaningful postsecondary opportunities, but also addresses the shortage of culturally responsive healthcare workers in Alameda County, where demand for roles like community health workers and behavioral health counselors is projected to grow by 16–36%. Because more than 80% of LCPS students are bilingual—predominantly Spanish-speaking—they are especially well positioned to fill critical workforce gaps in linguistically diverse care settings.

Lodestar teachers engaged in a rigorous year-long planning process, and this pathway launches in the fall of 2025, which allows students to access an integrated program of Study through a sequence of A-G courses for our Health Pathway. These courses are aligned to the regional community college pre-apprentice health programs and Certificate of Achievement in Behavioral Health. The sequence includes a one-semester introductory course, Intro to Community Health, providing all 9th-grade students with exposure to our Health Pathway, allowing them to decide whether to pursue this Pathway or our Media Arts pathway in 10th grade. As our Health Pathway progresses, students will take yearlong courses in the 10th, 11th, and 12th-grade students that follow CTE standards for Health Science and Medical Technology. These courses will allow for opportunities for integration across the curriculum with Biology and Anatomy/Physiology classes. Lodestar students in the Health Pathway will take dual enrollment classes starting in 11th grade, that would allow them to earn at least 16 units of college credit before graduation. Additionally, students who go through our Health Academy will complete an internship or pre-apprenticeship of 40 hours or more in the Health and Human Services sector.

Graduation Requirements

Students at LCPS are prepared for college and career through a sequence of rigorous coursework aligned to the UC/CSU A-G Requirements or the requirements of a student's IEP. There are three graduation pathways from a LCPS high school:

1) The **LCPS College Preparatory Diploma** signifies completion of all entry requirements for the California State University (CSU) and University of California (UC) colleges as well as additional LCPS requirements. The vast majority of LCPS students receive a LCPS College Preparatory Diploma.

2) **LCPS State Basic Diploma.** In some specific circumstances, LCPS Students may be eligible for graduation with California Minimum Requirements (pursuant to (California Education Code (EC) Sections 51225.1, 51225.2). In these cases, students receive a LCPS State Basic Diploma, which is a high school degree that does not qualify students for admission to a state university. Students

attaining a State Basic Diploma may engage in a customized course of study that exceeds minimum requirements but does not fully meet the requirements for the LCPS College Preparatory Diploma. Students are eligible for a LCPS State Basic Diploma in the following cases:

a) Students identified as either foster youth or on probation, who are removed from their homes and transfer high schools after their second year, may graduate and earn a standard high school diploma by completing the minimum state graduation requirements if, at the time of transfer, they cannot reasonably complete additional local school LEA/district requirements within four years of high school.
b) Students identified as homeless are exempt from all coursework and other requirements beyond the minimum state graduation requirements.
c) In some cases, for qualifying students with disabilities documented in an IEP or Section 504 Plan, a State Basic Diploma may be earned in cases in which the student's disabilities preclude attainment of the College Prep Diploma in alignment with the student's transition plan and postsecondary goals. This recommendation is made by the IEP/504 Team
d) Migratory students and newly arrived immigrant students may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. This requires approval by the principal with sign off by CEO.

3) The **LCPS Certificate of Completion** option is available to students who cannot complete the requirements for a regular high school diploma that LCPS offers. These students are eligible for educational placement and services under their IEP. The COC option does not equal a regular high school diploma. The graduation option that the IEP team chooses shall be documented clearly as part of the Transition Plan, as well as marked on the IEP's offer of Free and Appropriate Public Education (FAPE)/Educational Settings page.

Table 6. Graduation Pathways: Prescribed Course of Study

	LCPS College Preparatory Diploma **180 A-G Units + 40 additional units(can be A-G or non A-G) = 220 Total Units**	**LCPS State Basic Diploma (EC Section 51225.3)** **130 Units Required**	**LCPS Certificate of Completion (EC Section 56390)**
English	Four years (40 units)	Three years (30 units)	LCPS may award a student with a disability a COC if the following requirements, (a), (b), or (c), are met. (a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school LEA/district in which the individual attended school or the school LEA/district with jurisdiction over the individual and identified in his or her IEP. (b) The individual has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team. (c) The individual has satisfactorily attended high school, participated in the instruction under his or her IEP, and has met the objectives of the statement of transition services.
Math	Three years required (30 units); four years recommended (40 units)	Two years (20 units), including one year of Algebra I (EC Section 51224.5)	
Science	Three years required (30 units), including one year (10 units) of biological science and one year (10 units) of physical science; four years recommended (40 units)	Two years (20 units), including biological and physical sciences	
History	Three years required (30 units) including: ● one semester (5 units) of Ethnic Studies ● one year (10 units) of US History and geography ● one semester (5 units) of US Government ● one semester (5 units) on Economics	Three years (30 units), including United States history and geography; world history, culture, and geography; a one semester course in American government and civics, and a one semester course in economics.	
Language other than English	Two years or equivalent required (20 units)	One year (10 units) in visual or performing arts, foreign language, or career technical education/	
Visual and Performing Arts	One year required (10 units)		
Career Technical Education	One year required (10 units required)		
Electives and	College Preparatory Electives (10 units required)		

additional courses			
Physical Education	None required.	Two years (20 units), unless the student has been exempted from the requirements based on EC Section 51241	

Table 7. Graduation Pathways: GPA Requirements

	LCPS College Preparatory Diploma	LCPS State Basic Diploma (EC Section 51225.3)	Certificate of Completion (EC Section 56390)
GPA Requirement	Students must hold a minimum weighted cumulative (9-12) Grade Point Average (GPA) of 2.0 in order to obtain a diploma.	There is no minimum GPA for a State Basic Diploma.	There is no minimum GPA for a Certificate of Completion.

Table 8. Graduation Pathways: LCPS Milestones

	LCPS College Preparatory Diploma	LCPS State Basic Diploma (EC Section 51225.3)	Certificate of Completion (EC Section 56390)
Passage	LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. This includes a senior capstone project in their CTE Pathway of choice.	LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Requirements for passage may be adjusted or modified for students receiving a State Basic Diploma.	LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Requirements for passage may be adjusted or modified for students receiving a COC.

Table 9 Graduation Pathways: Community Service Requirement

	LCPS College Preparatory Diploma	LCPS State Basic Diploma (EC Section 51225.3)	Certificate of Completion (EC Section 56390)
Community Service	Starting with the Class of 2026, students must complete 10 hours of verified community service per year. Service may be completed on-campus or off-campus. LCPS will help provide	Requirements for community service may be adjusted or modified for students receiving a State Basic Diploma.	Requirements for community service may be adjusted or modified for students receiving a COC.

	regular opportunities for students to engage in community service during and after school hours. Community Service Hours Required for Graduation: ● Class of 2026: 10 hours ● Class of 2027: 20 hours ● Class of 2028: 30 hours ● Class of 2029 and beyond: 40 hours *The number of community service hours needed for graduation may be "prorated" for students who transfer into LCPS after 9th grade.		

Determination of Eligibility for COC

Eligibility for COC is determined by IEP teams, which will weigh the following factors in determining whether a student is eligible for a COC.

Table 10. Factors IEP teams consider when determining if a student is eligible for a COC

	Diploma	**Certificate of Completion**
Students' Postsecondary Goals & Personal Gains for Their Futures	The student's employment goals require a diploma; education/training goals require a diploma for eligibility for enrollment and/or financial aid.	The student who set the goal to achieve the certificate needs a meaningful certificate that prepares them for the "next environment."
Academic History	The student has participated in a course of study that meets graduation requirements with/without accommodations or modifications.	The student's course of study focuses on earning a certificate: functional skills, life skills, and vocational and community-access skills.
Tests and Scores	Academic tests are based on grade-level standards.	Academic tests are based on alternate achievement standards.
Transition in the IEP	The student met high school graduation goals. Adequate transition services were provided to prepare for postsecondary goals.	The student met transition goals to earn a certificate of completion.

LCPS Diploma Requirements	The student met LCPS diploma/graduation requirements.	The student did not meet LCPS diploma/graduation requirements.
Graduation Status at Age 18	The student met all criteria to graduate based on LCPS standards and the IEP.	The student needs additional education to prepare for the transition.
Credit Status	Because an LEA/district must provide a FAPE to a student until they earn a high school diploma or reach the age of 22, when a student reaches the age of 18 or 12th grade, an IEP team does not need to automatically consider switching the student's IEP from earning a high school diploma to receiving a COC. IEP teams may consider other viable options for such students, such as staying enrolled beyond the initial four-year graduation date, adult education, community college, or earning a Graduate Equivalency Diploma (GED) or industry certification.	Students earning a COC throughout high school and who do not complete the coursework required to earn a diploma can opt to stay in school up to age 22 in transition-age programs.

LCPS shall enter conversations with students/families who may be eligible for a COC by the end of eighth grade, with the caveats that:

- A diploma cannot be denied to students who have earned it, have met all graduation requirements, and have been provided adequate transition services that prepare them for meeting their transition goals.
- Maturity and readiness for adulthood may not be considered in determining eligibility for a COC.

Early Graduation

LCPS students may graduate in 3 years if they complete ALL requirements outlined in their graduation Pathway and attain prior approval from the school Principal, Director of College/Career Success and either the CEO or Chief of Staff. Students must have at least a 3.0 cumulative unweighted GPA by the end of grade 10 to qualify for early graduation. Students on track for early graduation may also participate in designated "Senior Activities" with the 12th-grade class.

Seal of Biliteracy

LCPS recognizes high school graduates who are eligible for The State Seal of Biliteracy. Marked by a gold seal on the diploma or transcript, the State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. In order to qualify for the California State Seal of Biliteracy, students must meet the requirements designated by the California Department of Education.

Golden State Seal Merit Diploma

The Golden State Seal Merit Diploma (GSSMD) recognizes public school graduates who have demonstrated their mastery of the high school curriculum in at least six subject areas, four of which are

English language arts, mathematics, science, and US History, with the remaining two subject areas selected by the student. The GSSMD is awarded jointly by the California State Board of Education and the California State Superintendent of Public Instruction.

Participation in Graduation and Senior Activities

Graduation is defined as the opportunity to walk in the graduation ceremony, receive a diploma from Lighthouse, and participate in senior celebratory events (including prom, senior awards night, senior class trip, grad night, etc). If the above criteria are not met, a student will not participate in any senior activities, including the graduation ceremony, nor will they receive a diploma.

A student with disabilities who meets the criteria for a COC is eligible to participate in any graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate. Students with disabilities who do not meet the requirements to earn a diploma or a COC may not participate in graduation/commencement exercises.

During senior year, if any student engages in behavior that is a suspendable offense as defined in LCPS Discipline Policy, the privilege of participating in the graduation ceremony (walking in graduation) and engaging in senior celebratory activities may be revoked.

If a student is passing her/his courses and endures a severe medical hardship or family emergency, certain exceptions may be granted to these policies with approval of the Principal.

Graduation Requirements for Students Attending Nonpublic Schools

Students with disabilities attending nonpublic schools (NPS) must meet the same criteria for graduation as peers attending LCPS. LCPS will work with nonpublic schools to determine the graduation eligibility for students with disabilities placed at nonpublic schools. LCPS evaluates the student's transcript to verify the student's eligibility for completion of courses leading to either a high school diploma or a COC.

Transfer of Courses & College Entrance Requirements

Courses offered by Lodestar 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 Lodestar Student and Parent Handbook given to parents and students upon enrollment at the Charter School.

Western Association of Schools and Colleges

Lodestar High School received initial accreditation from WASC[15] in spring 2022. This accreditation is valid until June 30, 2027.

Lodestar School Culture & Student Character Development

We are committed to creating an environment in which all students feel safe, respected, bring their

15 https://directory.acswasc.org/new/directory-searchlist.php

authentic selves, and thrive. We do so by intentionally building a restorative and responsive school community that supports character development. Infused into every aspect of Lodestar is a school culture that is built on the foundation of the Lodestar core values:

- Love
- Social Justice
- Integrity
- Agency
- Community

Lodestar's culture is equal parts love and rigor created to bring out the unique light in every student. The community of learning is undergirded by beliefs, behaviors, and practices that recognize and celebrate the diversity of cultures and learners; that strive to create a deep sense of belonging for all students, families, and staff; and that is unapologetically anti-racist. The act of creating and maintaining a school's culture is an ongoing process of discovery and continuous improvement. As an EL Education school, we have adopted and modified the EL Character Framework for our context.

Built on our beliefs and core values, Lodestar has developed a series of complex and interwoven structures and practices that form the spine of our school culture.

Table 11: Lodestar Culture, Community and Restiarative Practices

The Lodestar School Culture is	Behaviors, Structures, and Practices
A Celebration of Learning	• Academic Growth and Achievement • Culturally and Linguistically Responsive Teaching • Habits of Work and Learning • Complex tasks & Authentic Work Products, with a commitment to contributing to a better world
Belonging in Community	• Crew • Student Voice
Restorative Practices	• Development and use of norms • Open dialogue through community meetings and restorative circles • Positive approach to discipline and restorative justice

The foundations of our school culture and character development are detailed below. On an ongoing basis, staff and students reflect on these foundations and detail, discuss, and reinforce the behaviors that accompany them.

Belonging in Community

Lodestar strives to be a school community where all students feel a deep sense of belonging and where they can thrive.

Crew

An essential aspect of school culture at Lodestar is Crew. Drawing on the EL Education Model, Crew is like an advisory structure, but with the added belief that we must work together as a team, to pitch in, to help others. "We are crew, not passengers." 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 year, students participate in "Passage" where they read, write, reflect, and present to demonstrate their readiness for their next grade level. Crew leaders also meet with students, parents, and other teachers to review student grades, goals, and their strategies to meet those goals. 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 are critical to having a strong school community and supporting students as lifelong changemakers. At Lodestar, 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 students' voices.

- **Annual Student Survey**: For the past two years, LCPS has give the California Healthy Kids Survey ("CHKS") to students at all its campuses, including Lodestar, in the 5th, 7th, 9th and 12th grades. Students complete the CHKS survey where students evaluate their experience at Lodestar. 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.
- **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.
- **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.
- **Student Affinity and Leadership Groups:** Lodestar has a Black Student Union, Latinos Unidos, Student Council for Elementary, Middle and High School, and Spanish Honors Society.

Restorative Practices

In an ongoing cycle of creating, maintaining, and improving school culture and building of student character, Lodestar takes a restorative and holistic approach to student discipline, drawing upon restorative justice. At Lodestar, 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.

Development & Use of School Norms

To ensure that all stakeholders understand what is expected, the Charter School has developed norms and behaviors, building from the Charter School's core values. Each year, these norms are reflected upon and modified to accommodate the community.

Figure 7: LCPS Core Values

Core Value	Core Value in Action	Behaviors
COMMUNITY	We are better together. We build community by listening, sharing, and learning together.	• We repair harm and engage in courageous conversations, even if uncomfortable • We have fun and bring joy to our work • We establish and promote an inclusive environment for all stakeholders
INTEGRITY	We do and say what is just & equitable, even when it is not easy, and we reflect on our words and actions.	• We expect, inspect and respect failure • We are radically candid with each other by balancing care with honesty. We surface and take action to eliminate patterns of inequity. • We act on the shared values laid out in our Theory of Change, Graduate Profile, and Mission
LOVE	We follow In Lak'ech as 'Tu Eres Mi Otro Yo' which means You Are My Other Me.	• We lean in to help others for the greater good • We stay curious about our differences and commonalities to build relationships • We acknowledge each other as equals in our role of creating change

SOCIAL JUSTICE	We remember Sankofa. We reflect on our past to create a better future.	• We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school • We prioritize both relational and technical work • We are mindful about our privileges during our interactions
AGENCY	We actively engage in learning to become changemakers.	• We complete our work with craftsmanship, timeliness and flexibility • We work to clearly define decision making, team structures & roles/responsibilities • Rather than staying stuck, we follow the energy of "Yes!"

Open dialogue Through Community Meetings and Restorative Circles

Humans in a community have conflict. It's not a matter of if, but when, conflict will occur. At Lodestar, we actively seek to repair harm and use conflict to teach important skills. A restorative circle is a versatile culture practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum, and equality.

Positive Approach to Discipline & Restorative Practices

At Lodestar, we believe that community is created and must be fostered constantly. We use Restorative Justice 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.

Role of the Family

Parents and guardians play a significant role in supporting a student's wellbeing and helping Lodestar create a collaborative, inclusive community. Parents participate in student re-entry meetings or conferences regarding students' behavior. At Lodestar, 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 Charter 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.

Lodestar Student Behavior Expectations

At Lodestar, we expect that students will be prepared to meet the expectations of the Charter School community in alignment with our 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 are greatly inhibiting the learning of the other students.
- The student's actions constitute one or more enumerated offenses in the Lodestar 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 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 a student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

Serving Special Populations of Students

In the following section we describe how we serve students who have different learner profiles, specifically:

- Socio-economically disadvantaged students
- Newcomers
- Unhoused students
- Chronically absent
- Students who are not meeting learning outcomes
- Students with disabilities
- English Learners

Vision for Serving ALL Students

Lodestar's mission is to prepare all students for the college and career of their choice and to empower students to be changemakers in their communities. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This belief is in ALL students, including students with disabilities, English Learners, and students performing below grade level. All students, regardless of their ability, can achieve at high levels given the right support. Lodestar will give ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready.

At Lodestar, we believe that all students regardless of age, race, zip code, physical challenge, or profile of learning and memory 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 our school. And, fundamentally, all students need to be provided with a continuum of services that address their academic, behavioral, and social emotional needs.

Lodestar 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. Lodestar 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 and are not

responding to the tiered interventions, we use a combination of data-driven practices and teacher referrals. Through the regular (bi-weekly) review of student data in several key areas (attendance, behaviors, discipline, academic, social emotional) and through the use of a variety of screening tools, students are identified early for additional support.

Multi-Tiered System of Supports ("MTSS")

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. The 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 enable us to provide tiered supports to students and families at Lodestar.

Table 12 MTSS Framework

Key Components of MTSS Framework		
Data	**Evidence Based Practices**	**Levels of Support**
Universal Screeners, Curricular Based Data, Assessment Data	Empirically Supported	Maximum Fidelity
Continuous Progress Monitoring	Aligned with Student Need	Opportunities for Intensive and Individual Support
Implementation and Fidelity	Contextually Relevant	Team Coordination and Distributed Leadership

Systemic Planning

On an annual basis, Lodestar 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 we're aiming to develop 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 survey data, family survey data and staff survey data. Lodestar uses these assessments to refine and develop Tiered Intervention Matrices. (An example of a Tiered Support matrix for Attendance is included in Appendix A.7)

Supporting Socio-economically Disadvantaged Students

The Lodestar 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. Lodestar currently serves a population of students from which approximately 95.4% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Price Meal program.

Additionally, Lodestar was a recipient of the California Community Schools Program grant, which allowed for deepening our existing programming in service of academic success and centering the whole child and transform our relationship with our community in East Oakland. This work has focused on:

- Leading student and family intake processes to identify needs and coordinate a matching process with school and community support, including supporting teachers and staff to identify family needs.
- Coordinating training and development opportunities for staff and families, through formal structures through Oakland-based partner organizations, including Families in Action for Quality Schools, Seneca Family of Agencies, Youth Alive!, and Oakland Natives Give Back. These development opportunities will focus on understanding our academic program and interventions, supporting our home/school partnerships, and increasing agency through parent access to critical information to support students, alongside feedback opportunities for continuous school improvement.

Supporting Unhoused Students

Lodestar is committed to developing a program aimed at serving unhoused students, as the OUSD school board approved a material revision to the lottery preferences to prioritize McKinney Vento qualifying families. This program has been developed with the input of community stakeholders and partners, and our Director of Student Services manages partnerships with local non-profit organizations to coordinate services and bring new partnerships to families to address needs. Additionally, our MTSS coordinators and Family Engagement Coordinators provide systems of support for our growing population of unhoused students. Key partners include the Oakland Housing Authority, non-profit organizations that manage local shelters, Alameda County Food Bank and Alameda County Office of Public Health, and the McKinney-Vento liaison for the Alameda County Office of Education.

Supporting Newcomer Students

Lodestar is committed to supporting the academic success and well-being of our newcomer students. A clear support protocol, led by our Director of Student Services, is designed to support recently arrived immigrant students who may have limited English proficiency or academic interruptions. This program can help address their unique needs through targeted academic support, social-emotional resources, and cultural integration allowing them to thrive academically and socially in their new school context. Our staff works in alignment to facilitate English language development, support students' core academic progress, build social-emotional resilience and cultural adaptability, and engage families as partners in

their children's education.

Supporting Chronically Absent Students

Chronic absenteeism has been a continued concern since returning from distance learning in 2021 with far reaching consequences, impacting student achievement, school funding, and long-term outcomes for Lodestar students and families. This issue is particularly urgent for Lodestar as we serve a population of students where systemic barriers intersect with structural inequities. In hopes of bringing about structural and systemic change, LCPS partnered with Oakland Natives Give Back (ONGB) to launch a targeted information collection effort during the 2024-25 school year to explore the causes and impacts of chronic absenteeism within the Lodestar school community. This was phase one of a three year collaboration aimed at improving school attendance outcomes.

In addition to the academic supports provided and available to chronically absent students who are not meeting learning outcomes, LCPS also offers a range of holistic, non-academic interventions. These include personalized family engagement strategies through MTSS Coordinators and Family Engagement Coordinators who organize home visits, resource connections, and attendance success planning. Transportation support is provided on a case-by-case basis to reduce logistical barriers to daily attendance. Students are also connected to health, social service, and community-based supports through our CCSPP-funded initiatives, which are designed to address root causes of absenteeism such as housing instability, food insecurity, and mental health challenges. These supports are implemented through the MTSS framework, Student Attendance Review Team (SART) meetings, and, when necessary, tiered re-engagement strategies for students in independent study. Together, these interventions reflect our commitment to an equitable, student-centered attendance culture that prioritizes both care and accountability.

Supporting Students Not Yet Meeting Learning Outcomes

Universal Screeners

In order to identify students in need of intervention, we conduct universal screeners multiple times per year. These screeners identify students in need of intervention in the following areas: reading, math, and social-emotional/behavioral.

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 to access their learning. 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 support. At Lodestar, we use more than one intervention within a given level of prevention.

Tiered Interventions

Within MTSS, tiered inventions that build upon each other are leveraged to address identified student needs. Examples of tiered supports under MTSS are provided in Figure 13.

Table 13 Tiered Interventions

Tier	How It Works	Students	Possible Interventions
Tier 1	• High quality core curriculum and instruction • Universal screening • Individual teacher problem solving Student • progress monitoring Identify • Tier 2 students 6-8 weeks into school	All	• Close reading in ELA as a support to understand grade-level texts. • Vocabulary support for all students. • Use of models and manipulatives in math to conceptually understand mathematical ideas. • Discussion routines so that all students are listening and speaking. • Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. • Audio of texts to struggling learners, or vocabulary word work for ELs. • Math fluency block for all
Tier 2	• General, targeted interventions created at the school level based on school-wide data • Progress monitoring • Should not exceed 6 weeks	Few, roughly 10 - 20%	• Phonics/Decoding support ELD support (integrated and designated) • Math fluency support (students that struggle with basic facts and computation)

Tier 3	• Individualized support • MTSS Team • Grade level meeting • Assistant principal or teacher leader is the facilitator, and holds teachers accountable	<10% students per grade per year	• Functional Behavior Plan/Behavior Intervention Plan • Behavior contract • One-on-one tutoring Small • group tutoring • Counseling • Referral to alternative programs within the Charter School • Referral to professional and/or agencies outside of the Charter School

COST Team

The Coordination of Services Team ("COST") consists of 4-5 key stakeholders, including administration and intervention staff such as Attendance and COST Coordinators, Education Specialists and mental health support providers. This team is responsible for ensuring that Lodestar 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.

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, Coordinators, and Education 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 Education Specialist who will develop an assessment plan if appropriate.

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. Lodestar 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.

Additional Supports

Lodestar 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 inside or outside of the general education classroom and may be in the form of a stand-alone support class.
- **Extended Learning Programs -** Students who participate in our after school program have daily access to homework help and small group tutoring. Additionally, we also offer a 4 week summer school program for TK-12 graders as well as Winter and Spring Break school and Saturday extended learning and community service days throughout the school year for additional support and credit recovery.
- **Office Hours -** Lodestar offers office hours to students on a weekly basis. During office hours, students have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.
- **Credit Recovery -** For our high school students, Lodestar will provide 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.

Student with Disabilities

Lodestar operates an inclusive special education model in which we strive to provide the majority of specialized support within the general education classroom.

During the 2024-2025 school year, over 13% of our students qualified for special education services. Approximately 6.7% of our students who qualify for special education services at Lodestar qualify with more extensive support needs under such categories as intellectual disability and/or autism. To serve the growing number of students who attend Lodestar with more extensive support needs and who benefit from a wide range of services, we've expanded our Education Specialist team from 5 to 6 Ed Specialists serving the TK-12 continuum and have 7 paraprofessionals. Additionally, we recognize the importance of investing in specialized services and have either directly hired or set up contracts to provide the following services and

supports: speech and language therapy, counseling, occupational therapy, physical therapy, deaf and hard of hearing services, augmentative alternative communication consultation and direct services, and board certified behavior analyst support.

As we expand our capacity to serve students with extensive support needs systematically, we're taking the following steps to strengthen our program:

- **Staff Training:** We launched a professional development series in collaboration with our general education and special education team, which focuses on how to provide high-quality instruction for all students, in particular students with autism and who benefit from heavily modified work. Additionally, all staff supporting students with augmentative alternative communication (AAC) devices will receive ongoing AAC training.

- **Cross-Collaborative Professional Learning Communities:** We host 6 cross-collaborative PLCs where our Education Specialists and paraprofessionals from both sites come together to deepen their practices around serving students with extensive support needs. Some topics we explored this past school year included positive behavior supports and structures, modified curriculum, collaboration best practices, and transition planning.

- **Collaboration Structure:** We have strong collaborative practices in place that are driven by our site-based leadership in grades 6th - 12th. We'll be expanding these collaborative structures to K-5 during the 2025-2026 school year.

- **Investment in Curriculum:** We have invested in Unique Learning Systems at Lodestar. Implementation will focus on our students participating in an alternative curriculum.

- **Family Engagement:** All new IEP case managers receive an IEP facilitation training emphasizing family experience and participation in their child's IEP meetings as part of their onboarding training. In addition, case managers partner closely with our Special Education Program Assistants in establishing timely coordination and scheduling of meetings to ensure that all IEP team members are able to attend and contribute in students' IEPs. Beyond these compliance-based meeting structures, Lodestar offers other family and student events both before the school year begins, in preparation for students' arrival, and throughout the school year. This has included TK and Kindergarten orientation, customized site tours, and attending transition IEP meetings so that both general education and special education staff can meet and assess incoming student needs, while providing families the opportunity to meet school staff and learn about Lodestar's special education program.

- **Extensive 30-day/Interim IEP Process:** During the 30-day/interim process, our team undergoes an extensive review of IEPs, particularly for students who are entering from special day classes or

more restrictive placements. If needed, we conduct a Specialized Circumstances Instructional Assistance (SCIA) Assessment to determine the level of support a student requires to be meaningfully integrated into the general education program. Additionally, we have opened up assessments for any students who may require designated instructional services, such as occupational therapy, that were not previously identified on their IEP, given the nature of their former placement and the embedded supports and services that were a part of the program.

- **Financial Stability:** We're committed to the long-term financial sustainability of our special education program and are working collaboratively with our finance team to design a budgeting process in which special education needs are accounted for first and foremost.

Lodestar shall continue to comply with all State and Federal pertaining to students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

For the purposes of Special Education, Lodestar is its own LEA and pledges to work in cooperation with its Special Education Local Planning Agency ("SELPA") to ensure that a free appropriate public education is provided to all students with disabilities. Lodestar is currently a member in good standing of the El Dorado Charter ("EDCOE") SELPA and will continue to follow all SELPA policies and procedures, to utilize SELPA forms, and to remain in compliance with the provision of special education instruction and related services, including, but not limited to speech and language therapy, occupational therapy, and physical therapy.

Lodestar shall not discriminate against any pupil with a disability in the admissions process or any aspect of operation. Lodestar remains responsible for providing a free and appropriate education to all students with no cost to the family. In order to fund the special education program, Lodestar will rely on Federal and State funding for special education in addition to contributions from unrestricted sources.

Free Appropriate Public Education

Lodestar 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 admission purposes. No student will be denied admission to school because he or she needs special education services.

Full Educational Opportunity

Lodestar will ensure that all students with disabilities have access to the full range of programs, including extracurriculars, available to non-disabled students.

Least Restrictive Environment ("LRE")

Lodestar 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 students' IEP.

Procedural safeguards and confidentiality

Lodestar 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.

SELPA

Lodestar pledges to work in cooperation with its Special Education Local Planning Agency ("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. Broadly, charter schools may choose to operate either as (1) a public school of the chartering authority for purposes of special education, or (2) an independent local education agency ("LEA") member of a SELPA. Lodestar 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. Lodestar is currently a member of the El Dorado County Charter SELPA. Finally, LCPS retains Lodestar's right to operate as a public school of the District for purposes of special education. In this case, a Memorandum of Understanding ("MOU") or similar would be developed between Lodestar and the District.

Lodestar 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.

State and Federal Law

Lodestar recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. Lodestar will not discriminate against any pupil with a disability in the admission process or any other aspect of operation. Lodestar 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 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

Facilities

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

Services

Lodestar hires and supports a well-qualified staff at the Charter School site to provide both tiered interventions and Special Education services in conjunction with the general education faculty. In addition, Lodestar contracts with Non-Public Agencies certified through the California Department of Education to provide specialized services for students.

Special Education Students and Tiered Support

Lodestar provides a full suite of supports for students with disabilities. At the core of the program is the Multi-Tiered System of Support ("MTSS") described earlier in this charter in Element 1. The Director of Special Education collaborates with the Senior Managing Director of Academics to integrate Special Education into our instructional practices and assessment framework to ensure all student needs are being addressed through systematic planning. 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 Lodestar Special Education program is designed specifically for students to receive educational benefit and to support a student's growth in all identified target areas, including, but not limited to, social-emotional, behavioral, academic, communication, and transition,and ensure access to the general education setting to the maximum extent possible. A student with an IEP will have access to all of the interventions available schoolwide as required by their IEP. Lodestar Education Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at Lodestar to inform the development of the IEP.

Child Find Process

Lodestar understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Lodestar 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 review of data through the COST/MTSS process as well as f 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 through the general instructional program without special education services. Parents will be informed that special education and related services are provided at no cost to them. The Child Find Process will be overseen by the Principal and District-Wide MTSS Coordinator under the direct supervision of the LCPS Director of Special Education.

No assessment or evaluation will be used for admission purposes. An IEP meeting will be convened within 30 days of enrollment.

As an independent LEA for special education purposes, Lodestar shall be solely responsible for

compliance with state and federal Child Find requirements. Lodestar shall implement policies and procedures of the El Dorado County Charter SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

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 Lodestar within 15 calendar days.

If Lodestar concludes that an assessment is appropriate, the parent will receive a written Assessment Plan and a copy of their "Procedural Rights and Safeguards" within 15 days. Parents will be informed via the Education 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

Assessments will be conducted by certificated individuals. Information gathered will be utilized 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.

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. 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;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SELPA policies and procedures, Lodestar 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 Charter 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 their 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. Lodestar 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 Lodestar will have an IEP that documents assessment results and eligibility determination for special education services. Lodestar will ensure that all aspects of the IEP and school site implementation are maintained. Lodestar will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at Lodestar who have IEPs will be served in the 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, Principal, or other LEA representative;
- 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;
- The Director of Special Education or other Special Education Administrator, as needed;
- Others familiar with the student may be invited as needed.

Lodestar 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. Lodestar 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, Lodestar will ensure their participation using other methods, such as conferencing by telephone, teleconferencing, 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.

Upon the parent or guardian's written consent, the IEP will be implemented by Lodestar. 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, 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, or upon their entry to high school, if deemed appropriate by the IEP team, 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 is required at the appropriate age;
- When Lodestar seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of their disability or a failure to implement the student's IEP.

In cooperation with the parent or guardian, the IEP will be implemented by LCPS and Lodestar.

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 their needs and make appropriate updates. 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 Charter School. Once the request is received, Lodestar will have thirty days to hold the IEP meeting or fifteen days to respond to the request for assessment.

Unless otherwise specified on the student's IEP, parents will be informed four times a year of the student's progress toward meeting annual goals and whether the student is expected to meet their 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, Lodestar shall comply with the EDCOE SELPA. Lodestar will have a representative attend all mandatory SELPA meetings, including participating in the SELPA-led Professional Learning Network meetings. Lodestar understands that it will be subject to the Allocation Plan of the SELPA. The Director of Special Education manages 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.

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, Lodestar will offer a comprehensive inclusion program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's

needs. If a student's IEP team determines that the student requires substantial services outside of a general education classroom, Lodestar will provide the appropriate services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

Lodestar shall comply with Education Code Section 56325 with regard to students transferring into Lodestar within the academic school year.

As an independent LEA for special education purposes, Lodestar shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to Lodestar from another school within the same SELPA, Lodestar, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and Lodestar agree to develop and implement a new IEP.

For students transferring to Lodestar from another school within a different SELPA, Lodestar, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 school days, by which time Lodestar shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Lodestar from a school outside of California, Lodestar shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until Lodestar conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Lodestar, and develops a new IEP, if appropriate, in accordance with federal and state law.

Non-Public Placements/Non-Public Agencies

Lodestar shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Lodestar shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to Lodestar and no student shall be denied admission nor counseled out of Lodestar due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

State Assessments

Lodestar 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 CAASPP, California Science Test

("CAST"), and ELPAC.

Professional Development for All Staff

The Education Specialists and other team members participate in the professional development opportunities provided by the school site, special educaiton department, and SELPA, as appropriate. 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 coach that will collaborative identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Education Specialists receive training to ensure they have research-based instructional strategies specific to supporting students with disabilities – science of reading, evidence-based practices for supporting students with autism. This is to ensure that all students receive targeted interventions to support the areas impacted by their disability.

Dispute Resolution

As an LEA for special education purposes, Lodestar acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of Lodestar's alleged failure to provide FAPE to students enrolled in Lodestar. Lodestar may also initiate a due process hearing or request for mediation with respect to a student enrolled in Lodestar if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the Authorizer and/or California State Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

Due Process

Lodestar may initiate a due process hearing or request for mediation with respect to a student with disabilities enrolled in Lodestar 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, Lodestar shall defend the case. In either situation, Lodestar will be responsible for the cost of such representation and the outcome.

Reporting

Lodestar 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.

SELPA Representation

Lodestar shall represent itself at all SELPA meetings. Lodestar shall provide the SELPA with a copy of

the original charter petition and any amendments. Lodestar shall be responsible for any legal fees related to the application and assurances process.

Excess Costs
Lodestar shall be responsible for all costs above and beyond the State and Federal special education programs for ensuring a legally compliant special education program.

Staffing
Lodestar is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at Lodestar will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by the Education Code and the IDEA. LCPS and Lodestar will contract with Non-Public Agencies certified by California to provide any targeted services that LCPS is unable to provide by directly hired employees. The Lodestar Head of School and Senior Director of Special Education and Special Projects will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Providing Section 504 Services

Lodestar 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 Charter School. A 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. Lodestar 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 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 Lodestar'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 they 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.

Serving English Learners

Lodestar is committed to supporting English Learners, including Long-Term English Learners and English Learners at risk of becoming long-term English Learners. Lodestar 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. Lodestar 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, Lodestar will meet all requirements of federal and state law regarding providing equal access to the curriculum for English Learners.

Identification, Designation & Notification

Lodestar 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 Charter School, if this is their first enrollment in a California public 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, Lodestar 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 ELPAC Initial Assessment ("IA").

Upon receipt of initial scores, students will be designated as either an English Learner or as fluent in English. The IA is administered only once during a students' time in the California public School System. The IA performance levels are 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, Lodestar will adopt the state recommendations and this change will not be considered a material change of the charter.

Families will receive notification of 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 Lodestar. In addition, they will be invited to Lodestar to review these results in detail and discuss ways to support their child's English language development. Lodestar will report the number of EL students attending Lodestar to the District and the State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

Lodestar 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. Lodestar will follow the ELPAC Language Classification process as outlined in Figure
A.7 to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, Lodestar will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure 11 English Learner Reclassification Criteria

State Requirement	Measure	Threshold

Assessment of English Language Proficiency	ELPAC	4 Overall
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 40th percentile
Teacher Evaluation	OPTEL-Aligned Form	Agree
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.

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as fluent English proficient ("RFEP") using the guidance in Figure A.8 The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Table 14 Reclassification Criteria for ELs with Disabilities

State Criteria	Lodestar Policy
Assessment of English Language Proficiency	The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability and significant disproportionality. The IEP team must also indicate if the Summative Alternate ELPAC is to be administered. Students must Score at Level 3 on the Summative Alternate ELPAC to be reclassified.

Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance.
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity for input to indicate if they disagree that the student be reclassified.
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	Understanding (Level 3) on the ELA California Alternate Assessment. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III).

Lodestar will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge—including students who are English Learners—are identified for differentiated instructional, acceleration, and/or support services. In addition, Lodestar will monitor the academic progress of reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

Identifying and Monitoring Long-Term English Learners (LTELs)

Lodestar will implement a comprehensive system to identify, monitor, and support English Learner (EL) students who are at risk of becoming Long-Term English Learners (LTELs). In alignment with state guidelines and research-based practices, Lodestar will review multiple measures of English language development and academic performance to ensure early identification and timely intervention.

Students will be monitored using the following criteria:

- **Annual English Language Proficiency Growth:** Progress on the ELPAC (English Language Proficiency Assessments for California) will be analyzed annually to ensure students are making adequate gains toward reclassification. Students who demonstrate stagnation in growth will be flagged for additional support and closer monitoring.

- **Academic Performance in Core Content Areas:** EL students' performance on benchmark assessments, NWEA MAP, SBAC, and course grades will be reviewed to evaluate access to and mastery of grade-level standards in ELA, Math, Science, and Social Studies. Particular attention will be given to

students who are performing below grade level despite extended time in U.S. schools.

- **Years in Program:** Students who have been classified as English Learners for four or more years without meeting reclassification criteria will be identified as at risk for LTEL status. The school will use a longitudinal tracking system to monitor students' duration in EL status and plan accordingly.

- **Rigorous and Culturally Relevant Curriculum:** Lodestar ensures that students at risk of becoming LTELs have access to high-quality, culturally responsive ELD instruction. Middle school students (grades 6–8) engage with Vista Higher Learning programs such as *Bridges* and *Get Ready!*, while high school students receive targeted support through the *EDGE* ELD curriculum. These curricula are designed to accelerate language acquisition while connecting with students' backgrounds and academic needs.

Lodestar is committed to ensuring that all EL students, particularly those at risk of becoming LTELs, are provided with the necessary supports and instructional access to accelerate both their English language development and mastery of academic content. The goal is to reduce the number of LTELs by ensuring consistent progress and timely reclassification, while honoring each student's unique learning pathway.

Strategies for Supporting English Learners

Academically, Lodestar will meet the needs of its English Learners through a combination of Integrated and Designated ELD. Like all students at Lodestar, all English Learners will be held to clearly articulated high expectations, provided access to the Charter 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 Lodestar, we believe that holding English Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach their 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 students designated as 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 Lodestar, our Designated ELD 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 Lodestar are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development ("CLAD") Certification or or other valid EL authorization. In addition, Lodestar will provide stipends to teacher's base salaries to assist in recruitment of teachers who:

- Hold a Bilingual, 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 Lodestar will provide professional development to all administrators and teachers, both core and non-core, on effective Designated ELD instruction aligned to adopted curriculum or resources and Integrated ELD Strategies for all staff.

Program Assessment and Monitoring

Metrics to assess the progress of Lodestar 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 and/or make at least 1 ELPI level of growth annually.
- 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
- Annual percentage of LTEL students continuously decrease through reclassification

If Lodestar 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.

Conclusion

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 and presentation of high quality work products 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 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)
- Montly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers two times a year to discuss progress and individual goals for their child

Cultivating Teaching Excellence

- Teachers conduct regular analysis of student data to improve instruction
- Teacher professional development on the following possible topics: trauma-informed practices, vicarious/secondary trauma and self-care practices, restorative practices, McKinney-Vento protections, etc.

In addition, Lodestar regularly disaggregates its assessment data to look at the achievement of this sub-group as compared to the Charter 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 corresponding 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.

Goals and Actions in the State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Lodestar has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

Lodestar's pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status, English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the Charter School's priorities, and the specific annual actions to achieve those additional goals. Please see Appendix A for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula ("LCFF"), as they may be amended from time to time, which include the requirement that Lodestar shall annually submit a Local Control and Accountability Plan /annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Lodestar 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. Lodestar shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Lodestar "shall consult with teachers, principals, administrators,

other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e))

Element 2 (Measurable Pupil Outcomes) and
Element 3 (Method of Measuring Pupil 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.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Appendix A and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The outcomes are the same as those described in Appendix A. The LCAP is incorporated here by reference.

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Lodestar, a Lighthouse Community Public School, provides students with access to opportunities for success in future endeavors. To establish a foundation for success, Lodestar ensures students will attain the following skills:

- Mastery of Knowledge and Skills: Master at least grade level competency in three core subjects: mathematics, science, and English Language Arts (including as aspects of the scarborough reading rope, not exceeding reading, writing listening and speaking)
- Character: treat others well and stand up for what is right exhibiting empathy, integrity, respect and compassion as well as put their learning to use to improve communities.
- High Quality Student Work: demonstrate original thinking, apply their learning to real world experiences, analyze, evaluate and synthesize complex ideas and consider multiple perspectives.

Progress Monitoring

Throughout the year, Lodestar analyzes student work and assessment data to measure student outcomes.

Table 15: Lodestar Annual Assessment Plan

Content Area	Assessment Type	Grade Level	How Often	Purpose
ELA/Math	Formative Assessments (Mid and End of Module Assessments)	TK-12	4-6 cycles not done when a summative assessment is scheduled such as IAB, ICA	Formative assessments are grade level, curriculum and CCSS based that provide more frequent progress monitoring opportunities
Early Literacy	mClass Dibels	K-5	3 times per year	Administer state mandated dyslexia screener (formerly used Aimsweb+), early literacy intervention and monitoring
Early Literacy	AimswebPlus	TK	3 times per year	Early literacy intervention and monitoring

ELA/Math/Science	Smarter Balanced Interim Assessments: Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)	3-8, 11	IABs Annually ICAs Annually	While SBAC is summative, our interim and benchmark assessments provide additional opportunities for SBAC like practice and progress monitoring.
ELA/Math/Science	California Assessment of Student Performance (CAASPP/CAST/CAA)	3-8,11	Cycle 5 or 6	SBAC measures student proficiency for ELA/ Math. CAST measure proficiency for Science both are for grade level Common Core Standards. CAA is the alternate assessments for students with significant cognitive disabilities.
English	English Language Proficiency Assessment (ELPAC)	K-12	Initial/ Newcomers/ Summative	ELPAC is mandated and measures English level proficiency for our English Learners
ELA/Math	Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	K-11	Twice a year	To measure program efficiency and give multiple opportunities for EL students to reclassify during the year
Spanish, World History, US History, Environmental Science	Advanced Placement (AP) Exams	10-12	1 time per year	AP tests measure how well students have mastered the content and skills in their AP courses. They are designed to assess college-level knowledge and readiness.

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.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and attached as Appendix A. It is also available on our website at https://lighthousecharter.org/wp-content/uploads/2025/06/Lodestar-LCAP-2025-and-Budget-for-Parents.pdf The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

Vision for Assessment

As a school that has adopted EL Education as its school model, Lodestar provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At Lodestar, 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.

All assessment tools used at Lodestar are aligned to the State Standards described in **Elements 1 and 2**. Assessment takes place in all grades and across all subjects. Grades 3 through 11 use the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts and Mathematicsas adopted by the State of California; NWEA/ MAP a nationally normed assessment is utilized in K-11. LCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of college and career ready standards, providing both reinforcement and accountability for our program.

Students regularly present evidence of their achievement and growth through student-led family conferences, passage or EXPO presentations, and celebrations of learning. Because of Lodestar'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 Lodestar align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. 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 Lodestar will include:

- Curriculum embedded assessments aligned to learning targets
- Ongoing records 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)

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lodestar will also be used to improve the educational program at the Charter 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

Forms of Assessment

In order to ensure that all students within Lodestar 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.

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.

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 predetermined rubric and may be open for revision.

Presentation of High Quality Student Work

Students and teachers will work together to regularly assess high qulaity student work and gather evidence of mastery of State Standards. These presentations may hold a variety of materials, including content and performance assessments, cooperative and individual class work, and final projects and products. These presentations serve to 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).

Passage Presentations

At the conclusion of key grade levels 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.

Student Led Conferences & Goals

Each student at Lodestar has individualized goals based on their Student Led Conferences. Parents, students, and teachers come together two times a year, once to develop the SLC goals and a second time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary.

Diagnostic and Growth Measures

At the beginning of each school year, Lodestar 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 baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below).

English Language Development Assessments

The Initial 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.

State Assessments

As required by Education Code 47605(c)(1), Lodestar will annually administer each of the following assessment measures under the CAASPP, or legal equivalent, to all students required to take each battery of tests:

- California Assessment of Student Performance and Progress (CAASPP) and California Alternate Assessments (CAA) for ELA and Mathematics
- California Science Test (CAST)
- English Language Proficiency Assessment for California (ELPAC)
- California Physical Fitness Test (PFT)

Assessment Methods Across Content Area & Subject Matters

Table 16 provides a matrix of the internal and external assessment methods used across content areas and subject matters connected to our graduate profile.

Table 16 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile Academic Knowledge	ELA	• 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	CAASPP/CAA ELA CAASPP ICAs/IABs NWEA MAP ELPAC DIBELs/AimswebPlus
	Mathematics	• Tests and quizzes • Focus Paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Seminar, debate and discussion • Group Work • Presentations	CAASPP/CAA Mathematics CAASPP ICAs/IABs NWEA MAP
	Social Studies	• Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations and performances • Research projects and papers • Simulations	AP

	Science	• Tests and quizzes • Focus paragraphs • Scientific Inquiries • Lab Reports • Posters • Research projects • Seminar, debate, and discussion • Presentations	CAST
	Foreign Language	• Tests and quizzes • Focus paragraphs • Essays and creative writing tasks • Presentations and Performances • Seminar, debate, and discussion • Simulations	AP
	CTE Pathway	• Presentations of Work and Critiques • Focus Paragraphs • High Quality Student Work Products Presentation and Review • Passage Presentations • EXPO • Industry Panel Reviews	N/A
	Visual Arts	• Tests and quizzes • High Quality Work reviews • Art reviews and critiques • Gallery exhibitions	N/A
	Electives	• Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • Research Papers • Physical Demonstrations	PFT

LCPS Graduate Profile **Purposeful & Self Aware**	• Habits of Work & Learning Grades • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship reflections	N/A
LCPS Graduate Profile **Relationship Builders**	• Passage Presentations • Habits of Work & Learning Grades	N/A
LCPS Graduate Profile **Committed to Service & Justice**	• Passage Presentations	N/A
LCPS Graduate Profile **Lifelong Learner**	• Passage Presentations • Habits of Work & Learning Grades	N/A

As indicated in the introduction of Element 3, our broad variety of assessments will be used across grade levels and subject areas. Table 17 is provided below to 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.

Table 17 Assessment Scope and Sequence with aligned performance level

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
External Assessments				
Early Literacy Assessment/Dyslexia Screeners (AimswebPlus/ mClass DIBELs)	TK - 5	Literacy	3x/Year	Nationally Averaged Literacy Levels or High Growth

ELPAC Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	K-12	ELD Across Subject Area Settings	Upon enrollment in California schools Annually until reclassified	Level 4 (Well Developed) Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language
CAASPP & CAASPP ICAs/IABs Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard	3 - 8, 11	ELA Math	3x/year (Interims twice and Final Summative once)	Standards Met, Standard Exceeded, and categorical growth
CAA ELA and Math Provides a measure of what students know and can do using alternate achievement standards for those with significant cognitive disabilities.	3-8, 11	ELA Math	Annually once a year	Understanding (3)
NWEA MAP Measures students growth on Reading and Math	K - 11	Reading Math	2x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	5, 8, 11	Science	Annually	Proficient

Physical Fitness Test Measure student's physical fitness	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
Internal Measures				
Coursework & Content Assessments Measure standards mastery	TK-12	ELA Math Science Social Studies Art Spanish Pathway	Ongoing and at the end of each unit of study	60% mastery (70% starting with the class of 2023)
Presentation of High Quality Student Work Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	TK-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	TK-12	Crew/All Subjects	Triennial	Mastery of at least one goal
Passage Presentations Demonstrate student	All grades	ELD ELA Math	Annual	70% of standards have evidence of mastery

mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks		Science Social Studies Art Pathway Graduate Profile Domains		

Teacher and School Use of Data

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

Student & Family Use of Data

Lodestar 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 Table 3.3. Reports are user-friendly and provided in the families' native language. Parents have access to performance tasks, content assessments, and high quality work

products upon request and at SLCs and EXPOs of student work.

Table 18 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	• Attendance Data • Curriculum/Internal Assessment 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	Ongoing (Always accessible)
Mailings & Informatio n Sessions	• Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, CAASPP). • Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights	Ongoing
Student Led Conference s	• Develop and revisit academic and personal goals • External Assessment Data • 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 • Clearly articulate student progress toward passage	Biannual
Expositions of Student Work	• 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	Annual

Graduation Progress Check	• Clearly delineate student progress toward graduation	Annual

Lodestar 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.

School, District and State Use of Data

Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element 1** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, The Charter School will produce a Local Control and Accountability Plan, 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. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

School Accountability Report Card

The Charter School will compile data for the charter school each academic year to produce a School Accountability Report Card. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, and community at large.

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.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, 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. 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.

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, Letters of Inquiry, and Notices of Concern, 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.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Governance Overview

Lighthouse Community Public Schools is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Charter School (TK-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Charter Public School (TK-12). See Appendix C for an organizational chart.

The governance structure of Lodestar includes the following:

- LCPS Board of Directors
- LCPS Chief Executive Officer ("CEO")
- LCPS Chief Operating Officer ("COO")
- LCPS Chief of Staff ("COS")
- Lodestar Head of School & Other Administrators
- Instructional Leadership Teams
- Lodestar Parent Advisory Committee (Family Leadership Group)

Board members, school administration, faculty, and families are involved in the decision-making process at Lodestar. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO, COO, and Chief of Staff to oversee LCPS's development and organization; one Head of School who manage the Lodestar's operations, academic program and related activities; the Lodestar's Instructional Leadership teams whose purpose is to integrate teacher and staff voice into decisions and to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment, and culture; and the Lodestar Parent Advisory Committee which communicate the recommendations of the parents directly to the Head of School and LCPS leadership.

California Nonprofit Public Benefit Corporation

Lighthouse Community Public Schools, a California nonprofit public benefit corporation, pursuant to California Law, operates Lodestar. LCPS 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 D.2, Bylaws are included in Appendix D.3, and Conflict of Interest Code as Appendix D.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 three (3) 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.

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lodestar. In an effort to diversify and ensure the board has a purview into the issues facing students and families, LCPS shall make efforts to ensure that it has seats on its board for LCPS alumni.

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

- Academic program management
- Curriculum and instruction
- Special education
- Fiscal management
- Fundraising
- Facilities
- Technology

- Public health care
- Legal issues in education
- Oakland Unified School District
- Non-profit corporation governance and management

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Meetings

The Board of Directors of LCPS will meet regularly, at least every other month. All meetings shall be called, held, and conducted in accordance with the Corporate Bylaws, the Ralph M. Brown Act ("Brown Act"), and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Meetings shall generally be held at LCPS Shared Services site, which is within the physical boundaries of Alameda County. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Alameda County that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), two-way communication will be provided at each school site where LCPS operates.
- Meeting agendas will include time for community input.

The Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chairperson will lead the meetings of the Board of Directors.

Board Duties

The Board of Directors is fully responsible for the operational and fiscal affairs of Lighthouse Community Public Schools, including all three charters it operates. The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School, including but not limited to:

approval of all budget-related and financial activities connected to the Charter School, communication, negotiation and collaboration with the authorizer, personnel actions, evaluation of school programs, participation in independent fiscal audit, and long-term strategic planning. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, discipline, evaluate, dismiss, and determine the compensation of the CEO;
- Approve all contractual agreements above $50,000;
- Approve and monitor the implementation of general policies of the Charter School, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration;
- Approve annual fiscal audit;
- Approve Annual Review and Revisions of the LCAP;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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 Lodestar's website and at the Lodestar site. Our parent engagement with our Board of Directors includes multiple touchpoints such as: regular board meeting attendance opportunities, periodic parent presentations to the board (PAC representatives presenting their perspectives), parent surveys, and coffee chats with Board members.

Board Committees

The Board of Directors currently has the following committees which meet regularly and in accordance with the Brown Act, as applicable (the meeting frequency ranges from three to ten meetings per year), and do not have decision making abilities, but instead make recommendations to the Board of Directors.

The Board of Directors may elect to add or remove committees, or to change their meeting schedule.

- **Finance Committee**

  The Finance Committee meets six times per year and reviews all financial statements as well as reports related to capital projects and fundraising. The Finance Committee ensures that the organization is operating within board-approved budgets and protocols.

- **Academic Committee**

  The Academic Committee meets at a minimum quarterly and reviews all pertinent student achievement data. This committee also reviews and assesses the Charter School's academic program, and makes recommendations for on-going development and refinement of the Charter School's curricula and instructional practices.

- **Audit Committee**

  The Board Audit Committee will be responsible for review of the unaudited actuals submission and oversight of the annual independent financial audit. The Audit Committee will select an independent auditor through a request for proposal format. This committee shall include no more than 50% of the Finance Committee members.

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), Conflicts of Interest, the Political Reform Act, Government Code Section I090 et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or CEO shall undergo such training within 90 days of taking the position with the Charter School.

In addition, the Board of Directors will collaborate with the CEO and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

Leadership Bodies that Inform School Governance & Decision Making

Instructional Leadership Teams

Lodestar has three formal Instuctional Leadership Teams ("ILT"): one for Grades TK-5, one for Grades 6-8 and one for grades 9-12. ILTs are comprised of administrators and teacher leaders. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses on 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 Teams

Lodestar has three formal School Culture Teams ("CLT"): one for Grades TK-5, one for Grades 6-8, and one for grades 9-12. These teams are 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.

Family Leadership Group: Parent Advisory Committee

Family voice is critical to the positive governance of Lodestar. Lodestar convenes a school site council called the Parent Advisory Committee. PAC is composed of voluntary parent leaders and/or parent representatives, staff, and students that reflect the diversity of Lodestar. The PAC is charged with:

- Providing input on school plans including LCAP Development
- Review School Improvement Plans
- Provide input into the Charter School's budget
- Supporting the Charter School's Mission
- Providing families the opportunity to weigh in on critical Lodestar issues
- Bringing concerns and appreciations of the community to the Head of School, CEO and LCPS Board of Directors
- Organizing family and culture events

In addition, the PAC provides opportunities for families to advise and provide input to school leadership on programs and services for English learners through the English Learner Advisory Committee ("ELAC"), develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Leadership Roles

The following is a summary of key leadership roles within LCPS and at Lodestar. Detailed job descriptions made available upon request.

LCPS Family of Schools Leadership

Chief Executive Officer

The Chief Executive Officer is the 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 LCPS mission, ensuring that every child can achieve college and the career of his or her choice.

The CEO will have the following core responsibilities:

- Oversight of LCPS operations, including academic programs, fundraising, budget, personnel
- Lead, manage and mentor a senior 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 Lodestar 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 Operating Officer

The Chief Operating Officer ("COO") at Lighthouse Community Public Schools is a key member of the CEO's Cabinet Team. The COO is responsible for managing the teams charged with delivering exceptional school-based operational excellence, impactful people & talent functions, and information technology with impeccable customer service across LCPS. The COO is charged with executing on the strategic vision for the organization and managing multiple teams to sustain efficiency in all aspects of operations including facilities and maintenance, human resources and talent, child nutrition, safety, family engagement and enrollment, and information technology.

The COO will have the following core responsibilities:

- Strategic Planning and Execution, Organizational Project Management, and Leadership
- Leading our People Strategy, HR Functions, and Performance Management
- Systems Development & Oversight for Operations and Information Technology

Chief of Staff

The Chief of Staff at Lighthouse Community Public Schools is a key member of the CEO's Cabinet Team. The Chief of Staff leads the facilitation and monitoring of LCPS's strategic planning and develops agendas for and facilitates strong cabinet, board, and other leadership team meetings. The Chief of Staff oversees LCPS's government affairs and policy work and leads internal communication strategy and systems, including developing and supporting CEO and other departments to execute on timely, transparent, and consistent communication to stakeholders. The Chief of Staff also lead LCPS's advocacy efforts and lead the planning and development of key governance structures, including LCPS Board of Director meetings.

Senior Director of Teaching and Learning

The Senior Director of Teaching and Learning ("SDTL") at Lighthouse Community Public Schools is the instructional leader for the organization. The SDTL is a part of the senior leadership team for LCPS. The SDTL supports Lodestar's Head of School and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. The SDTL reports to and partners closely with the CEO to lead the instructional vision of the organization.

The SDTL will have the following core responsibilities:

- Oversight of Lodestar 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

Senior Director of Finance

The Senior Director of Finance at Lighthouse Community Public Schools is part of the senior leadership team. The Senior Director of Finance is responsible for administrative control and supervision of all business and financial operations of LCPS and Lodestar. Oversight responsibilities in this role include Budget Development, Forecasting and Multi-Year Projections, Payroll, External Compliance and Reporting. The Senior Director of Finance reports to and partners closely with the CEO to ensure the financial health of the organization.

Senior Director of Operations & Enrollment

The Senior Director of Operations and Enrollment at Lighthouse Community Public Schools is a part of the senior leadership team for LCPS. The Senior Director of Operations & Enrollment is the operational leader for the organization. The Senior Director of Operations & Enrollment oversees LCCHS's operations, facilities, technology, food service, custodial services and enrollment. The Director of Operations reports to and partners closely with the COO to ensure smooth and efficient operations.

Senior Director Human Resources ("HR")

The Senior Director of HR is part of the senior leadership team for LCPS. The Senior Director of HR oversees LCPS Hiring, Recruitment, Talent Pipeline, Career Pathways, Human Resources and Employee Growth and Development. The Senior Director of HR reports to and partners closely with the COO to ensure a robust talent strategy for LCPS. The Senior Director of HR supports the Lodestar Head of School in ensuring that well-qualified staff are hired, developed and retained.

Senior Director of Special Education and Special Projects

The Senior Director of Special Education and Special Projects at Lighthouse Community Public Schools oversees the Special Education and counseling program at LCPS. The Senior Director of Special Education and Special Projects oversees all Response to Intervention strategy, intervention services and partnerships, and compliance with all special education functions. The Senior Director of Special Education and Special Projects reports to and partners closely with the CEO to ensure the needs of all students are met.

Senior Director of Technology

The Senior Director of Technology at Lighthouse Community Public Schools oversees the technology infrastructure and instructional platforms at LCPS. The Senior Director of Technology ensures best in

class technology, student safety, and quality instructional platforms that match LCPS academic outcomes. The Senior Director of Technology reports to and partners closely with the COO and Principals to ensure technology enhances the educational program at LCPS.

Site Based Leadership Roles

Lodestar Head of School

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

Lodestar Assistant Principals of Instruction

At Lodestar, Assistant Principals of Instruction ("API") work in partnership with the Head of School and Instructional Leadership Team to lead school culture and learning systems. The APIs, together with the Head of School and teacher leaders, will work to foster an innovative, learner-centered community, including being tasked with the leadership of specific school initiatives/systems. The Assistant Principal of Instruction's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specific academic programs to achieve increased academic outcomes for all students in line with the Lodestar's mission and vision.

Lodestar Assistant Principals of Culture

Assistant Principals of Culture ("APC") oversee and support Lodestar school culture. By bringing Lodestar values of community, integrity, love, social justice, and agency to life, the APC supports the creation of a community where students are prepared for success in school and life, including college and career of their choice. The APC 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 APC is central to creating and upholding a positive school culture where all students belong and develop as lifelong learners and community changemakers.

Lodestar Teacher Leaders

Teachers assume leadership roles within the Charter School to support their grade level teams, departments, or grade bands. Teacher leaders facilitate professional learning communities and provide mentorship to their team members.

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.

A Commitment to Quality Staff & Their Ongoing Development

We know our mission of preparing students for college and a career of their choice, while also ensuring students are changemakers, is only possible with a staff that is dedicated to the outcomes of all children, who are qualified for their position, and are constantly learning and refining their practice. To that end, Lodestar holds high standards for the employees it hires, while being dedicated to a selection process that is transparent and inclusive of other team members. Fair and transparent compensation and benefits and ongoing professional development for all employees is a commitment of Lighthouse Community Public Schools and Lodestar.

Overall Qualifications

LCPS and Lodestar shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, 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 or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws. The Charter School is a school of choice and no employee will be required to work at Lodestar. All employees of LCPS and Lodestar will work under an at-will employment agreement.

The following job qualifications apply to school personnel. These qualifications may be modified at the LCPS's discretion without any need to materially revise the charter as long as any changes are consistent with the law.

The most important criterion used in evaluating potential staff members is whether or not they fully embrace Lodestar's vision to disrupt educational inequities by providing our students and families exceptional educational opportunities every day. Grounded in our core values of community, integrity, agency, love, and social justice rooted in EL Education Model, potential employees must believe in and be willing to work for college success for all students, especially those who will be first generation college students.

In addition, all employees must meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements. This includes a fingerprint background check for all employee candidates who have been offered a position, as Lodestar fully complies with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Lodestar maintains on file current copies of:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the Charter School in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

Finally, in compliance with Education Code Section 44050 all employees must adhere to LCPS's adopted employee code of conduct on employee interactions with pupils, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Student and Family Handbook. This information is also posted on the LCPS website.

For detailed employment eligibility requirements as they pertain to health and safety of students and staff, please see **Element 6** of this petition.

Selection Process

Selection and appointment of employees will be the exclusive prerogative of the Charter School. As such, with the exception of the Head of School, those who work at the Charter School shall be selected, employed, and released by their supervising Head of School, in accordance with terms and conditions of employment contained in LCPS's personnel policies (see Appendix I for the **Employee Handbook**). Selection and evaluation of the Head of School(s) is conducted by the Chief Executive Officer. The Head of School hires the Assistant Principals. The Head of School or Assistant Principals, in consultation with the Head of School, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Directors or Managers of other functional areas (Operations, Finance, etc.).

To ensure the selection of a qualified and mission-aligned staff, we implement the following selection process after reviewing the job description and devising an inclusive and transparent hiring process:

- Request resumes, cover letters and written responses to prompts
- Conduct a brief phone or video 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 employment agreement and extend offers of employment, conditioned on passing of state and federal background checks and verification of prior employment and other pre-boarding

requirements

Employee Qualifications

At Lodestar, we have three categories of educators – administrators, instructional staff (teachers, education specialists, and other certificated staff), and non-certificated instructional staff (paraprofessional instructional and student support aides, and extended learning program staff) – and all other staff. We expect all of our employees, regardless of their position, to have:

- An expressed and evidenced commitment to the mission of the Charter School and the core values of the organization
- Experience with diverse, urban populations, including an expressed commitment to anti-racist practices
- Met the expectations of state and federal requirements as they relate to their specific teaching, other certificated, or classified position
- Demonstrated they are multi-faceted, life-long learners
- Experience and success working collaboratively with others
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- Alignment to the overall philosophies and ways of working at LCPS

Administrators & District Leadership

Administrator & District Leadership Competencies

As a strategic and visionary leader for equity, LCPS Administrators:

- **Inspire a shared vision** of college and career readiness by making high-impact decisions, setting clear academic priorities, and developing strategic plans.
- **Ensure an exceptional education for all** by articulating, fostering, and monitoring an academic program and by facilitating data-driven and equity-focused teams.
- **Encourage the heart** by promoting and courageously leading a joyful organizational & school culture that attends to the needs of the whole child and adult.
- **Empower and engage the community** by mobilizing families, students, staff, and other community stakeholders as partners to achieve our vision.
- **Enable others to act** by ensuring processes and systems of development and distributed leadership are in place that result in the recruitment and retention of a diverse and high-performing staff.
- **Innovate and problem solve** by exhibiting persistence, creativity, flexibility, motivation to make change, and the ability to imagine new approaches and opportunities for impact.
- **Model the way** as a leader for equity through skilled and culturally competent collaboration, communication, and relationship-building.
- **Embody LCPS' core values** of community, integrity, love, social justice, and agency **Bring passion to Lodestar** as a dependable, organized, solutions-oriented, and optimistic founding leader committed to both starting up and staying

Head of School Qualifications

The Lodestar Head of School will have the following qualifications:

- At least 5-7 years of successful classroom teaching and school leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- MA in education or related field, required; administrative credential, preferred
- Supervisory and management experience, including coaching and evaluation of teachers,
- 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,

Assistant Principal of Instruction Qualifications

Lodestar Assistant Principal(s) will have the following qualifications:

- At least 3+ years of successful 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.

Assistant Principal of Culture Qualifications

Lodestar Dean(s) of Students with the following qualifications:

- B.A. or B.S., relevant master's degree a plus
- At least 3+ years of working with students
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning
- Bilingual Spanish speaking preferred

Teachers

Teacher Core Competencies

- Be a visionary, innovative, culturally responsive, and equity-focused urban educator
- Facilitate deeply engaging student-centered learning
- Demonstrate a keen ability to create, collect and analyze authentic data to drive student learning and outcomes for all students
- Be a strong community builder and team collaborator
- Model and foster a growth mindset with agency, persistence, and flexibility
- Be a collaborative and responsible professional educator Teacher Responsibilities include:
- Builds and maintains classroom culture that is supportive and learning-centered, undergirded by strong management, efficient procedures and systems, but most evident in the full inclusion of African-American boys, students with trauma, and students with IEPs in the social and learning community
- Demonstrate culturally responsive pedagogy and practice including unrelenting high expectations and an assets-based approach for every student
- Plan, internalize, and implement effective, grade-level standards-based curriculum, units, and lessons that are learner-driven and are modified or differentiated while maintaining rigor to provide access and results for students with IEPs, African-American and EL students
- Ensure that students are at the center of their own learning and deeply engaged in ways that foster agency and self-direction
- Utilize, collect, and analyze rigorous, student-engaged assessments, both formative and summative, to identify and address students' areas of growth and mastery of learning objectives.
- Create positive relationships by building nurturing and affirming teacher-student, student-student, and teacher-family partnerships with a focus on building a community of risk-taking, collaborative learners
- Grow and contribute as an educator, colleague, learner, and community member including engaging in professional development and your own growth as a teacher in service of student learning and outcomes
- Demonstrate advocacy, flexibility, autonomy, and collegiality
- Administer all policies and procedures in a professional and timely manner as mandated by LCPS, and state and federal agencies (i.e., attendance records, dress code, reporting of sexual/physical abuse)
- Additional Duties, as assigned by Supervisor

Teacher Qualifications

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD certification, or an equivalent EL authorization recognized by the California Commission on Teacher Credentialing. Teachers will only teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at LCPS and shall be subject to periodic inspection by the District.

The minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code Section 47605(l)).

The Charter School shall ensure that credentialed teachers who are assigned to a Transitional Kindergarten classroom have one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Certificated Clinical Staff and Instructional Support Service Providers

Lodestar may also employ certificated clinical staff and instructional support service providers, including: occupational therapists, speech language pathologists, school psychologists, and counselors, and a broader category of designated instructional services providers. Such staff must possess professional experience and expertise in their field, have attained valid licensure, and demonstrated the capacity to provide services to students at a high level of competence. All certificated clinical and certificated instructional support service providers and consultants, who are not certificated teachers, must demonstrate the abilities necessary to effectively carry out their responsibilities and must maintain valid applicable licensure and/or credentials specific to the employee's/consultant's role and responsibilities as set forth in their job description or service agreement and as required by the appropriate licensing board for their specialty area, and are the employee's/consultant's sole responsibility to maintain.

Non-Certificated Instructional Staff

Lodestar may also employ non-certificated instructional support staff, such as paraprofessionals, instructional aides, and student support 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 support capacity. Instructional support staff do not assign grades or approve students' work assignments. A paraprofessional shall perform only duties that, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils.

After School/Extended Learning Program Staff

After School/Extended Learning Program Staff will be selected by the Extended Day Program

Coordinator 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 Non-Certificated Instructional Staff and After School/Extended Learning Program Staff are as follows:

- High school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- A. A. degree (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction. LCPS accepts either passage of the CBEST or passage of an approved district or county paraprofessional assessment. Candidates for employment or their hiring manager who are not sure if they meet these requirements should consult with a member of the HR team to ensure they have met these requirements prior to hire or placement in an instructional support role.

All Other Staff

All non-instructional staff possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and personnel policies.

Professional Development

Lodestar seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development Plan described in Element 1 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.
- 5 full days of all LCPS professional development before the start of each year for all employees,
- 6 full days for planning and other professional development experiences throughout the school year
- 2 full days and 2 early release days to prepare for and hold student-led conferences with all families throughout the year
- Students have an early-release day every Wednesday so teachers can have ongoing professional development for 3 hours weekly

Element 6 (Health and Safety)

"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 topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

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.

To protect the health and well-being of our community, Lighthouse Community 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 ensure the health and safety of our students and staff. A summary of these procedures and policies is distributed to all staff and families annually.

Student & Staff Health and Safety Provisions

Procedures for Background Checks

LCPS and Lodestar 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. Lodestar 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 Human Resources shall monitor compliance with this policy and report to the Board of Directors on an 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.

The following are the legal requirements before the first day of employment at the Charter School:

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a teacher's certificated assignment
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law, if applicable
- I9 Proof of authorization to work in the United States with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Complete W4 & DE4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

Role of Staff as Mandated Child Abuse Reporters

All Lodestar employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The 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 Education Code Section 44691.

Medication in School

LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423.

Vision, Hearing, and 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 by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

School Safety Plan

The Charter School shall adopt a School Safety Plan, attached as Appendix G, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

a. Child abuse reporting procedures
b. Routine and emergency disaster procedures

c. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. A discrimination and harassment policy consistent with Education Code Section 200
f. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. A safe and orderly environment conducive to learning
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
k. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School
m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Head of School and, if there is merit to the concern, the Head of School shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine

auto-injectors onsite in an accessible location upon need for emergency use and include that location in annual notices required by law per AB 1651 (2023) and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 available upon request.

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).

Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom at the schoolsite and in public areas at the schoolsite

that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in the appendices.

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 6.1. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevent policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

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 administrators and counselors. 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. Emergency plans are maintained on file and available for inspection. LCPS adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies and is available upon request.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contract information, including an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are

present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a 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.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV" prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instructions in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Facility Safety

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.

The Charter School shall conduct fire drills as required under Education Code Section 320001.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid

Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 38975(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate standardized guidelines developed by the CDE.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

Lodestar aims to serve a diverse student population and offer a program that attracts the families of students who are racially and ethnically diverse, who have special needs, unhoused students, and who are English Learners, including redesignated fluent English proficient pupils, and Newcomer students who will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District. In order to ensure that there is a balance of students at Lodestar reflective of the general population residing within the territorial jurisdiction of the District, Lodestar 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.
- An enrollment priority for unhoused students.
- Distribution of promotional and informational materials in English and Spanish.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and 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, ability, linguistic, 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.

Lodestar 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 Policies and Procedures)

"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, waitlistrincluding 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).

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.

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.

Admission

Lodestar 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.

Lodestar will actively recruit a diverse student population who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Admission to the Charter School shall be open to any resident of the State of California, although preferences will be given to students as detailed below.

Lodestar will admit all students who wish to attend the Charter School. 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 their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

Admission & Enrollment Timeline

By October 1 of each year and/or when the District releases the open enrollment period dates, Lodestar 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. Lodestar will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with approved charter.

The table below provides an estimated application, public random drawing, and admission schedule and process. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the Charter School's website.

Table 19. Proposed Admission and Enrollment Timeline

Month	Process
October – June	Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
November – January	Open Enrollment Period. Application forms available at school office or online at the Charter School' website.

January	Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning
Last Day of January	All application forms due to the Charter School
First week of February	Public random drawing conducted (if necessary)
Second week of February	Admission status notification distributed to applicants via School Mint notification
June	Registration and welcome events
June - August	Family/Student orientations held

Admission Process

The admission process for prospective students and their families will include:

- Optional school tour
- Attendance at an enrollment meeting to understand the Lodestar'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, which consists of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences). Applications are available on-line or in hard copy form in both English and Spanish.

All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.

Admission Priorities

Students will be given preference in the Lodestar random public drawing ("lottery") if their parents desire and they are:

1. Siblings of students admitted or attending the Charter School: to keep families together.
2. Children of Lodestar staff and LCPS board members (not to exceed 2.5% of the total enrollment): to honor those committed to public education
3. Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.
4. Students who are currently enrolled in or who reside within the elementary school attendance area of the District's public elementary school(s) in which Lodestar is located
5. Students living in the 94621 or 94603 zip code
6. Students zoned to attend underperforming schools within OUSD in which 70% or more of students qualify for free or reduced price meals: to provide an equitable, high-quality public school option to Oakland students and families
7. Other prospective students residing within OUSD boundaries: as required by Education Code

Section 47605(e)(2)(B) and to serve as a public school option for students and families of Oakland

8. All other applicants.

Spaces will be allotted in sequential order within each of these categories as required.

The Charter School and the District agree to adhere to the requirements related to admission preferences set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Process

If more applications are received than there are available slots, Lodestar will hold a public, random lottery moderated by a neutral third party software program, currently Schoolmint, in a public location to determine the following school year's admission. The process will be transparent and fair, and parents/guardians need not be present to participate but are welcome to attend. Applicants will receive lottery results electronically and through a letter. Communication about both offers and waitlist status are communicated, along with additional information on families' next steps to ensure their spot if a family was accepted. Once admitted, students need not apply each year; however, if students should leave Lodestar, the student will need to submit an application for admission again.

Admission priorities, deadlines, dates and times will be communicated during information sessions, in emails to all applicants via Schoolmint and on the Charter School website. Public notice of application deadlines, lottery and final response date are posted once LCPS has made these dates public. The Charter School details the admission priorities and the steps taken when running the public drawing during the lottery time. These presentations can be made available at the request at any time if a parent did not attend the public drawing.

Waitlist

Each year, Lodestar will begin collecting applications during Oakland's open enrollment window. A lottery is held within the LCPS lottery window within approximately 30 days of the application deadline. Only one lottery is held for applications submitted by the due date. Late applications are considered after the application deadline, and are held in abeyance for subsequent lotteries, as needed.

Should spaces open either before the new school year or during the course of the school year, Lodestar will contact students in the order they appear on the waiting list. Students are asked to accept the spot within 72 hours of notification. Applications are only valid for one school year and will expire in May of each existing school year and shall not carry over to the following school year.

After Admission

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

- Proof of Immunization and Physical Exam
- Proof of Oral Exam (Kinder only)
- Proof of minimum age requirements

- Proof of Withdrawal from Previous School (if applicable)
  Completion of general intake form to include student and family information
- Home Language Survey
- Completion of Emergency Medical Information Form
- Optional applications to School based programs (After School Program, School Meals Program)
- Release waivers for technology, fieldwork, media release
- Student/Family Handbook (including annual notifications and school policies)
- Release of Records will not be required until a family has accepted a spot at Lodestar[16]

[16] In accordance with Education Code Section 47605(e)(4)(B), 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 Audits)

"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." – Ed. Code § 47605(c)(5)(I)

In compliance with Education Code section 47605(c)(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 TK-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 an independent auditor after conducting a formal request for proposals from qualified auditors with experience in education finance. The independent auditor will have, at a minimum, a CPA, educational institution audit experience, and will be approved by the State Controller on its published list as an educational audit provider. The LCPS 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 Alameda County Superintendent of Schools, the State Controller, and to the CDE by certified mail by the 15th of December each year.

The Audit Committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and report the findings to the Board of Directors along with recommendations on how these will be resolved. Finally, the Senior 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 Lodestar is public record and will be provided to the public upon request. Money is allocated in the annual budget to cover the cost of audits.

Element 10 (Procedures by which Pupils Can Be Suspended or 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.

Overall Vision of Discipline

The overall goal of discipline at Lodestar 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 the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, LCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lodestar'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 Lodestar Student and Family Handbook will be made available on request.) Each student and their parent/guardian will be introduced to the Charter School's discipline policy during parent/guardian and student orientation prior to the start of the school year. Parents/guardians 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.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual

review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. 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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[17] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the

[17] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and Procedures, the term "parent/guardian" shall include these parties.

student's parent/guardian, requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School 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.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Procedures

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

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

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

   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 intoxicant of any kind.

   d. Unlawfully offered, arranged, or negotiated to sell any 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 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by

a student.

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

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

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

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

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

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

p. 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 policy, "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 their own safety or for their 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 their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be suffciently 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 provision shall apply to students in any of grades 4-12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s. 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 provision shall apply to students in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act,

    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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        c) Causing a reasonable student to experience substantial interference with their academic performance.

        d) Causing a reasonable student to experience substantial interference with their 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 schoolsite, 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 as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

c) An act of cyber sexual bullying.

i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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 policy, "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.

u. A student 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, except that a student 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 (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

   a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
   b. Brandished a knife at another person.
   c. Unlawfully sold a 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 Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

   a. Caused, attempted to cause, or threatened to cause physical injury to another person.
   b. Willfully used force of violence upon the person of another, except self-defense.
   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 intoxicant of any kind.
   d. Unlawfully offered, arranged, or negotiated to sell any 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 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by

a student.

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

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

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

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

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

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

p. 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 policy, "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 their own safety or for their 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 their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.

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

s. 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 provision shall apply to students in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
    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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii) Causing a reasonable student to experience substantial interference with their academic performance.
        iv) Causing a reasonable student to experience substantial interference with their 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:
        i) A message, text, sound, or image.
        ii) A post on a social network Internet Web site including, but not limited to:
            a) 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 as listed in subparagraph (1) above.
            b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
            c) 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

student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii) An act of cyber sexual bullying.

a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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.

b) For purposes of this policy, "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.

u. A student 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, except that a student 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 (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School, CEO, or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a 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 Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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, onto campus or to have possessed a firearm or destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for

any reason including, but not limited to, incarceration or hospitalization.. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, email, 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 the suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. 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.

3. Suspension Time Limits/Recommendation for 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, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student 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 student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's Board of Directors. 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.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in confidential session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act) unless the student makes a written request for a public hearing in open session 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of 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;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School or Administrative Panel may, upon a finding of 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 that shall be examined only by the Charter School or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe 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 hearing room 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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 expelled student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026.

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

(a) Notice of the specific offense committed by the student; and

(b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) the specific expellable offense committed by the student.

Upon request, the Charter School will provide the student's school district of residence a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students 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. 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 expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures

set forth herein.

R. 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 of the discipline of any student with a disability or student that the Charter School or the 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/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian 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/guardian, 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/guardian, 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/guardian 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/guardian, 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 failure to implement the IEP/504 Plan, 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/guardian 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/guardian 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 Head of School, CEO, 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 Charter School'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/guardian 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 that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and

determined to not be eligible.

Element 11 (Employee Retirement Systems)

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of participating in 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 Lighthouse Community Public Schools matches that 8% contribution, vesting LCPS contributions over five years. 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.

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13 (Employee Rights of Return)

"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.

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of 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 as required by 5 CCR §4600 *et seq*. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. 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 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 Lodestar, A Lighthouse Community Charter Public, c/o Latora Baldridge:
Lodestar, A Lighthouse Community Charter Public
701 105th Ave.
Oakland, CA 94630

To Director, Office of Charter Schools:
1011 Union Street #947
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.

Intent

The intent of the Lighthouse Community Public Schools 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

LCPS 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.

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.

LCPS maintains a general complaint policy, as well as Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. LCPS will not, at any time, refer complaints regarding the Charter School to the District.

The Charter School's complaint procedures will include 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. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

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)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

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 half of an academic year.

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 update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. 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.

6. 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 shall 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.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

a. Name and contact of person(s) handling the liquidation;

b. Each item in excess of $500 (computers, laptops, printers, and other equipment);

c. An identification number that corresponds to a tag on that item;

d. The cost of the item and whom/where/date of the item that was donated/sold.

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

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, 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 supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial 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 supervisorial 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.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, 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 and update
  - 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
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - 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)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as Appendix K, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District 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), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District 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.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire 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. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own staff.

D. Facilities

Governing Law: The facilities to be used 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(h).

Lodestar is located at: 701 105th Avenue, Oakland, CA 94603. This is a private property owned by Lodestar Facilities LLC for the sole use of Lodestar: A Lighthouse Community Public School. The property meets all school facility requirements as required by law.

E. 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(h).

The Charter School shall be operated by 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 authority that grants a charter to a charter school operated by or as 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

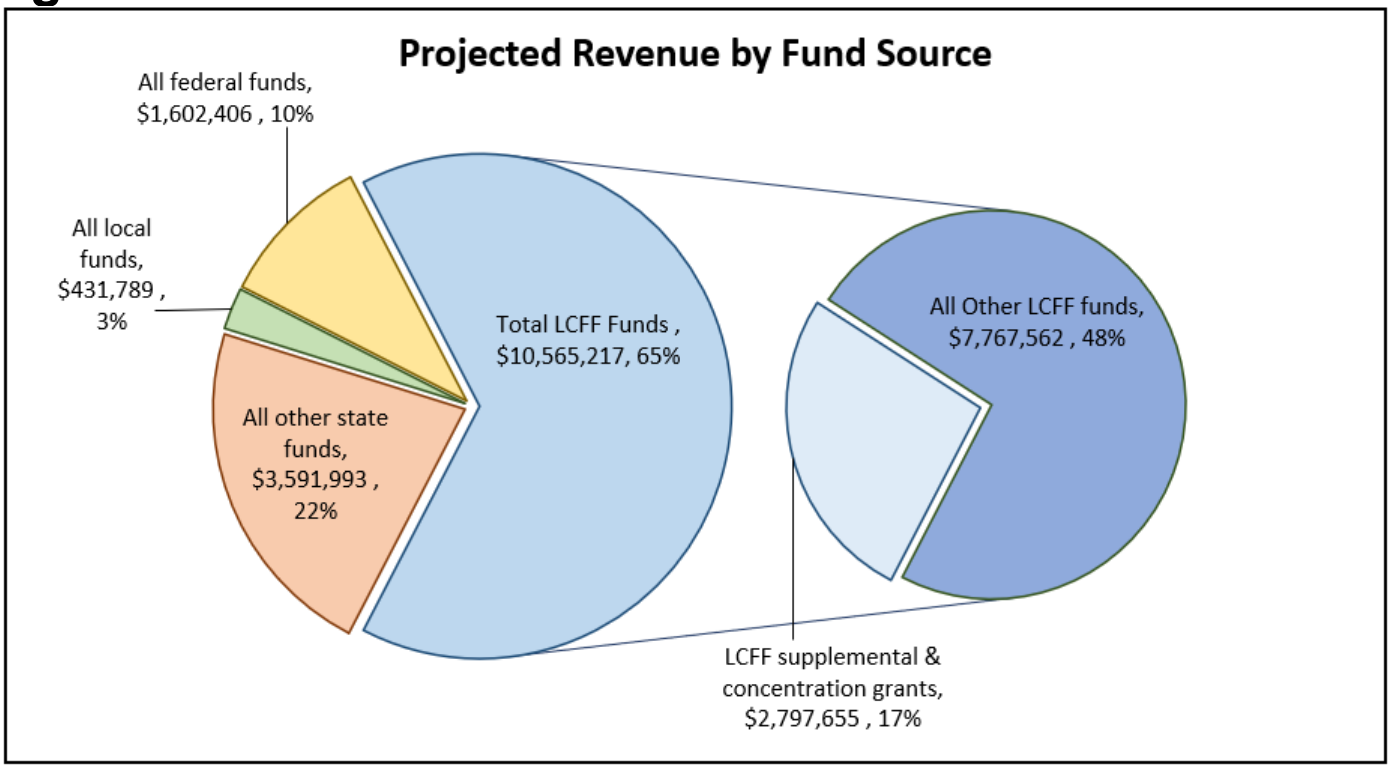
The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lodestar, A Lighthouse Community Public School
CDS Code: 01-61259-0134015
School Year: 2025-26
LEA contact information:
Rich Harrison
Chief Executive Officer
superintendent@lighthousecharter.org
510-988-7673

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

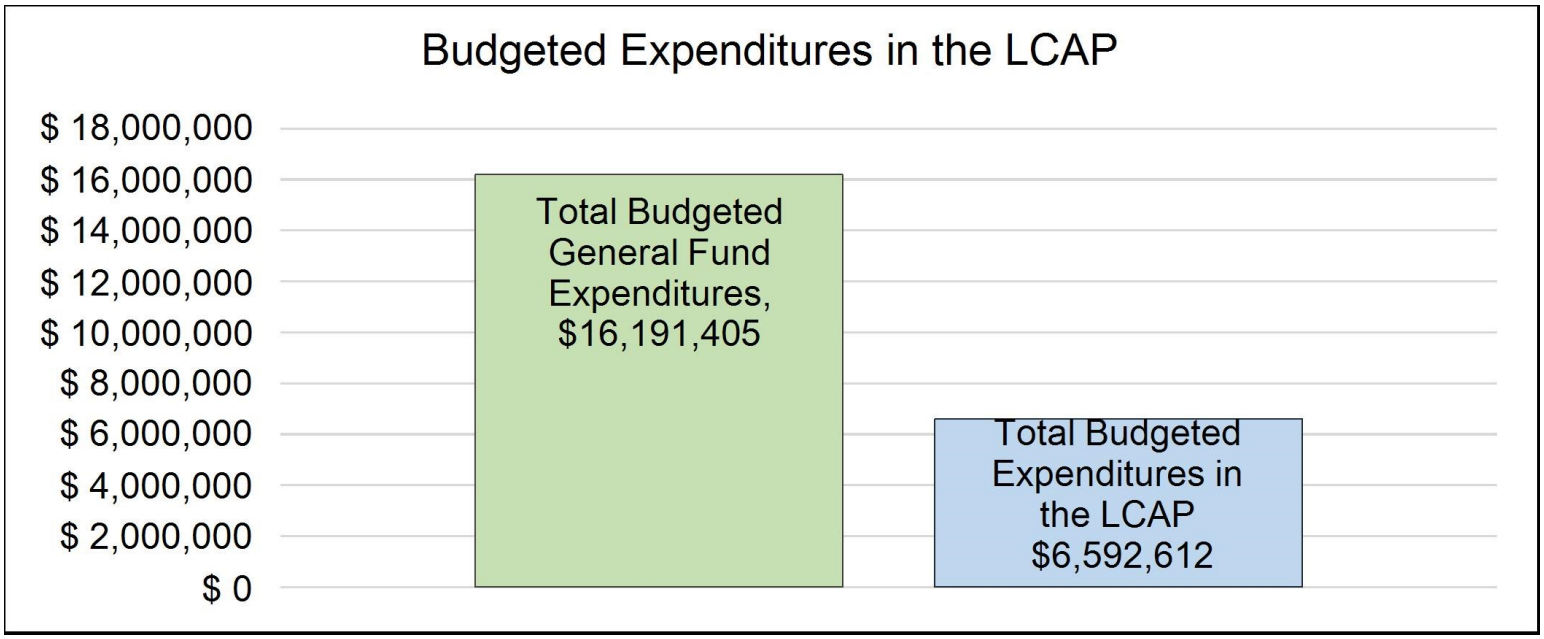


This chart shows the total general purpose revenue Lodestar, A Lighthouse Community Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lodestar, A Lighthouse Community Public School is $16,191,405, of which $10565217 is Local Control Funding Formula (LCFF), $3591993 is other state funds, $431789 is local funds, and $1602406 is federal funds. Of the $10565217 in LCFF Funds, $2797655 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lodestar, A Lighthouse Community Public School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lodestar, A Lighthouse Community Public School plans to spend $16191405 for the 2025-26 school year. Of that amount, $6592612 is tied to actions/services in the LCAP and $9,598,793 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

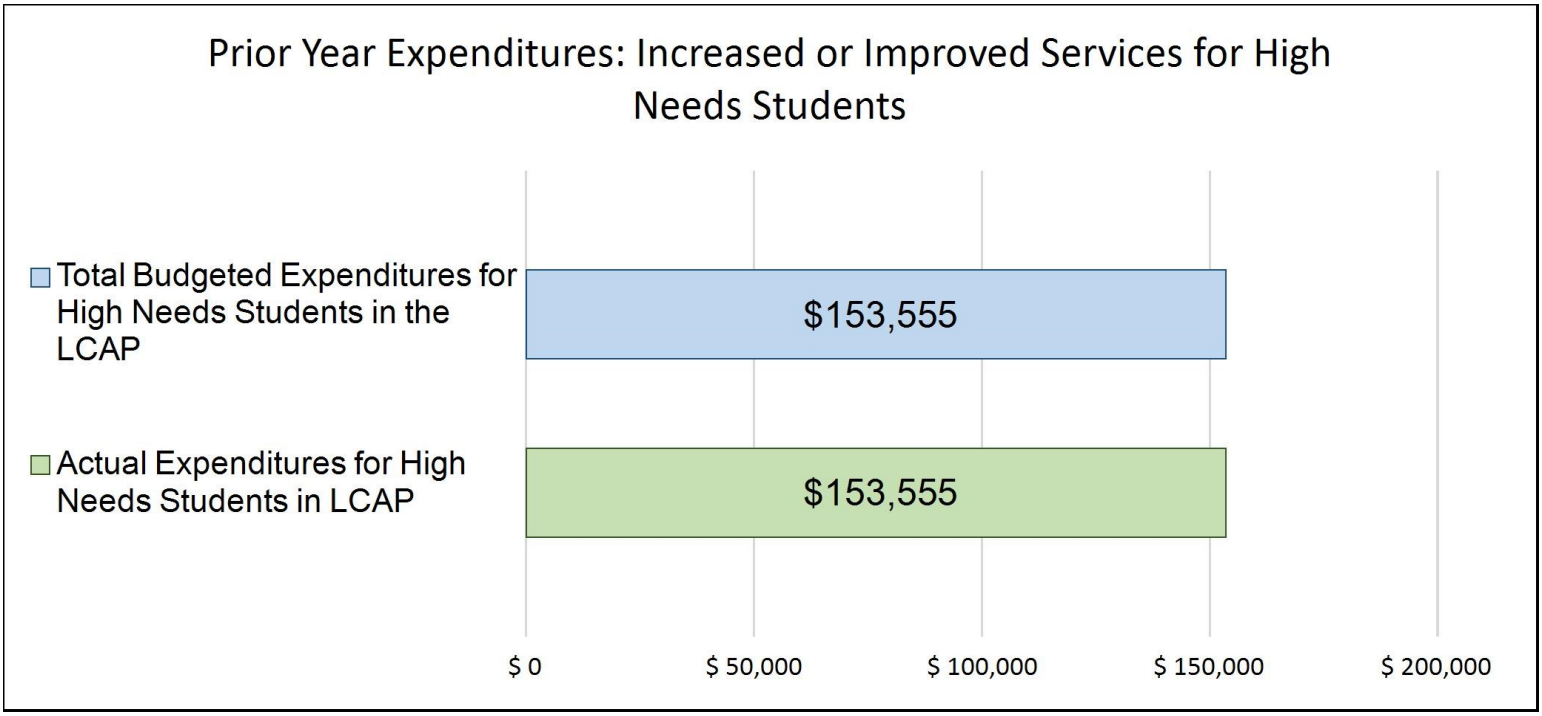
Not all budgeted expenditures are reflected in the LCAP as not all detailed items are tied to a specific LCAP goal. However, the resources not included in the LCAP are still critical to meeting the overall needs for the students' learning environment.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lodestar, A Lighthouse Community Public School is projecting it will receive $2797655 based on the enrollment of foster youth, English learner, and low-income students. Lodestar, A Lighthouse Community Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Lodestar, A Lighthouse Community Public School plans to spend $3061800 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Lodestar, A Lighthouse Community Public School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lodestar, A Lighthouse Community Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Lodestar, A Lighthouse Community Public School's LCAP budgeted $153555 for planned actions to increase or improve services for high needs students. Lodestar, A Lighthouse Community Public School actually spent $153555 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodestar, A Lighthouse Community Public School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-988-7673

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Lighthouse Community Public Schools has stood as a beacon of academic excellence for Black and Brown students in East Oakland since it's founding in 2002. With a commitment to community-centered educational justice, Lighthouse serves over 1,700 TK-12 students and families at its three LEAs, including Lodestar. Lodestar is dedicated to providing quality education to its diverse student body, fostering academic success and empowering students to thrive in their educational journey. The Lodestar program is designed to support students in getting to and through college with a college-preparation curriculum and crew to provide a sense of belonging and support with socio-emotional issues, and strong family involvement to support students throughout their academic careers.

Our Mission
The mission of Lighthouse Community Public Schools is to prepare a diverse K-12 student population for college and a career of their choice.

Our Vision
We believe that all young people have the potential to become 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. We are an innovative model for public education that puts each child at the center of their own learning. The Lighthouse community is equal parts love and rigor where children discover their unique light within.

Our Core Values
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.

Our Strategic Priorities and Vision for the Next Four Years
Lighthouse Community Public Schools is deeply committed to transforming the landscape of education. Serving a student population that has been historically underserved by the traditional school system in Oakland, LCPS knows that an exceptional education brings out each child's unique light and potential, but that inequity in public schools severely limits the potential of students, their families, and the future of Oakland.

LCPS has numerous successes and strengths to celebrate, including an emphasis on building and maintaining strong relationships across students, families, and staff; a robust approach to talent recruitment and staff retention; and the selection of rigorous and reputable curricula.

LCPS also has several areas of improvement to address, including strengthening an aligned vision for curriculum implementation and instructional best practices; enhancing professional development and coaching supports for staff; and refining decision making and communication structures across stakeholders.

To address these areas of opportunity, LCPS set quantitative goals to define its intended impact for students, families, staff, and the organization as a whole over the next 4 years.

Aligned to these goals, LCPS has identified 3 strategic priorities to guide its work:
1. All students deeply engage in high-quality curriculum and learning experiences, every day
2. Students, families, community partners, and staff collectively contribute to a thriving community school through shared power, voice, and trust
4. All staff members experience the clear, coherent, and world-class professional development and coaching they deserve

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The LEA continued to center student learning and achievement by implementing the Lighthouse Community Public Schools (LCPS) curricular model across its classrooms. The LEA also continued to track student growth in core content areas through the following actions: 1) LEA continued giving rigorous, standards-aligned interim assessments using the Smarter Balanced Interim Assessments (ICAs and IABs) grades 3 and higher; 2) Continued giving NWEA MAP to track student growth in ELA and Math; 3) CAASPP as an external measure of college/career readiness in Grades 3-8, 11. ELA and Math: While the LEA is awaiting formal CAASPP data to be released in Summer 2025, the LEA anticipates that academic proficiency in ELA and Math are continued areas of focus for the LEA. Based on local data, less than 50% of students are proficient in these subject areas.

Suspensions and attendance: The LEA reduced suspensions to 1.2% which is a decrease from 3% two years ago and has been a result of a focus on restorative practices and an alternative to suspension model. This was an area of concern for the LEA in the previous year so we are proud to have seen this significant decrease. For the 2024-25 school year, we put behavior interventionists in place and held check in and check outs for vulnerable students. We will continue to focus on strong systems in tier one and an increase of direct skills teaching for students with tier two and three supports to continue this downward trend. Attendance and chronic absence will continue to be important areas to monitor and address for the 25-26 school year.

English language development continues to be a central priority for Lodestar. Preliminary Summative ELPAC results for Grades 3–12 indicate encouraging progress, with a majority of tested students demonstrating upward movement from Levels 1 and 2 to Level 3—an important milestone in English language acquisition. Initial findings indicate that 13.1% of students previously at Level 1 and 15.5% of those at Level 2 in 2024 advanced to higher proficiency levels in 2025. While Level 3 increased by 4.9%, reflecting some positive upward movement, the decline in Level 4 suggests that fewer students achieved the highest level of English language proficiency. Based on current data, the LEA anticipates a placement in the “Medium” track for ELPI growth; however, final results from Grades K–2 are still under review.

CCI: High School students continued to take an A-G eligible course sequence, the LEA has AP for all, and 38% of the LEA's high school students took a Community College course, an increase from 11% the year before.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable for Lodestar

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the LEA are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Lodestar Teachers and Staff	Staff survey given in December and Staff Focus Groups conducted in March.
Lodestar Parents	Parent Survey given in March (CHKS Survey). Student-led conferences which take place three times per school year. Parent Advisory Committee (PAC) meetings which take place 4 times a year. Lodestar will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student led conferences, during which they establish academic and character goals for their students, by monitoring their student's learning through understanding of our school's grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.
Lodestar Administrators	Focus group and 1 on 1 meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP goals and actions were informed from both surveys and focus groups with our educational partners this school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure rigorous, student-centered learning in all classrooms, for all students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Lighthouse Community Public Schools believes all students must be deeply engage in high-quality curriculum and learning experiences, every day. We will ensure rigorous, student-centered learning in all classrooms, for all students by exceeding the CA state average in math and ELA proficiency by 2028; diagnosing, differentiating, and accelerating academic growth through tiered supports for all scholars; driving consistent english language development for emerging bilingual students - especially our newcomers and earliest learners; and providing exemplar supports for students with disabilities, especially those requiring more intensive services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	In grades 3-8 and 11, LCPS students' ELA proficiency rates meet or exceed the CA state average, both in the aggregate and across all student groups	LS: 80 points below standard (orange, all subgroups) CA: 13.6 points below standard	Will have data in late summer			
1.2	In grades 3-8 and 11, LCPS students' math proficiency rates meet or exceed the CA state	LS: 115.3 points below standard (orange, all subgroups)	Will have data in late summer			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	average, both in the aggregate and across all student groups	CA: 49.1 points below standard				
1.3	60% of Emerging Bilingual students advance at least 1 EPLI level or maintain a level 4	50.70%	Will have data in late summer		60%	
1.4	85% of 2nd grade students are in the 25th percentile or higher on the Oral Reading Fluency (ORF) portion of AimsWeb (equivalent to 6% growth annually off of 2024 baseline)	53.00%	Will have data in early June		85%	
1.5	Students with disabilities, on average, exceed the CA SWD average on CAASPP scale score growth	98th percentile (ELA); 100th percentile (Math)	Will have data in late summer		60%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation and Progress
In the 2024–25 school year, we made meaningful progress toward our goal of ensuring rigorous, student-centered learning across all classrooms, with several areas of success and ongoing challenges. Our focus on aligned interim assessments, instructional walkthroughs, and professional development on high-quality instructional materials helped strengthen classroom practice. However, full implementation fidelity and instructional consistency varied across campuses, grade levels, and content areas.

Substantive initiatives like shared walkthroughs and data protocols grounded in our Teacher/Leader Development and Evaluation Framework (TDEF/LDEF) contributed to alignment around academic expectations (Initiative 1B). Meanwhile, our internalization series for EL Education Modules and the rollout of high-quality instructional materials began laying the groundwork for more consistent instructional experiences (Initiative 1D). These efforts were recognized positively in staff and leadership feedback, but progress on academic outcomes remains mixed.

Substantive Differences from the Plan
Scope of Assessment Implementation: Our plan emphasized common formative assessment cycles, but consistency in execution and use of results varied significantly across grade levels and campuses.

Curriculum Internalization Support: Although EL Education PD launched, teachers and leaders indicated a need for deeper, more tailored support to internalize materials effectively and differentiate for student needs.

Communication with Families: We aimed to strengthen communication about academic progress with families, but feedback indicated this remains an area for growth—especially around grading transparency and intervention plans.

While we've laid strong foundations toward rigorous, student-centered instruction, implementation challenges persist in assessment practices, differentiated supports, and instructional consistency—particularly in the middle grades and for key student subgroups. These findings are driving adjustments to our strategies, including deeper support for teachers, targeted interventions for ELs and SPED students, and tighter data-driven instructional planning. Continued focus on coherence, capacity-building, and responsiveness will be critical to meeting our goals in the year ahead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material Differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Most Effective/Most Progress:

Early Literacy Gains: Our investment in foundational literacy practices and the Science of Reading is beginning to show results, especially in 3rd grade ICA scores across both campuses.

High School Performance: Lodestar high schools showed strong academic performance, with trending Yellow in ELA and Math on the 5x5 grid, and continued strengths in graduation rates and College/Career Indicator (CCI).

Instructional Culture: Teachers and leaders are more aligned in a shared vision of academic rigor and instructional quality, particularly at the high school level. Survey data confirmed this shift in mindset and practice.

Less Effective/Opportunity for Growth:
Inconsistent Interim Performance: Despite growth in Math (+6% over prior data), only 21.5% of students met or exceeded standards in ELA, with only 55% (ELA) and 45% (Math) of students showing 50+ point growth—well below our internal targets.

Instructional Effectiveness: Evaluation data showed that only 75% of teachers were effective in Domains 1 and 2, and just 41% in Domains 3–5, reflecting continued need for coaching and support around engagement and assessment practices.

Support for Student Subgroups: Our ability to meet the needs of English Learners (ELs) will be an area for continued growth as the number of newcomer ELs has doubled over three years, now making up 10% of our student body. Our interventions have not consistently met the academic needs of this growing population.

Assessment and Grading Systems: Implementation gaps in common assessments and grading practices hindered our ability to fully calibrate and communicate student learning outcomes, as highlighted in Initiative 1B.

Lower Grade Instructional Gaps: While 3rd grade performance improved, 1st and 2nd grade support has not met benchmark targets, signaling a need for increased professional learning and targeted coaching.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to planned goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Support and Services	Refine our Tier 1 student support aligned to EL Education character development framework anchored in LCPS core values. This includes an aligned crew curriculum, 3-5 consistent culture routines, and explicit instruction on SEL and behavior so that students are supported socially, academically, and emotionally.		No Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Student Support and Services	As a part of the MTSS process, Utilize universal screener and social-emotional/behavior data systems to identify students in need of additional supports and provide access to effective tiered interventions.	$1,395,990.00	Yes
1.3	High School Programming	High School Programming:Provide and support LCPS students in taking and passing A-G approved course series, including implementing new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign.	$65,880.00	
1.4	College/Career Programming	College/ Career Programming: Develop and implement a clear K-12 vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our College/Career Seminar program and partnership with Destination College Advising Corps.	$36,000.00	
1.5	College Programming	College Programming: Develop and maintain a strong relationship with Peralta Community Colleges; offer dual credit courses aligned to our academic model and career pathways with a focus on offering college programming in the core day and during summer programming.	$6,088.00	
1.6	College Programming	College Programming: Ensure that college and career seminar classes successfully prepare all students for multiple post-secondary pathways (2-year colleges, 4-year colleges, CTE programs, union apprentice programs); support, oversee, and monitor monitor college and scholarship application processes for their cohort through participation in College Seminar classes, Crew, and workshops for students, parents, and staff.	$26,000.00	
1.7	Data and Assessment	Monitor student proficiency and growth in reading and math courses through course grades, triennial interim assessments, and norm-referenced assessments; refine and leverage data management systems to identify and support students in need of interventions using multiple measures.	$11,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Development and Support	Identify a common set of high-leverage instructional practices observed across all LCPS classrooms as measured by weekly walkthrough data.		Yes
1.9	High School Programming	High School Programming: Continue alignment of LCPS College and Career programming with EL Education programming; align 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessment practices.		
1.10	English Language Development	Provide Newcomers and English Language Learners Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement; Support ELD instruction through monthly ELD meetings and the implementation of ELLevation to track data, communication, and evaluation of our program.	$114,520.00	Yes
1.11	Special Education	Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Strengthen multi-generational opportunities as a model community school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Lodestar will amplify strong and enduring community partnerships in order to maximize access to - and enrichment of - learning. Lodestar will build enduring advocacy and investment in our community through strategic parent and alumni empowerment efforts. Lodestar will welcome all students daily to joyful, inclusive, and anti-racist spaces for learning. Lodestar will better prepare all students for an opportunity-rich future through an exemplary TK program and robust college and career readiness supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Reduce chronic absenteeism rates to less than 20% by 2027.	27.9%	31%		20%	
2.3	Reduce suspension rates across all student groups to <1.5% for at least 2 consecutive years	.7%	1.2%		Less than 1.5% for 2 consecutive years	
2.4	90%+ families attend at least 2 school sponsored events./workshops annually	70%	77%		90%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation and Progress
In the 2024-25 school year, we made notable progress toward becoming a model community school through stronger systems for inclusive decision-making, improved communication, increased family engagement, and promising early student retention outcomes. Implementation efforts were rooted in a commitment to collaborative leadership and multi-generational voice, supported by targeted grants and community partnerships.
We exceeded our student retention targets, enhanced our staff decision-making and communication systems, and laid the groundwork for deeper engagement with families and community organizations. However, our efforts to fully develop student voice opportunities and reduce chronic absenteeism fell short of our year-end targets, highlighting areas for continued focus.

Substantive Differences from the Plan
Student Engagement: The original plan envisioned robust student participation in shaping school decisions. In practice, we focused more heavily on family voice and staff systems, and will need to accelerate our planning and investment in student-facing leadership structures next year.

Absenteeism Support Structures: While the plan aimed for targeted absenteeism reduction, the launch of our Oakland Natives Give Back partnership became a pivot point toward long-term systems analysis and design rather than short-term impact—delaying expected results but providing a more sustainable approach.

Communications Strategy Execution: Our improved communication strategy, including streamlined staff memos and aligned in-person messaging, was successfully launched and positively received, despite not being fully in place at the start of the year.

Conclusion
This year marked a strong launch toward becoming a model community school, especially in the areas of family engagement, retention, and collaborative leadership. While key foundational pieces are in place—such as the RAPID decision-making framework, growing community partnerships, and improved staff communication—more work is needed to amplify student voice, reduce chronic absenteeism, and ensure full staff participation in feedback systems. Our focus in the coming year will be to deepen multi-generational involvement, refine our community school systems, and apply data from our new partnerships to support students and families more holistically.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Most Effective:
Student Retention: We significantly outperformed our 90% year-over-year student retention goal, with a 97.9% Intent to Return rate, and actual retention rates between 94–98% across schools. This reflects growing confidence from families in our model and offerings.

Decision-Making Structures (Initiative 2A): We implemented the RAPID decision-making framework organization-wide, improving alignment and clarity. Staff survey results indicate 87% of staff agree that decision-making is timely and inclusive, meeting our goal.

Inclusive Communication (Initiative 2B): Organizational communications have improved, reflected in a 4.0 average rating (up 0.4 from last year) on staff surveys, and 92% of staff agreeing that communication is timely and inclusive.

Family Engagement (Initiative 2C): Family participation grew through consistent engagement events such as PAC, Coffee Tuesdays, and Lit for Literacy. Participation goals in decision-making groups like ELAC and SSC were met or on track across schools.

Community Partnerships (Initiative 2D): We launched or expanded partnerships with Oakland Natives Give Back (chronic absenteeism study), Youth Alive! (violence prevention), Higher Ground (afterschool & RJ), and Families in Action (parent literacy workshops), helping to build holistic supports for students and families.

Least Effective/Areas for Growth:
Chronic Absenteeism: Although absenteeism improved slightly from the previous year (down from 32.8% to 28.5%), we remain well above our <15% goal. Seasonal illness in January and February contributed to spikes in absenteeism. We have responded with a deeper, three-year study (via LCSSP grant) into patterns and root causes by student group and grade level.

Student Voice Opportunities: While family participation structures were strengthened, student engagement in key decisions was not fully developed this year. Additional structures and routines will be needed to meet this core part of our community school vision.

Staff Participation: While staff sentiment improved, only 82% of staff participated in our biannual survey—just below our 90% target. Increasing participation is essential to ensuring representative feedback and inclusive decision-making.

Framework Implementation Consistency: While RAPID and RACI frameworks were introduced and generally well-received, our implementation lacked full integration across leadership teams and school sites. Additional scaffolding and training are needed to embed these tools within everyday practice.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes made to planned goals

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family & Community Engagement	Hold twice yearly "State of the School" and "Family/School Advocacy" meetings with families (led by Site Administrators) around areas of school focus to share data and get family and community input.		No Yes
2.2	Family & Community Engagement	Organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.	$90,890.00	No Yes
2.3	Operations	Implement operational procedures to support student learning, including training staff on operational procedures regarding health and safety protocols, ordering materials, and maintaining materials (books, supplies) necessary to support strong school operations.	$101,197.00	No
2.4	Family & Community Engagement	Train families in use of Family Portals of our SIS and LMS systems and provide access to and training around student data to better keep families informed of student progress, grade level updates, and school and community events.	$16,200.00	Yes
2.5	Family & Community Engagement	Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.	$42,826.00	No
2.6	Technology Support Systems	Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	$129,149.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Technology Support Systems	Hire technology staff to support family, students, and staff with technology systems and infrastructure.	$202,544.00	No
2.8	Special Education	Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.		No
2.9	Family & Community Engagement	Train staff to engage and support families including a Community Schools manager	$79,605.00	No Yes
2.10	Attendance	Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.	$372,216.00	No
2.11	Food Service	Promote access to Food Service programs, with a focus on nutrition and meeting goals for 90% to 100% of student meal participation.	$505,126.00	No
2.12	Facilities	Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance.	$168,092.00	No
2.13	Expanded Learning	Run high-quality after-school programs aligned to increase academic achievement, student well-being, and extracurricular activities.	$1,285,572.00	No
2.14	High School Programming	Offer sports as a supplement to promote student engagement and inclusion in High School activities.	$181,050.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	High School Programing	Continue to improve Measure N Pathway, including building out of integrated projects, work-based experiences, and pathway articulation with Peralta Community College.	$127,377.00	No
2.16	College Programming	Ensure all high school students participate in college visits and have the opportunity to access local partnerships that allow students to explore their future interests (major/career choices); provide additional academic, financial and socio-emotional support to pursue post-secondary educational opportunities.	$86,940.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Deeply invest in our educators and leaders - our greatest asset	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Lodestar will deeply invest in our teachers and leaders -our greatest asset. We will recruit and retain teachers and leaders who are committed to and reflective of our community. We will deliver the world-class professional development and coaching that our teachers and leaders deserve. We will foster a collaborative and cohesive leadership team that removes barriers for, supports, and celebrates its teachers. We will grow and strengthen our teacher and leadership pipelines

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	On average, retain 85%+ educators and leaders YoY with <10% variance across sites	78%	92%		85%	
3.2	Maintain >75% of LCPS staff identifying as BIPOC	77%	79%		75%	
3.3	Across all demographic groups, 80% of staff are “engaged” according to LCPS internal survey	55%	55%		80%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation and Progress
During the 2024-25 school year, LCPS made meaningful progress in implementing foundational structures to support educator and leader development. We maintained strong staff participation in professional development and coaching systems, secured new funding to sustain these efforts, and reinforced the culture of support and collaboration that underpins high-quality learning environments for adults.
However, gaps remain in ensuring our professional development is fully differentiated and aligned to role-specific needs. In addition, while many staff feel supported by managers and coaches, we identified the need to clarify our organizational theory of action for professional learning and to better equip leaders to provide consistent and effective support.

Substantive Differences from the Plan
Delay in Articulating a Theory of Action: A major component of Initiative 3A was the development of a clear, unified theory of action for professional learning. This was not completed as planned during the first semester, and its development timeline has been extended.

Inconsistent PD Quality by Role: While the original plan envisioned PD as aligned and differentiated, in practice, whole-group sessions did not meet the needs of all staff, particularly teachers who wanted more targeted instructional strategies and access to skilled coaches.

Leadership Support Variability: The initial plan assumed baseline leadership capacity to facilitate high-quality PD and coaching. However, variation in site leadership effectiveness emerged as a key barrier, particularly around communication and team management.

Conclusion
This year marked important progress in creating a culture of professional learning and support, with strong participation in PD structures, evidence of positive staff-manager relationships, and new investments in coaching and collaboration. However, the year also surfaced critical next steps: defining a coherent theory of action, improving the quality and differentiation of PD, and equipping leaders with the skills and tools to effectively support their teams.
Going forward, LCPS will focus on:
-Finalizing and socializing a clear theory of action for adult learning
-Differentiating PD by staff role and experience level
-Investing in leadership development for managers and site administrators
-Addressing resource, time, and workload barriers that impact staff capacity to fully engage in professional growth
-With these improvements, we are well-positioned to deepen our investment in educators and leaders—our greatest asset—and ensure they are empowered to grow, lead, and thrive within our community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Most effective:
Staff Participation in Professional Learning: We met our participation target, with 90%+ of staff engaging in 90% of professional development structures (PD sessions, PLCs, coaching). This reflects strong systems and norms around regular learning for staff.

Manager and Coach Support: Staff reported feeling supported and valued, with survey responses indicating high levels of trust and appreciation:
-“I feel valued, appreciated, seen, supported and that my voice & opinions matter at work.”
-“Receiving regular and consistent support by my supervisor and/or site leadership team.” These sentiments were echoed in our staff survey rating of 4.0 for regular check-ins and coaching conversations.

Collaborative Team Culture: Staff reported that relationships with colleagues and mentors contributed significantly to their growth and satisfaction. Many commented positively on the “supportive and collaborative team” and noted that recent gains in staff retention helped stabilize and strengthen team dynamics.

Retention Progress: While final retention data will be presented in April, staff perception of improved retention and stronger team culture suggests we're on track to meet our 85% retention goal (for staff asked to return).

Funding and Resources: LCPS secured new local and state grant funding (~$75K) to support PD and coaching initiatives under this priority, in addition to grants supporting related strategic goals.

Least Effective/Areas for Growth:
Theory of Action for Professional Learning (Initiative 3A): We did not meet our first semester milestone of establishing a clear, org-wide theory of action for professional development. Leaders lacked clarity on ownership and vision until later in the semester, delaying alignment and coherence in PD design and execution.

Differentiated PD (Initiative 3B): While team-based PD (e.g., grade level and department collaborations) were seen as effective, whole-staff Wednesday PD was viewed as too generic or misaligned with role-specific needs, particularly by instructional staff.

Instructional PD effectiveness was rated 3.3 (below goal), and

Non-instructional PD rated 3.6, suggesting moderate impact but room for improvement.

Leadership Development Needs: Staff feedback revealed that some managers were perceived as overly top-down, lacking consistency in communication or facilitation. Specific feedback highlighted a need for better collaboration between site and Special Education leadership, as well as more targeted support for managing challenging student needs.

Workload and Resources: Staff cited a need for more prep time, better materials (especially for science and intervention), and stronger systems to support students with IEPs or behavioral needs—conditions which impact overall job satisfaction and growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes made to planned goals

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Curriculum and Professional Development	In partnership with EL Education, provide professional development for the implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessment (SEA) practices.	$30,600.00	No
3.2	Teacher/Staff Effectiveness and Impact	Refine and implement teacher retention bonuses and stipends.	$129,050.00	No
3.3	Curriculum and Professional Development	Support teacher knowledge of CCSS-aligned curriculum through Professional Development in the following ways: LCPS Curriculum Institutes, publisher training, coaching, observation and feedback cycles, and Professional Learning Communities to continually improve curriculum implementation and standards alignment.	$152,674.00	No
3.4	Curriculum and Professional Development	Focus on K-12 literacy programming through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	$4,469.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Instructional Development and Support	Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.	$277,377.00	No
3.6	Special Education	Provide professional development around inclusion so that students are supported through increased collaboration with general education teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.	$6,626.00	No
3.7	Student Support and Services	Teach and implement restorative justice practices as a way of preventing and responding to social-emotional and behavior needs, which includes aligning discipline procedures to support consistent application of restorative actions and consequences.	$458,468.00	No
3.8	Instructional Development and Support	Leverage the Leadership Teams to focus on deep support of Math and ELA instruction through coaching; systemize data meetings and student work analysis; aligned professional development, and academic progress monitoring (APM) leadership meetings.	$47,700.00	No
3.9	Instructional Development and Support	Teachers with Preliminary credentials are provided with Induction training and an Induction mentor to ensure they clear their credentials within the term of licensure.	$49,410.00	No
3.10	Teacher/Staff Effectiveness and Impact	Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.	$168,300.00	No
3.11	Human Resources	Provide Professional Development in support of non-instructional roles.	$222,978.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2797655	$305647

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.795%	0.000%	$0.00	35.795%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student Support and Services **Need:** Creating an environment in which all feel safe, respected, and bring their authentic selves through consistent implementation of the Crew curriculum	The vast majority of the LEA's students (80%+) are foster youth, English learners, and/or low-income students. These actions explicitly address disproportionate outcomes in achievement for these student groups and are aligned with evidence-based practices for school improvement.	The LEA will monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.
1.2	**Action:** Student Support and Services **Need:** A community-centered vision for instructional excellence for all students in all classrooms. **Scope:** LEA-wide Schoolwide	Post-pandemic, our chronic absenteeism rates have been above 30%. In order to bring these rates down to pre-pandemic response levels close to 15%, we must have multi-tiered systems of support (MTSS) to identify and intervene.	We will monitor chronic absenteeism and attendance rates for low-income and ELD students as well as entire student population.
1.7	**Action:** Data and Assessment **Need:** Our teachers implement research-based, content-specific instructional strategies & practices aligned to the vision **Scope:** LEA-wide Schoolwide	The vast majority of the LEA's students (80%+) are foster youth, English learners, and/or low-income students. These actions explicitly address disproportionate outcomes in achievement for these student groups and are aligned with evidence-based practices for school improvement.	By 2028, 85% of 2nd grade students are in the 25th percentile or higher on the Oral Reading Fluency (ORF) portion of AimsWeb (equivalent to 6% growth annually off of 2024 baseline)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Instructional Development and Support **Need:** Our teachers implement research-based, content-specific instructional strategies & practices aligned to the vision **Scope:** LEA-wide Schoolwide	We will deliver the world-class professional development and coaching that our teachers and leaders deserve that also enables our schools to recruit and retain teachers and leaders who are committed to and reflective of our community.	
1.10	**Action:** English Language Development **Need:** Our teachers authentically internalize high-quality instructional materials daily & our leaders ensure equity in student experiences across all classrooms through systems of support & accountability **Scope:** LEA-wide Schoolwide	Increased focus on our Integrated and Designated ELD programs, including professional development for staff and focus on progress monitoring for students, directly serves our English learner students. SEL supports, discipline procedures, and MTSS systems address the needs of English learners, low income students, and foster youth, student subgroups that require access to tiered supports in order to be successful academically at school after a year and a half of distance learning.	60% of Emerging Bilingual students advance at least 1 EPLI level or maintain a level 4
1.11	**Action:** Special Education **Need:** Our teachers authentically internalize high-quality instructional materials daily & our leaders ensure equity in student experiences across all classrooms through systems of support & accountability		Students with disabilities, on average, exceed the CA SWD average on CAASPP scale score growth by year 4 of our strategic plan.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.1	**Action:** Family & Community Engagement **Need:** Our leaders codify a collaborative leadership approach with a clear network model, meeting structure, and inclusive decision-making process. **Scope:** LEA-wide Schoolwide	Increasing impactful family engagement enables our parents and community members to be more integrated and collaborative partners in their children's education.	90%+ families attend at least 2 school sponsored events/workshops annually
2.2	**Action:** Family & Community Engagement **Need:** Our leaders codify a collaborative leadership approach with a clear network model, meeting structure, and inclusive decision-making process. **Scope:** LEA-wide Schoolwide	Increasing impactful family engagement enables our parents and community members to be more integrated and collaborative partners in their children's education.	90%+ families attend at least 2 school sponsored events/workshops annually
2.4	**Action:** Family & Community Engagement	Increasing impactful family engagement enables our parents and community members to be more	90%+ families attend at least 2 school sponsored

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our leaders codify a collaborative leadership approach with a clear network model, meeting structure, and inclusive decision-making process. **Scope:** LEA-wide Schoolwide	integrated and collaborative partners in their children's education.	events/workshops annually
2.9	**Action:** Family & Community Engagement **Need:** Our leaders codify a collaborative leadership approach with a clear network model, meeting structure, and inclusive decision-making process. **Scope:** LEA-wide Schoolwide	Increasing impactful family engagement enables our parents and community members to be more integrated and collaborative partners in their children's education.	90%+ families attend at least 2 school sponsored events/workshops annually

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7815692	2797655	35.795%	0.000%	35.795%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,061,802.00	$2,508,049.00	$305,361.00	$717,402.00	$6,592,614.00	$4,910,116.00	$1,682,498.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Support and Services	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools									
1	1.2	Student Support and Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$956,230.00	$439,760.00	$268,760.00	$1,084,480.00		$42,750.00	$1,395,990.00	
1	1.3	High School Programming							$65,880.00	$0.00	$65,880.00				$65,880.00	
1	1.4	College/Career Programming							$0.00	$36,000.00	$36,000.00				$36,000.00	
1	1.5	College Programming							$0.00	$6,088.00	$6,088.00				$6,088.00	
1	1.6	College Programming							$0.00	$26,000.00		$2,600.00	$23,400.00		$26,000.00	
1	1.7	Data and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$11,700.00	$11,700.00				$11,700.00	
1	1.8	Instructional Development and Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income										
1	1.9	High School Programming														
1	1.10	English Language Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$112,495.00	$2,025.00	$114,520.00				$114,520.00	
1	1.11	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide School	English Learners Foster Youth										

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					wide	Low Income										
2	2.1	Family & Community Engagement	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools									
2	2.2	Family & Community Engagement	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$90,890.00	$0.00				$90,890.00	$90,890.00	
2	2.3	Operations	All	No			All Schools		$101,197.00	$0.00	$101,197.00				$101,197.00	
2	2.4	Family & Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$16,200.00	$16,200.00				$16,200.00	
2	2.5	Family & Community Engagement	All English Learners	No		English Learners	All Schools		$0.00	$42,826.00	$42,826.00				$42,826.00	
2	2.6	Technology Support Systems	All	No			All Schools		$0.00	$129,149.00	$129,149.00				$129,149.00	
2	2.7	Technology Support Systems	All	No			All Schools		$202,544.00	$0.00	$202,544.00				$202,544.00	
2	2.8	Special Education	Students with Disabilities	No			All Schools									
2	2.9	Family & Community Engagement	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$79,605.00	$0.00		$79,605.00			$79,605.00	0
2	2.10	Attendance	All	No			All Schools		$372,216.00	$0.00	$372,216.00				$372,216.00	
2	2.11	Food Service	All	No			All Schools		$505,126.00	$0.00		$252,563.00		$252,563.00	$505,126.00	
2	2.12	Facilities	All	No			All Schools		$0.00	$168,092.00	$168,092.00				$168,092.00	
2	2.13	Expanded Learning	All	No			All Schools		$1,285,572.00	$0.00		$1,041,313.00		$244,259.00	$1,285,572.00	
2	2.14	High School Programming	All	No			All Schools		$0.00	$181,050.00			$181,050.00		$181,050.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.15	High School Programing	All	No			All Schools		$82,677.00	$44,700.00	$127,377.00				$127,377.00	
2	2.16	College Programming	All	No			All Schools		$86,940.00	$0.00				$86,940.00	$86,940.00	
3	3.1	Curriculum and Professional Development	All	No			All Schools		$0.00	$30,600.00	$30,600.00				$30,600.00	
3	3.2	Teacher/Staff Effectiveness and Impact	All	No			All Schools		$129,050.00	$0.00	$129,050.00				$129,050.00	
3	3.3	Curriculum and Professional Development	All	No			All Schools		$148,399.00	$4,275.00	$4,275.00	$47,488.00	$100,911.00		$152,674.00	
3	3.4	Curriculum and Professional Development	All	No			All Schools		$0.00	$4,469.00	$4,469.00				$4,469.00	
3	3.5	Instructional Development and Support	All	No			All Schools		$277,377.00	$0.00	$277,377.00				$277,377.00	
3	3.6	Special Education	All	No			All Schools		$0.00	$6,626.00	$6,626.00				$6,626.00	
3	3.7	Student Support and Services	All	No			All Schools		$384,218.00	$74,250.00	$458,468.00				$458,468.00	
3	3.8	Instructional Development and Support	All	No			All Schools		$0.00	$47,700.00	$47,700.00				$47,700.00	
3	3.9	Instructional Development and Support	All	No			All Schools		$0.00	$49,410.00	$49,410.00				$49,410.00	
3	3.10	Teacher/Staff Effectiveness and Impact	All	No			All Schools		$29,700.00	$138,600.00	$168,300.00				$168,300.00	
3	3.11	Human Resources	All	No			All Schools		$0.00	$222,978.00	$222,978.00				$222,978.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7815692	2797655	35.795%	0.000%	35.795%	$411,180.00	0.000%	5.261 %	**Total:**	$411,180.00
								LEA-wide Total:	$411,180.00
								Limited Total:	$0.00
								Schoolwide Total:	$411,180.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Student Support and Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.2**	Student Support and Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$268,760.00	
1	**1.7**	Data and Assessment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$11,700.00	
1	**1.8**	Instructional Development and Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
1	**1.10**	English Language Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$114,520.00	
1	**1.11**	Special Education	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	**2.1**	Family & Community Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.2**	Family & Community Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	**2.4**	Family & Community Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$16,200.00	
2	**2.5**	Family & Community Engagement			English Learners		$42,826.00	
2	**2.9**	Family & Community Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,410,688.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Support and Services	No Yes		
1	**1.2**	Student Support and Services	Yes	$1,384,410.00	
1	**1.3**	High School Programming		$65,880.00	
1	**1.4**	College/Career Programming		$36,000.00	
1	**1.5**	College Programming		$5,588.00	
1	**1.6**	College Programming		$25,000.00	
1	**1.7**	Data and Assessment	Yes	$11,250.00	
1	**1.8**	Instructional Development and Support	Yes		
1	**1.9**	High School Programming			
1	**1.10**	English Language Development	Yes	$114,295.00	
1	**1.11**	Special Education	Yes		
2	**2.1**	Family & Community Engagement	No Yes		
2	**2.2**	Family & Community Engagement	No	$89,670.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	**2.3**	Operations	No	$98,756.00	
2	**2.4**	Family & Community Engagement	Yes	$15,750.00	
2	**2.5**	Family & Community Engagement	No	$41,826.00	
2	**2.6**	Technology Support Systems	No	$127,149.00	
2	**2.7**	Technology Support Systems	No	$198,152.00	
2	**2.8**	Special Education	No		
2	**2.9**	Family & Community Engagement	No Yes	$76,860.00	
2	**2.10**	Attendance	No	$370,996.00	
2	**2.11**	Food Service	No	$503,126.00	
2	**2.12**	Facilities	No	$166,092.00	
2	**2.13**	Expanded Learning	No	$1,284,572.00	
2	**2.14**	High School Programming	No	$126,173.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	High School Programing	No	$181,050.00	
2	2.16	College Programming	No	$85,720.00	
3	3.1	Curriculum and Professional Development	No	$29,250.00	
3	3.2	Teacher/Staff Effectiveness and Impact	No	$144,700.00	
3	3.3	Curriculum and Professional Development	No	$151,774.00	
3	3.4	Curriculum and Professional Development	No	$4,424.00	
3	3.5	Instructional Development and Support	No	$274,937.00	
3	3.6	Special Education	No	$6,552.00	
3	3.7	Student Support and Services	No	$452,558.00	
3	3.8	Instructional Development and Support	No	$45,000.00	
3	3.9	Instructional Development and Support	No	$42,750.00	
3	3.10	Teacher/Staff Effectiveness and Impact	No	$28,350.00	
3	3.11	Human Resources	No	$222,078.00	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
153555	$153,555.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Support and Services	Yes				
1	1.2	Student Support and Services	Yes	$12,260.00			
1	1.7	Data and Assessment	Yes	$11,250.00			
1	1.8	Instructional Development and Support	Yes				
1	1.10	English Language Development	Yes	$114,295.00			
1	1.11	Special Education	Yes				
2	2.1	Family & Community Engagement	Yes				
2	2.2	Family & Community Engagement	Yes				
2	2.4	Family & Community Engagement	Yes	$15,750.00			
2	2.9	Family & Community Engagement	Yes			0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	153555		0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Lighthouse Community Public Schools

Updated April 11, 2025

Executive Summary

- Lighthouse Community Public Schools is deeply committed to transforming the landscape of education. Serving a student population that has been **historically underserved** by the traditional school system in Oakland, LCPS knows that an **exceptional education** brings out each child's unique light and potential, but that **inequity in public schools** severely limits the **potential of students, their families, and the future of Oakland**.

- LCPS has numerous successes and strengths to celebrate, including an emphasis on **building and maintaining strong relationships** across students, families, and staff; a robust approach to **talent recruitment and staff retention**; and the selection of **rigorous and reputable curricula**. In sum, these have supported a **strong launch to investing staff in its strategic plan and implementation** alongside **sustained stewardship of its facilities** and ongoing work to **improve its capacity to track and resolve operations and technology requests.**

- LCPS also has several areas of improvement to address, including strengthening an aligned vision for **curriculum implementation and instructional best practices**; enhancing **professional development and coaching supports** for staff; and **refining decision making and communication structures** across stakeholders. These areas are exacerbated by out-of-school challenges including **declining enrollment** and a **need to further streamline and train staff on its budgeting and financial decision making** processes

- To address these areas of opportunity, LCPS set **quantitative goals to define its intended impact** for students, families, staff, and the organization as a whole over the next 4 years

- Aligned to these goals, LCPS has identified **5 strategic priorities** to guide its work:

    1. All students deeply **engage in high-quality curriculum and learning experiences**, every day
    2. Students, families, community partners, and staff **collectively contribute to a thriving community school** through **shared power, voice, and trust**
    3. All staff members experience the **clear, coherent, and world-class professional development and coaching** they deserve
    4. LCPS runs a **high-touch enrollment lifecycle** that emphasizes clear messaging, frequent communication, targeted marketing, and **top-tier customer service**
    5. LCPS supports budget managers with a **transparent budget process, accurate forecasting, and streamlined submission of compliance information** for legal and grant requirements

A committed team of LCPS leaders led the development of the academic plan

Steering Committee	
Member	Role
Rich Harrison	Chief Executive Officer
Megan Bacigalupi	Chief of Staff
Tina Hernandez	Chief Academic Officer
Anna Martin	Chief Operating Officer

The Steering Committee met weekly to make key strategic planning decisions and build/review content and tools associated with the plan

The Advisory Committee - which also included members from the Steering Committee - met for two intensive working sessions to review important content, brainstorm solutions, and make recommendations to inform decision-making

Advisory Committee	
Member	Role
Belen Orozco	Director of Operations
Cody Marshall	Lodestar K-5 Principal
Dominique Hayes	Lodestar High School Assistant Principal of Culture
Erin Wesseldine	Senior Director of Special Education & Specialized Programs
Joshua Weintraub	Director of College and Career
Kelly Norris	Lighthouse Middle School Assistant Principal of Instruction
Miriam Vasquez	Director of Student Services
Shaina Hurley	Lighthouse K-5 Principal
Maiyanna Barron	Lighthouse Elementary School Assistant Principal of Culture

The strategic planning process leveraged a **variety of inputs** to form an opinion on overall strengths and opportunities for growth

LCPS Team Self-Assessment

School and State Data

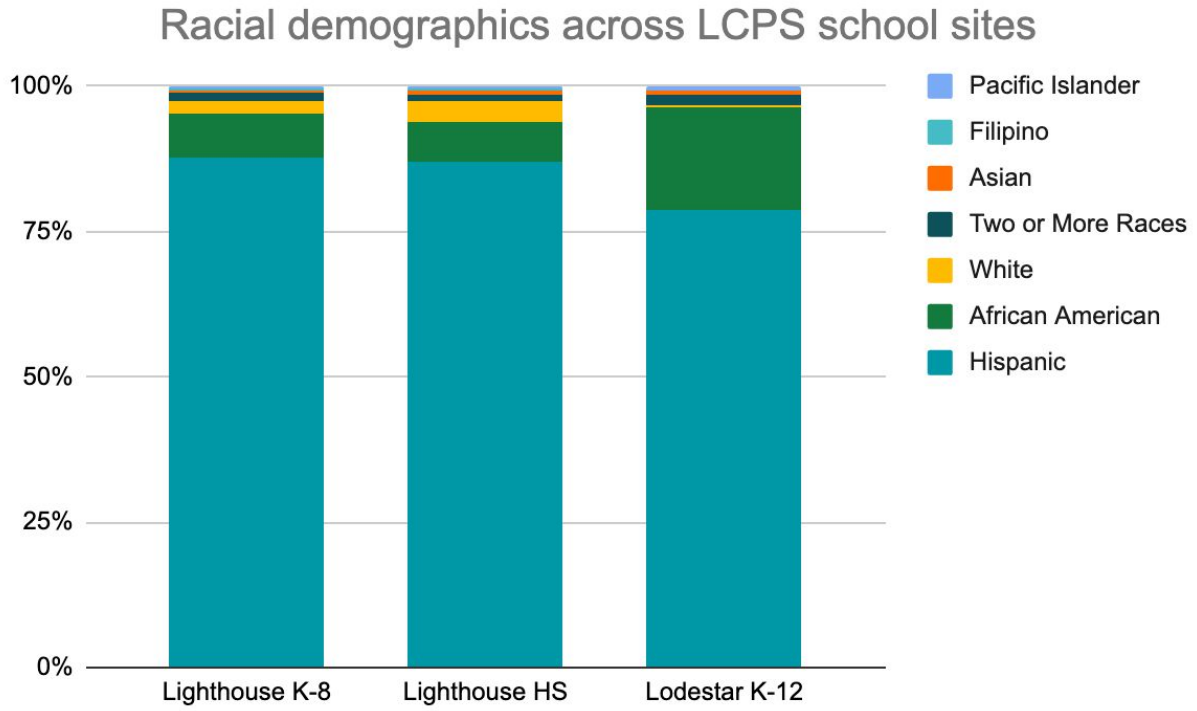
Internal Data & Artifacts

Classroom Observations
(22 classrooms, all schools)

Focus Groups
(2 student, 6 teacher, and
2 parent groups)

1:1 Stakeholder Interviews
(20 initial interviews, and 18
more for the update)

LCPS currently serves **1,600+ students**; over 96% are either **Black or Latinx**



LCPS is nearing the end of a **3-year LCAP cycle** focused on **five organizational goals** across categories of quality, culture, and impact

QUALITY **All students, every day.**	**Priority #1: Educational Justice and Excellence:** Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.
CULTURE **All Belong. All take responsibility for equity.**	**Priority #2: Culture of Shared Responsibility for Equitable Outcomes:** Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.
IMPACT **All in. In Oakland.**	**Priority #3: Powerful Community Engagement:** Build community, stronger relationships, and political presence in our Oakland Community, shared leadership and decision making with our students, families, and staff through effective decision making processes and formal structures, including School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento
	Priority #4: Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.
	Priority #5: College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.

The assessment elevated **numerous strengths** within and across LCPS schools' **core program**

Relationships	• Students at both campuses spoke highly of relationships with peers, specifically noting the K-12 environment results in students "feeling like family" • Many students referenced relationships with teachers as a highlight that makes LCPS different from other schools • Teachers and staff recognized the sense of community amongst the team, referring to colleagues as "close knit" • Teachers also named staff knowledge of students and families as a strength of the organization
Talent Strategy: Recruitment	• Talent strategy has been developed with priority emphasis on people development, performance management, retention, and career pathways • LCPS has demonstrated a commitment to hiring a large, diverse staff at both teacher and leader levels, and an effort to promote from within • LCPS is implementing a grow-your-own program to support local talent to become teachers • LCPS recently conducted a robust salary study and engaged the board to increase staff salaries in an effort to in an effort to attract and retain high quality educators
Curriculum Selection	• LCPS has adopted curricula that are rigorous and reputable, equity-centered, and include high quality instructional materials • Research-based phonics instruction is embedded into LCPS' early literacy approach • Interim assessments (e.g. CAASPP interims) are implemented with a high degree of fidelity across the organization • In classroom observations, Lighthouse K-5 stood out as a positive proof point for using curriculum with fidelity across grade levels

Several important **growth areas** for LCPS' **program functions** also emerged

Curriculum Implementation & Instruction

- **Curriculum Implementation:** While strong curricular materials have been selected for the network, campuses were inconsistent with usage, understanding, and internalization of curriculum; leaders and teachers cited the need for training on curricular materials
- **Instructional Quality:** Varying degrees of instructional quality were observed, specifically in the effectiveness of lesson facilitation and implementation of focal instructional strategies (e.g., time-saving procedures, checks for understanding, and academic monitoring)
- **Instructional Strategies:** Leaders named classroom discourse as a stated instructional priority, however only 25% of classrooms were observed implementing classroom discourse strategies
- **Crew Implementation:** Missed opportunities to align culture and instruction were observed; school leaders identified the inconsistencies of Crew implementation as a contributing factor

Professional Development & Coaching

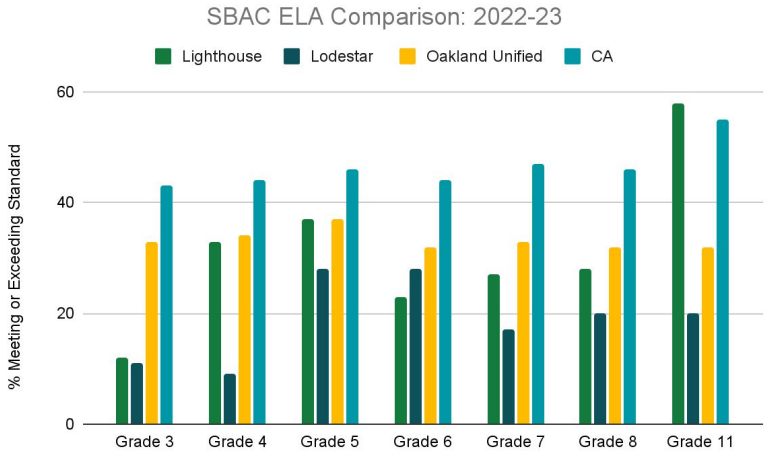
- **Organizational Priorities:** Organizational goals and priorities were not consistently evident in observations or conversations with staff
- **Development Structures**: While development structures are in place (e.g., PD, PLCs, coaching), school leaders described a lack of cohesiveness in collectively driving towards organizational priorities
- **Development Effectiveness:** Varying degrees of quality and fidelity to implementation of the structures were observed; many referenced the deprioritization of development structures due to crisis management, insufficient time to accommodate the high demand for coaching, and/or a lack of effectiveness in the execution of development structures

Decision Making & Internal Communication

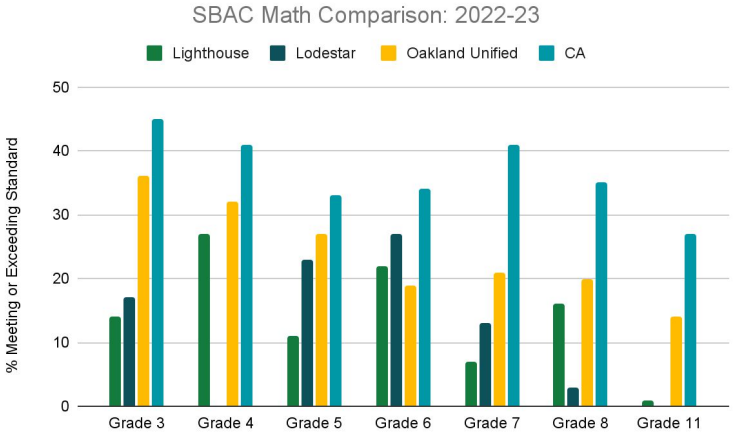
- **Vertical Decision Making Structures:** There was not evidence of a clear decision making structure that defines and balances the need for network-wide consistency with school-specific needs; leaders described decision-making as "top down" and "one-size-fits-all", in some cases leading to a breakdown of trust
- **Horizontal Decision Making Structures:** Conversations revealed limited structures to support departmental collaboration for making inclusive organizational decisions, particularly regarding academic matters; for example, the academics team may have little to no input in other departmental decisions or in initiatives that directly impact academic programming
- **Internal Communication:** Leaders cited untimely and fragmented communication stemming from ineffective decision-making structures

We believe that focusing on these opportunity areas will **help LCPS address gaps in current achievement results**, in ELA and math

In ELA, both Lighthouse and Lodestar **perform below CA and OUSD averages**; 11th grade at Lighthouse, however, is strong positive outlier



In math, Lighthouse and Lodestar **perform mostly below CA and OUSD averages**, with concerning performance in 4th, 7th, 8th, and 11th grades



Source: CA Department of Education

LCPS' **supporting functions** demonstrate strengths in strategic planning, facility management, and development of new systems

Staff investment in the strategic plan	• Leaders reported that staff feel more included in decision-making and invested in their roles in achieving impact goals • The instructional team praised the new meeting structure, which focuses on reviewing academic data, monitoring progress towards goals, and creating action plans to support student progress • There is a clear, organization-wide focus on the strategic plan's data milestones and a shared commitment to data-driven continuous improvement
Strong facility stewardship	• LCPS owns or will own its buildings and has invested in a new maintenance vendor to improve the consistency of maintenance across its buildings • LCPS has worked to strengthen the security of its facilities in response to the needs and experiences of its school community • Staff report that LCPS has successfully adjusted its facility plan to meet the needs of students in its growing SPED and TK programs
Growth in ops and technology systems	• Staff shared that Ops staff have improved proactive communication with school administrators in weekly meetings and discussion of overlapping tasks and priorities • LCPS has implemented a ticketing system to improve tracking and resolution of high-volume requests (e.g. replacing ~800 emails each summer on changes in student registrations)

Opportunities to strengthen **supporting functions** emerged in enrollment and financial management

Student recruitment and enrollment	• There has been a decline in student applications that has led to a shortfall of ~70 students (about 4% of the total), attributed to the end of the pandemic and declining enrollment in Oakland overall • Lighthouse leadership pointed to ongoing efforts to identify and address the gaps in efficiency, communication, and family experience with the student recruitment and enrollment process • The board and leadership indicated that their long-term forecasting processes would need to be updated to reflect a less optimistic future enrollment outlook than LCPS has used in the past
Financial forecasting and reporting	• The shifts in enrollment outlook have made previous budget revenue assumptions overly optimistic • Updating LCPS' financial forecasts will require cross-functional collaboration to understand how LCPS' program can sustainably serve a smaller population of students • Stakeholders pointed out the forecasting uncertainty constrained the ability of leadership and the board to make forward-facing decisions • LCPS has allocated staffing to improve financial controls, but significant work remains to improve automation and address vulnerabilities in compliance in grant and audit reporting
Strategic board oversight	• Financial decisions sometimes reach the board with limited time for review ahead of a vote, pointing towards a need to proactively calendar out key oversight decisions in advance • We heard a need for a greenlighting framework to give the board a structured process and set of questions to answer before signing off on decisions involving financial risk

An **intended impact statement** was created to define success

By 2028, Lighthouse Community Public Schools will be a **beacon of academic excellence** in East Oakland and beyond, serving as a model of **community-centered educational justice** for 1700+ Black and Brown TK-12 students and families.

We will do this by…

…**ensuring rigorous, student-centered learning** in <u>all</u> classrooms, for <u>all</u> students…

strengthening multi-generational opportunities as a model community school…

…and **deeply investing in our educators and leaders** - our greatest asset.

By 2028, we will

ensure rigorous, student-centered learning

in all classrooms, for all students

- We will exceed the CA state average in **math and ELA proficiency**
- We will diagnose, differentiate, and accelerate academic growth through **tiered supports for all students**
- We will drive **consistent english language development** for emerging bilingual students - especially our newcomers and earliest learners
- We will provide exemplar **supports for students with disabilities**, especially those requiring more intensive services

By 2028, we will

strengthen multi-generational opportunities

as a model community school

- We will welcome all students daily to **joyful**, **inclusive**, and **anti-racist spaces for learning**
- We will better prepare all students for an opportunity-rich future through an **exemplary TK program** and robust **college and career readiness supports**
- We will amplify **strong and enduring community partnerships** in order to maximize access to - and enrichment of - learning
- We will build **enduring advocacy and investment in our community** through **strategic parent and alumni empowerment efforts**

By 2028, we will

deeply invest in our educators and leaders -

our greatest asset

- We will **recruit and retain educators and leaders** who are committed to and reflective of our community
- We will deliver the **world-class professional development and coaching** that our educators and leaders deserve
- We will foster a **collaborative and cohesive leadership team** that removes barriers for, supports, and celebrates its educators
- We will grow and strengthen our **educator and leadership pathways**

To accompany this qualitative picture of success, LCPS developed a set of quantitative **intended impact goals**

Intended Impact Category	Potential 4-yr Intended Impact Goals (to achieve by 2028)
Ensure rigorous, student-centered learning in all classrooms, for all students	In grades 3-8 and 11, LCPS students' ELA and math proficiency rates meet or exceed the CA state average, both in the aggregate and across all student groups
	60% of Emerging Bilingual students advance at least 1 EPLI level or maintain a level 4
	85% of 2nd grade students are in the 25th percentile or higher on the Oral Reading Fluency (ORF) portion of AimsWeb (equivalent to 6% growth annually off of 2024 baseline)
	Students with disabilities, on average, exceed the CA SWD average on CAASPP scale score growth
Strengthen multi-generational opportunities as a model community school	95% of LCPS graduates *either* enroll in a 2- or 4-yr college/university *or* are employed within a technical career/pathway upon graduation
	Reduce chronic absenteeism rates to less than 15% by 2028.
	Reduce suspension rates across all student groups to <1.5% for at least 2 consecutive years
	90%+ families attend at least 2 school sponsored events/workshops annually
Deeply invest in our educators and leaders - our greatest asset	On average, retain 85%+ educators and leaders YoY with <10% variance across sites
	Maintain >75% of LCPS staff identifying as BIPOC
	LCPS career pathways account for 30-40% of teacher, leader, and student support staff
	Across all demographic groups, 80% of staff are "engaged" according to LCPS internal survey

We will advance our first strategic priority to bolster the learning experience at LCPS by ensuring we have a consistent vision of excellence

1

Strategic Priority #1

All students deeply engage in high-quality curriculum and learning experiences, every day

Initiative 1A:
Our team will create an environment in which all feel safe, respected, and bring their authentic selves through **consistent implementation of the Crew framework**

Initiative 1B:
Our teachers, leaders, and families are united in a **vision for academic excellence** for all students in all classrooms

Initiative 1C:
Our teachers leverage research-based, content-specific **instructional visions & aligned practices**

Initiative 1D:
Our teachers authentically **internalize** high-quality instructional materials daily & our leaders ensure equity in student experiences across all classrooms through **systems of support & accountability**

Sample Priority #1 Implementation Goals

- 90% of teachers effectively implement curriculum (Crew + content) with fidelity as measured by a classroom walkthrough tool (1A)
- **X% of students per grade are meeting/exceeding standards on CAASSP interims for Math (1B, 1C, 1D); varies by grade**
- 80% of students demonstrate scale score improvement (50 points+) on interims for ELA and Math (1B, 1C, 1D)
- 90% of teachers are effective relative to target indicators in Domain 1 and 2; 70% in Domain 3, 4, and 5 for Q1, Q2, Q4 and Q4 as measured by instructional excellence rubric (TDEF/LDEF) (1B, 1C, 1D)

We will support our second priority to enhance community voice through initiatives to broaden input to how we make decisions and choose partners

2

Strategic Priority #2

Students, families, community partners, and staff collectively contribute to a thriving community school through shared power, voice, and trust

Initiative 2A:
Our leaders codify a collaborative leadership approach with a **clear network model**, **meeting structure**, and **inclusive decision-making process**

Initiative 2B:
Our leaders establish a **timely and inclusive communications strategy** that empowers diverse stakeholders and leads to collective action

Initiative 2C:
Our students and families experience **multiple and varied opportunities to shape key decisions** and see evidence that their **voice is heard and valued**

Initiative 2D:
Our community partners provide **services and supports, and opportunities** aligned to the needs of our students and families

Sample Priority #2 Implementation Goals

- **85% staff agree that decision-making process is done in a timely and inclusive manner as measured by a biannual staff survey (2a)**
- **90%+ of staff participate in LCPS biannual survey and 75% agree that communication is timely and inclusive (2a, 2b)**
- 50 families participate in decision making groups (ELAC, SSC) per school (2c)
- 90% of students return to LCPS YoY as measured by annual student retention data (2c)
- **80% of students/families who have received services from community partners agree the support was effective (2d)**

We will achieve our third priority to strengthen our professional development by strengthening our coaching structure

Strategic Priority #3

3 All staff members experience the clear, coherent, and world-class professional development and coaching they deserve

Initiative 3A:
Our team is unified in a clear and coherent **purpose and theory of action** for professional development and coaching structures

Initiative 3B:
Our team experiences **professional development** aligns to our organizational priorities and **honors the diverse needs** of our team

Initiative 3C:
Our team participates in a **clear and consistent org-wide coaching structure** that **balances coaching capacity with development needs**

Initiative 3D:
Our team experiences **high quality coaching** through research-based coaching protocols and emerging technologies to develop and sustain educators

Sample Priority #3 Implementation Goals

- X% of teachers and instructional leaders are rated skillful or higher on the TDEF / LDEF, respectively (3a, 3b, 3c)
- 90% of staff participate in 90% of PD structures (PD, PLCs, coaching, etc.) (3b, 3c)
- **85% of staff agree each PD structure (PD, PLCs, coaching, etc.) is effective and purposeful in driving academic progress as measured by biannual staff survey (3b)**
- 80% of coaches and managers are effective as measured by a coaching rubric or the People Management domain of the Leader Effectiveness tool (3d)

Two new non-program priorities support the three program priorities

1 **Strategic Priority #1**
All students deeply engage in high-quality curriculum and learning experiences, every day

2 **Strategic Priority #2**
Students, families, community partners, and staff collectively contribute to a thriving community school through shared power, voice, and trust

3 **Strategic Priority #3**
All staff members experience the clear, coherent, and world-class professional development and coaching they deserve

The additional priorities focus on creating the conditions for the first priorities to be successful

4 **NEW: Strategic Priority #4**
LCPS runs a high-touch enrollment lifecycle that emphasizes clear messaging, frequent communication, targeted marketing, and top-tier customer service

Priority 4 Initiatives
4A: Refined enrollment management
4B: Targeted recruitment strategy
4C: Strengthened student retention
4D: Enhanced tech integration

5 **NEW: Strategic Priority #5**
LCPS supports budget managers with a transparent budget process, accurate forecasting, and streamlined submission of compliance info for legal and grant requirements

Priority 5 Initiatives
5A: Continuous improvement roadmap for financial reporting
5B: Accessible school budget supports
5C: Dedicated compliance calendar
5D: Multi-year forecast and scenario planning

We will fulfill our fourth priority to secure sustainable enrollment both through ensuring we have a coherent set of best enrollment practices across functions…

4

Strategic Priority #4

LCPS runs a high-touch enrollment lifecycle that emphasizes clear messaging, frequent communication, targeted marketing, and top-tier customer service

Initiative 4A:
The LCPS team will define and assign **an ownership role to coordinate management of enrollment lifecycle** (recruitment, matriculation, and retention) **roles and duties across teams**

Initiative 4B:
We will **leverage local community data, events, and partnerships** to **grow the number and size of LCPS' enrollment pipelines**

Initiative 4C:
We will create role-specific training on **family engagement and student retention**, emphasizing **regular communication throughout the year** about enrollment plans

Initiative 4D:
Our team will continue to leverage technology to **streamline and improve communication and tracking throughout the enrollment lifecycle** (recruitment, matriculation, and retention)

Priority #4 Implementation Goals

- **Maintain enrollment of at least 1580 students across both schools (4a, 4b, 4c, 4d)**
- Increase annual student applications by 25% (4a, 4b)
- Increase yield from enrollment applications to enrolled students to 80% (4c, 4d)
- 90% of students return to LCPS YoY as measured by annual student retention data (4a, 4c; also 2c)
- 95% of families report satisfaction with the enrollment and re-enrollment processes (4c, 4d)

Priority #4 has significant overlap with Priority #2, and this plan recommends seeking opportunities to leverage shared planning structures and investments for the two priorities.

In light of our evolving needs, we will implement a fifth priority to build our structures and capacity for short- and long-term financial decision making

5

Strategic Priority #5
LCPS supports budget managers with a transparent budget process, accurate forecasting, and streamlined submission of compliance info for legal and grant requirements

Initiative 5A:
Our team will align to a **shared roadmap for continuous improvement in financial controls**, leveraging training and technology to enhance accuracy and mitigate risk

Initiative 5B:
Budget managers will participate in **regular (quarterly) budget meetings** with updates on budget variances and any upcoming financial decisions with program implications

Initiative 5C:
Our team will create and follow a **centralized compliance calendar** that tracks requirements, deadlines, and status and offers detailed reporting instructions

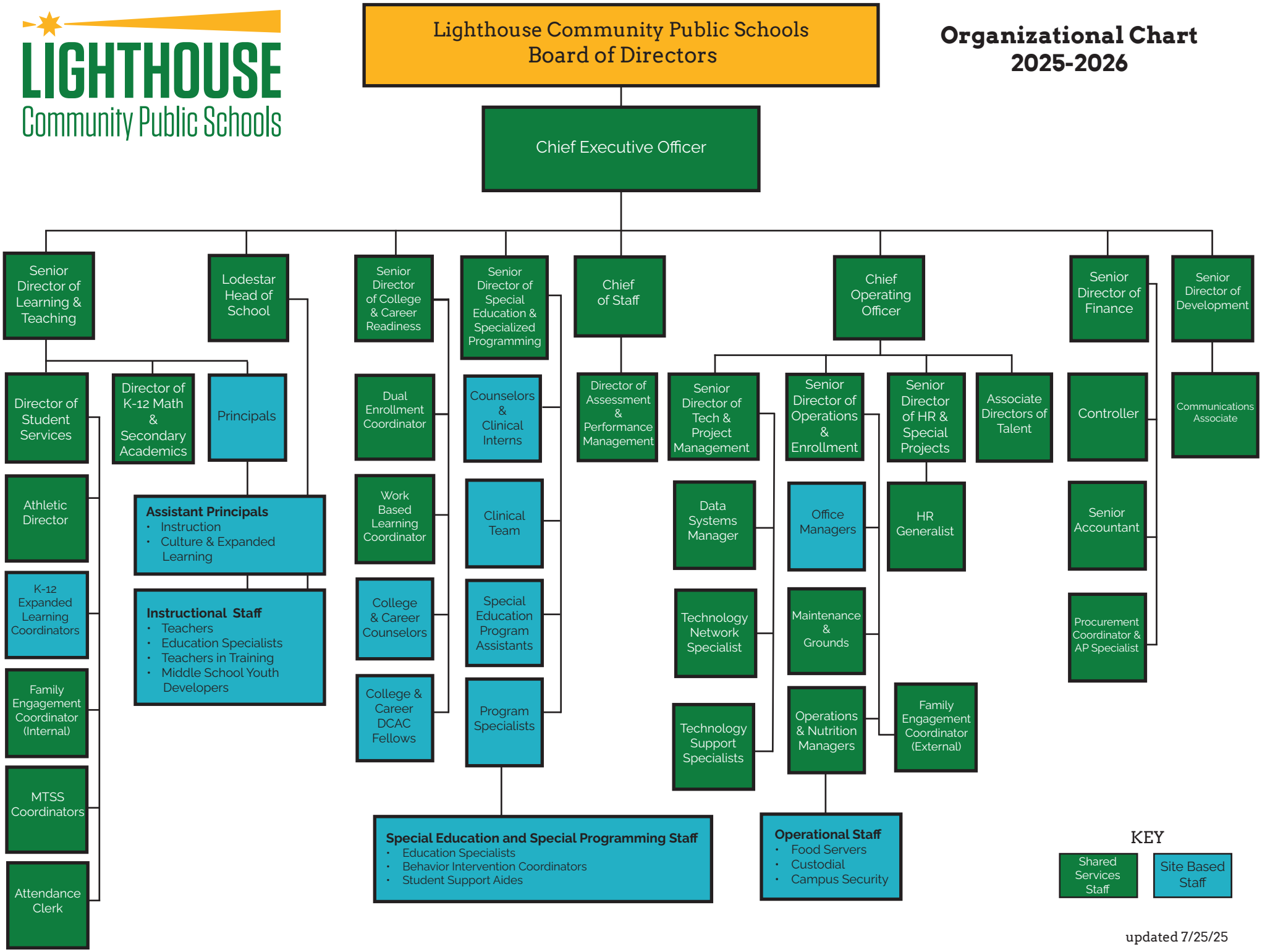
Initiative 5D:
Our financial team will create a **multi-year forecast model that incorporates scenario planning with adjustable inputs** to inform long-term plans for enrollment and capital improvements

Priority #5 Implementation Goals

- **Achieve <X% variance in annual 3 year cash flow projections compared to actuals, that keeps LCPS above a minimum cash reserve of 60 days of operating expenses unless otherwise approved by the board (5a)**
- **Achieve <Y% variance in annual budget projections compared to actuals (5a, also 4a-4d)**
- Submit 100% of annual compliance reports accurately and on time, with no significant violations or findings (5c, 5d)
- Increase principal and network budget owner satisfaction with budget transparency and accessibility by Z% based a biannual staff survey (5b, 5d)

LIGHTHOUSE
Community Public Schools

Organizational Chart 2025-2026



updated 7/25/25

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State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of this office.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 2 4 2010

DEBRA BOWEN
Secretary of State

A 0700852

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

FEB 12 2010

RESTATED ARTICLES OF INCORPORATION

OF

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

The undersigned, Brian Rogers and Sanjay Dholakia, certify that:

1. They are the President and Secretary, respectively, of Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

"I

The name of this corporation is Lighthouse Community Charter Public Schools (hereinafter the "Corporation").

II

The principal office of the Corporation shall be located in the City of Oakland, State of California.

III

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

IV

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Internal Revenue Code Section 501(c)(3).

The specific purpose of the Corporation is to manage, operate, guide, direct and promote an educational organization, as defined in Internal Revenue Code Section 170(b)(1)(A)(ii).

This Corporation shall admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school operated by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Solely for the above purposes, the Corporation is empowered to exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to receive gifts, devises, bequests and contributions in any form, and to use, apply, invest and reinvest the principal and/or income therefrom or distribute the same for the above purposes.

V

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code.

VI

The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person.

VII

No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

VIII

The Corporation shall not have any members as defined in Section 5056 of the California Corporations Code. References to "members" are to the Board of Directors as provided in Section 5310 of the California Corporations Code. Each director shall be entitled to one vote. The method for electing directors shall be set forth in the Bylaws of the Corporation.

IX

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any of such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

X

All references in these Articles to sections of the Internal Revenue Code shall be deemed to be references to the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any similar law subsequently enacted. All references in these Articles to sections of the California Revenue and Taxation Code shall be deemed to be references to said Code and to the corresponding provisions of any similar law subsequently enacted."

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors of the Corporation in accordance with Section 5812 of the California Corporations Code.

4. The Corporation has no members.

5. The foregoing amendment to and restatement of the Corporation's Articles of Incorporation may be adopted by approval of the Board of Directors of the Corporation alone because the Corporation has no members and its Articles of Incorporation do not require approval by any other person of said amendment.

The undersigned declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: February 10, 2010

Brian Rogers, President

Sanjay Dholakia, Secretary

OFFICE OF THE SECRETARY OF STATE

LIGHTHOUSE
Community Public Schools

Bylaws of the Lighthouse Community Public Schools (A California Non-Profit Public Benefit Corporation) Amended and Adopted: November 6, 2024

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Lighthouse Community Public Schools (LCPS).

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 433 Hegenberger Road, Ste. 201 in the City of Oakland, County of Alameda, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote an educational

organization, as defined in Internal Revenue Code Section 170(b)(1(A)(ii). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
ASSETS – DEDICATION

Section 1. DEDICATION OF ASSETS. The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to such

Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of Article VII of these Bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California

from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.

3. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal.

Section 3. DIRECTORS AND TERMS. The Corporation shall have no more than fifteen (15) directors and no less than seven (7), unless changed by amendment to these Bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code 47604(c). If the chartering authority appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the chartering authority, shall be designated by the existing Board of Directors. At no time may more than one-third of the Board of Directors be comprised of Directors who are also parents of students of one or more of the schools operated by this Corporation.

In addition to the number of directors otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons," except as provided for in Education Code section 47604.1(d). An interested person is (a) any person currently compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTOR'S TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. Directors may serve up to three (3) consecutive three (3) year terms. A director may serve additional terms after the three (3) consecutive three (3) year terms, but must take a year off between resuming service to the Board. All terms end on June 30.

Section 6. NOMINATIONS. The Chairman of the Board or, if none, the Chief Executive Officer may allow individuals and/or a committee to nominate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seventy-two (72) hours before that date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these Bylaws, a list of all candidates nominated by an individual and/or committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the Chief Executive Officer, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except

on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting is given in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The representative appointed by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation, unless the Board of Directors designates another location in accordance with these Bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Oakland, California designated in the notice of the meeting. A two-way teleconference location shall be established at each schoolsite and each resource center. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code section 47604.1.

Section 15. MEETINGS; ANNUAL MEETINGS. The Board of Directors shall meet annually for the purpose of organization, election of officers, the adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting

shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chairman shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the Vice Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to

the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS[1]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of Oakland, California;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[2]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.[3]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board.

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the Corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally

liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chief Executive Officer, a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Chairmen, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Section 4 of Article VIII of these Bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Section 4 of Article VIII of these Bylaws, shall be chosen by the Board of Directors and shall serve a three (3) year term, at the pleasure of the Board subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove

any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. CHIEF EXECUTIVE OFFICER. The Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the Bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board

member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer, or Designee, shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (ii) disburse the Corporation's funds as the Board of Directors may order; (iii) render to the Chief Executive Officer, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the Bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into

a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code and the applicable conflict of interest laws have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA)

pertaining to access to books, records, and documents.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these Bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS.

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the schools operated by the Corporation or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Corporation or a designee.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE VII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and Secretary of the Lighthouse Community Public Schools, a California non-profit public benefit corporation; that these Bylaws, consisting of 18 pages, are the bylaws of this Corporation as adopted by the Board of Directors on 11/6/24; and that these Bylaws have not been amended or modified since that date. Executed on 11/6/24 in Oakland, California.

Eduardo Figueroa, Secretary
4873-4945-3556, v. 3

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the **Lighthouse Community Charter Public Schools** hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of **Lighthouse Community Charter School** ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
D. Executive Director of Charter School
E. Principal of Charter School
F. Chief Business Officer
G. Director Personnel Services
H. Assistant Director of Personnel Services
I. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Purchasing Manager

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor

SAMPLE

[1] The Charter School Principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Lodestar: A Lighthouse Community Charter School Emergency Management Plan

Comprehensive School Safety Plan Preface

The Lodestar Safety Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principles that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Lodestar recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE

ADMINISTRATION

PURPOSE AND SCOPE

Lodestar: A Lighthouse Community Charter Public School is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the Charter Management Organization (CMO), the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a *regular basis* to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.

- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

Plan Revision and Maintenance

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Board of Directors. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By
	07/2016	Updated for Lodestar Campus	Arlene Aldrette & Eleazar Madrid
	08/2018	Updated for new campus	Arlene Aldrette
	09/2020	Updated for staffing updates	Arlene Aldrette
	3/2021	Update the following sections: addition of: Child Abuse Emergency Procedures, Dangerous Pupil Notifications, Gun-Free School Zone, SAFE INGRESS AND EGRESS PROCEDURES, Student Suspension and Expulsion Procedures, Sudden Cardiac arrest or other emergencies related to interscholastic athletic events and activities, Threat of Violence, Unlawful demonstration/walkout	Arlene Aldrette
	07/2022	Updated new personnel contact Updated evacuation map Added following sections: - Tobacco Free School Policy	Belen Orozco
	06/2023	Update new personnel contact Update roles/responsibilities	Marisol Ponce-Pena Belen Orozco

	2/2025	Updated new personnel contact Added following sections: - Reporting of Dangerous, Violent, or Unlawful Activity (Pg 133 - Opioid Overdose Response Protocol (Pg 134)	Belen Orozco

Lines of Succession

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Operations Manager/ Director of Operations/CEO	Prinicipals (TK-8 > 9-12)	Assistant Principals (TK-8> 9-12)	Assistant Principal of Culture (TK-8> 9-12)

APPROVAL STATEMENT

The Lodestar: A Lighthouse Community Charter Public School Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Director of Operations, and updated to maintain current procedures.

Drills will be conducted bi-annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to:

Oakland Unified School District:
Oakland Police Department
Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

DOO: _____ _____
Signature *Date*

Operations Manager: _____
Signature *Date*

School Principal: _____ _____
Signature *Date*

Date Plan Adopted: _____

SECTION TWO

CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an

eligibility requirement for local governments, agencies and special districts (utility companies, public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)
After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command
The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:

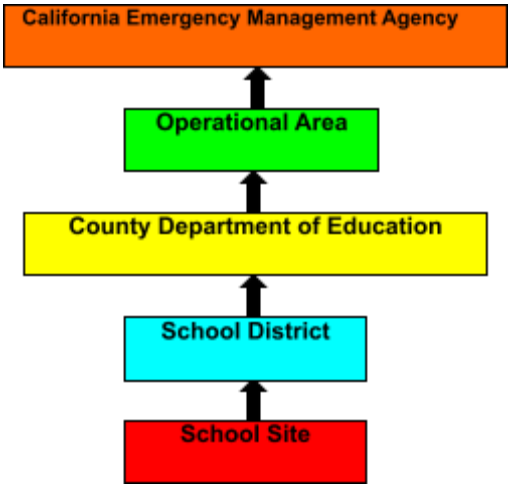
Level 1 - School Emergencies
A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

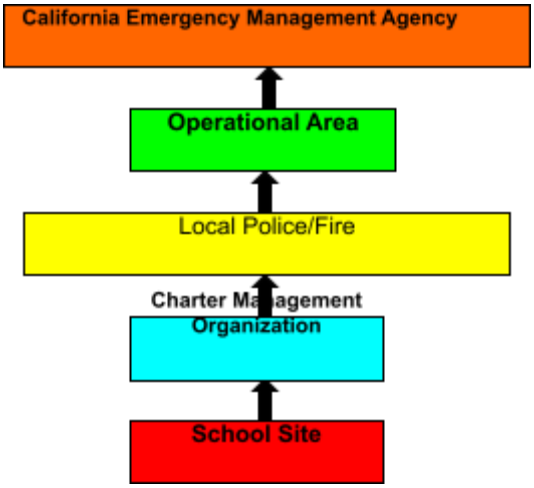
Level 2 – City Emergencies
A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of County emergencies requiring regional support.

Level 3 – County Emergencies
These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

SEMS Levels of Emergency Management

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.





Plan Activation
When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. A director, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post
The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center
An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies. An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

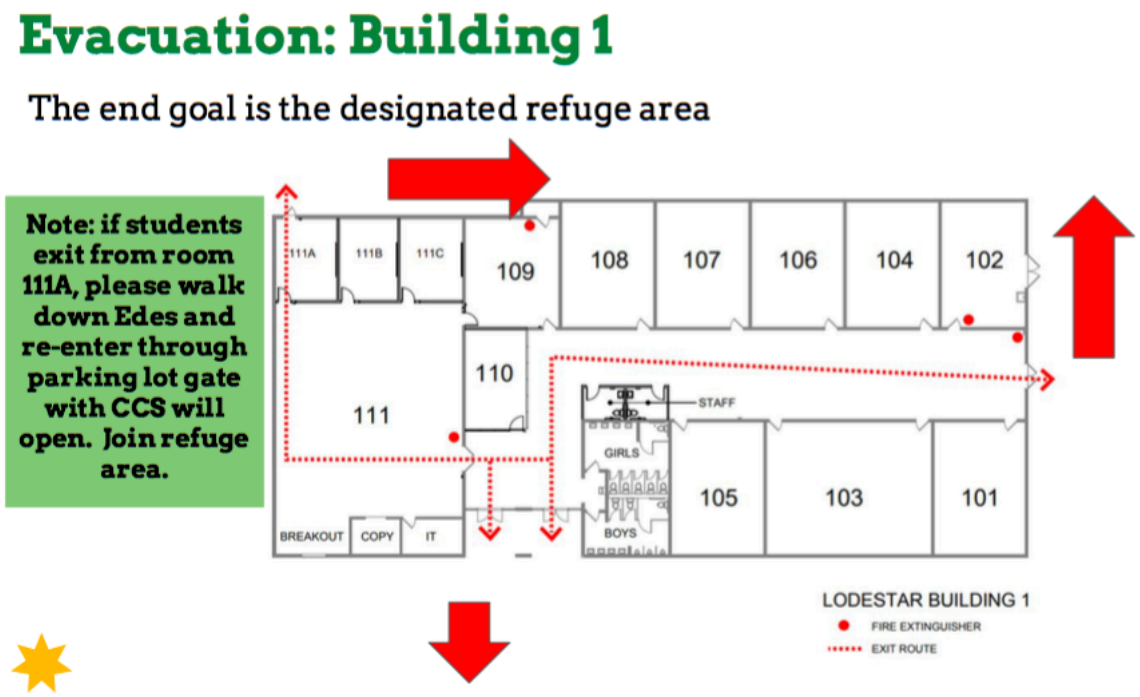
Situation and Assumptions
The school is located at 701 105th Oakland CA 94603. The site consists of 3 buildings. There is an average daily attendance of 700 students and 71 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will

coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications
When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

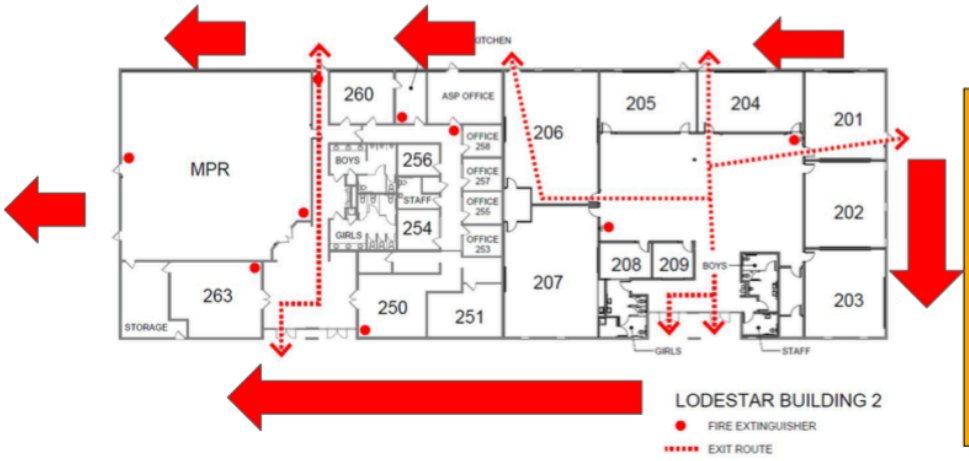
MAPS OF SCHOOL SITE WITH EVACUATION ROUTES

Site maps will be updated annually with staff personnel.



Evacuation: Building 2

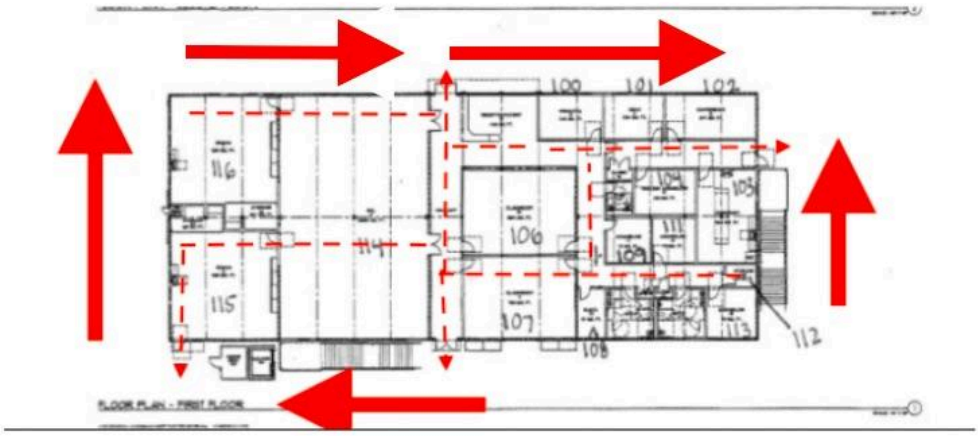
The end goal is the designated refuge area



Note in the Middle School: the **Crash Bars** on doors point the way for Exit Routes.

Evacuation: HS Building 1st Floor

The end goal is the designated refuge area



Evacuation: HS Building 2nd Floor

The end goal is the designated refuge area

MAP OF SCHOOL SITE WITH EVACUATION ROUTES

EMERGENCY TELEPHONE NUMBER DIRECTORY

Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)	Oakland Police Department	510-777-3333
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland Fire Department	510-238-3938 (Emergency Preparation for Businesses) (510) 444-1616 (Direct line)
Local Hospital (1)	Highland Hospital	510-437-4865
Local Hospital (2)	Children's Hospital	510-428-3000
Electric Company	Pacific Gas & Electric Company	1-800-734-5000
Gas Company	Pacific Gas & Electric Company	1-800-734-5000
Water Company	East Bay MUD	1-866-403-2683
Animal Control/Shelter	Oakland SPCA	510-569-0702

Position	***Name***	***Cell***
CEO	Rich Harrison	303-472-6124
Director of Operations	Belen Orozco	510-679-7382
Operations Managaer	Marisol Ponce-Pena	510-612-2685
Principals	Latora Baldrige Cody Marshall	707-342-8661 510-570-6461
Assistant Principal	Janet Vasquez	510- 510-395-1494

	Jennifer Lopez	
Office Manager/	Roxana Alvarez K-5 Cindy Cisneros 6-12	510-395-6598 510-219-8544
Assistant Principal of Culture	Izegbe Newton Ronald Jackson Domonique Hayes	415-205-9725 510- 510-774-2255
Director of Student Services	Erin Wessledine	510-435-5091
IT Lead	Javier Amaral	510-254-1590
Food Service Lead	Gloria Gallardo Guadalupe Rodriguez	510-228-2689 510-512-5985
Board President	Robbie Torney	TBD

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for you're school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is

assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.
Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

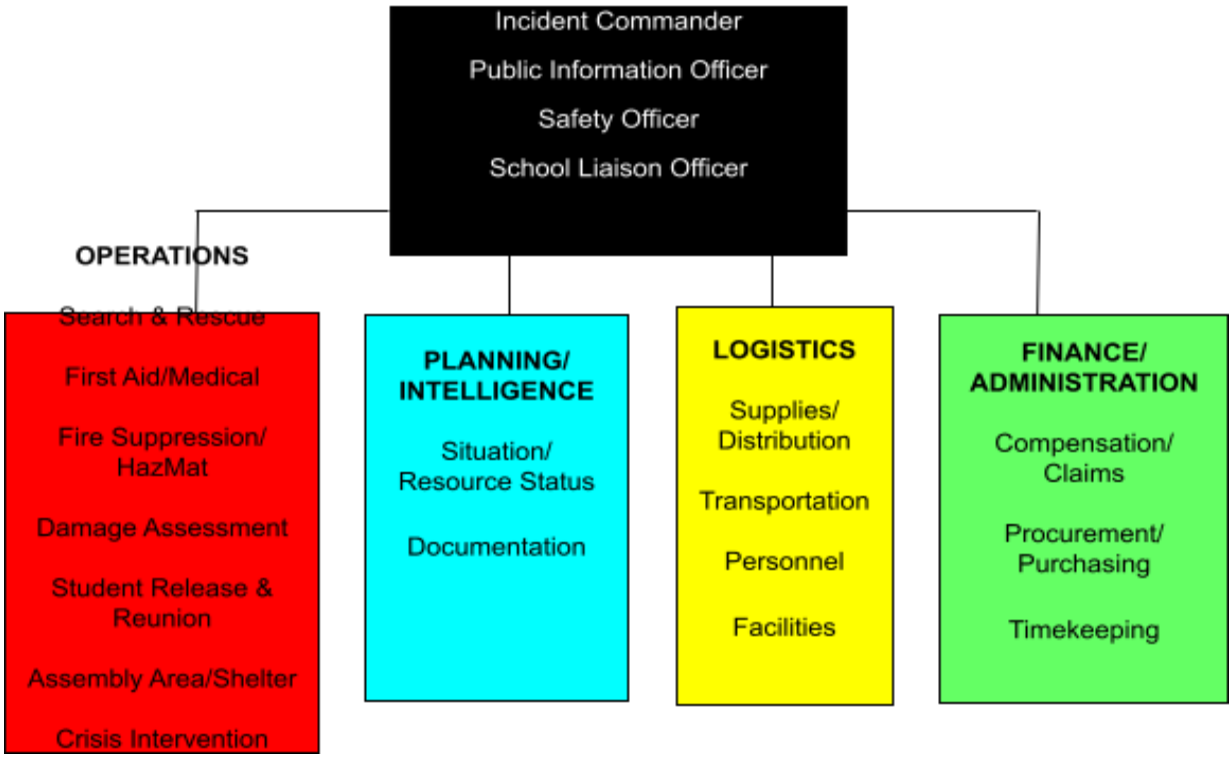
It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	**Staff Member**	**Alternate**
MANAGEMENT SECTION		
Incident Commander	Ops Manager	Principals / DoO
Public Information Officer	CEO	CAO
Safety Officer	Campus Safety Supervisor	DoO
School Liaison	CEO	CAO

OPERATIONS SECTION		
Search & Rescue	Assistant Principal of Instruction K-5 & 6-12	Lead Counselor
First Aid/Medical	Health Coordintor	Ops Support Lead
Fire Suppression/Hazmat	Assistant Principal of Culture AM	Assistant Principal of Culture PM
Damage Assessment	DoO	Chief Operating Officer
Student Release/Reunion	Teachers w/ office managers	Teacher in Training
Assembly Area/Shelter	Lead Food Server	Assistant Lead Food Server
Crisis Intervention	Director of Student Services and Lead Counselor	Site Counselors
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Operations Manager w/ Campus Safety Supervisor	Principals/ DoO
Documentation	Operations Manager	Principals/ DoO
LOGISTICS SECTION		
Supplies/Distribution	Office Managers	Ops Support Lead
Transportation	Family Engagement Team	Community Resource Coordinator
Personnel	Director of HR	HR Associate
Facilities	DoO/Ops Manager	Chief of Staff
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	DoF	DoO
Purchasing/Procurement	Ops Manager	Billing department
Timekeeping	Ops Manager	Billing department

SCHOOL EMERGENCY ORGANIZATION

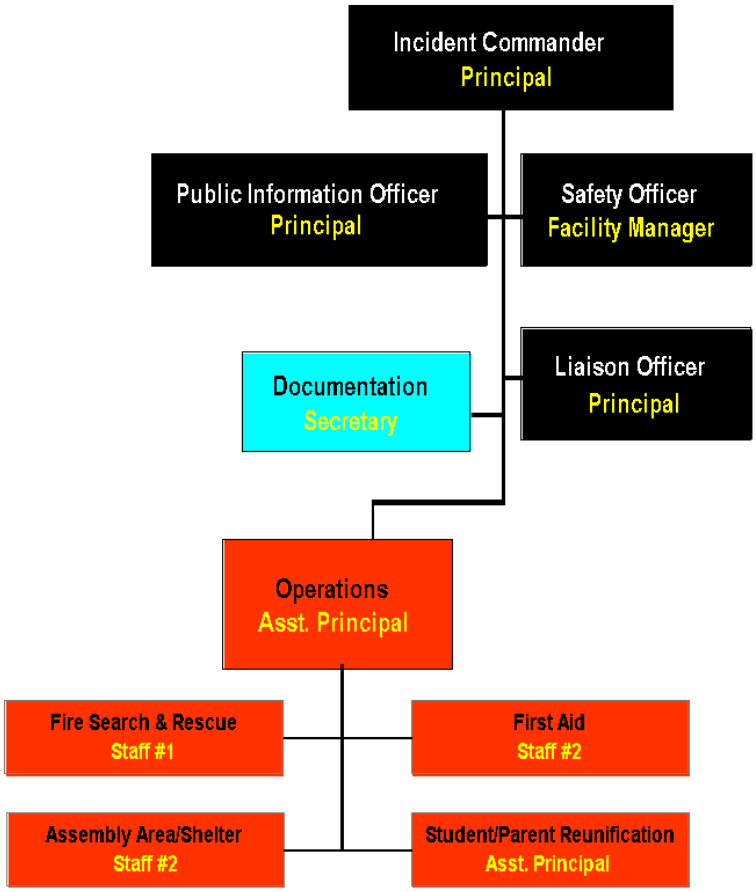
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school Operations Manager assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

SAMPLE CHARTER SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.



INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ❑ Overall management of the response to the incident
- ❑ Assess the severity of the incident
- ❑ Make notification to professional/outside emergency responders of the incident
- ❑ Establish the Incident Command Post
- ❑ Set up check-in procedures at the ICP
- ❑ Activate ICS organization positions as necessary
- ❑ Establish objectives for the incident action plan
- ❑ Ensure the safety of students, staff, volunteers and campus visitors
- ❑ Deactivate ICS positions as needed

Start-up Actions

- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Assess nature and scope of emergency/disaster
- ❑ Determine level of threat to people and facilities
- ❑ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ❑ Meet with activated Management Staff and Unit Leaders
- ❑ Make sure you assign an alternate Incident Commander (Principal)

Operational Duties

- ❑ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ❑ Work with assigned staff to write overall response objectives and revise as needed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Initiate Student Release when appropriate (*be sure Student Release Unit is set up)*
- ❑ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ❑ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ❑ Terminate all response activities after determining the incident has been resolved
- ❑ Ensure that all pending actions will be completed after deactivation
- ❑ Initiate recovery operations
- ❑ Direct the return of all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Operations Department.
- ❑ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- ❑ Liaison between the school, the media and the public
- ❑ Obtain information about the incident to write press releases
- ❑ Deliver press releases to media and public

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with Incident Commander, Management Staff and Unit Leaders
- ❑ Designate a media reception area *(with Incident Commander approval)*
- ❑ Advise on-site media of time of first press release or press conference

Operational Duties

- ❑ Keep updated on response activities
- ❑ Schedule regular press conferences, if appropriate
- ❑ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ❑ Arrange for the translation of announcements and response-related information
- ❑ Monitor news broadcasts and correct any misinformation as soon as possible
- ❑ Make sure that the Incident Commander is aware of all media-related incidents
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ❑ Release PIO staff and volunteers when directed by Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media
When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the ***current*** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk "off the record"
- **Do not use** the phrase "no comment"
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks
- ❑ Monitor all response operations to ensure the safety of staff, students and others on campus
- ❑ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties
- ❑ Maintain incident records and track response activities
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Monitor emergency response activities for safe practices
- ❑ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ❑ Stop or modify any unsafe activities/operations
- ❑ Ensure that school response units are using appropriate safety equipment

- ❑ Anticipate situation/problems before they occur
- ❑ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ❑ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff and notify incident commander of any shift changes

Deactivation
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Incident Commander
- ❑ Release Safety staff and volunteers when directed by Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks
- ❑ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ❑ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions
- ❑ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties
- ❑ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ❑ Provide periodic updates to agency representatives as necessary
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Release Liaison staff and volunteers when directed by the Incident Commander

- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Incident Commander
- ❑ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ❑ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ❑ Evacuate trapped or injured victims from their location to a safe place
- ❑ Cordon off buildings or locations that are unsafe to enter
- ❑ Mark buildings that have been searched with a sign or caution tape
- ❑ Ensure that Search and Rescue is conducted with a *two-person team*

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Meet with IC for briefing and assignments
- ❑ Gather and inspect all equipment and supplies
- ❑ Check flashlight and radio batteries; perform radio check
- ❑ Make sure you and your partner have school site maps

Operational Duties

- ❑ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ❑ Inspect the exterior of each building for structural integrity *before* entering.
- ❑ Identify unsafe areas with caution tape *(**DO NOT** enter unsafe buildings)*
- ❑ Search ***ONLY*** structurally sound buildings
- ❑ Search assigned areas using established search protocols
- ❑ As searched rooms have been cleared, call in report to the IC (*"Room B-2 is clear")*
- ❑ Perform emergency first aid on severely injured victims first
- ❑ Rescue lightly trapped victims afterward
- ❑ Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- ❑ Provide any medical treatment given for injured victims to Medical Unit
- ❑ Provide IC with regular updates on numbers and condition of victims *(Use proper protocol, i.e., no names are broadcast over the radio.)*
- ❑ Note damage on your team map and relay information to the IC
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs, paperwork and other documents and turn them over to the Incident Commander
- ❑ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- ❑ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ❑ Provide care and oversee status of injured people
- ❑ Request advanced medical care when necessary
- ❑ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ❑ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ❑ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ❑ Set-up morgue *(if needed and if long response time from Coroner)*
- ❑ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ❑ Maintain accurate treatment records using the Medical Treatment Form
- ❑ Monitor/assess patients at regular intervals
- ❑ Report deaths immediately to IC *(by runner, NOT over the radio)*
- ❑ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms)* (see Appendix I)
- ❑ If injured student is transported off campus, send a copy of student emergency contact card with him/her *(request copies from Documentation Unit)*

If sufficient staffing for Medical Team - Set Up Treatment Areas "Immediate" and "Delayed"

- ❑ Have team members check-in at the ICP
- ❑ Assign one team member to do intake:
  - ❑ Greet injured student/staff, reassess and/or confirm triage category
  - ❑ Direct victim or transport of victim to appropriate treatment area.
- ❑ Assign one team member to conduct "head to toe" assessment
- ❑ Provide appropriate first aid

- ❑ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ❑ Monitor condition of "delayed" victims and watch for any changes in condition
- ❑ Maintain Medical Treatment Forms for all victims

Deactivation

- ❑ Oversee the closing of the first aid station
- ❑ Direct the proper disposal of hazardous waste
- ❑ Release Medical Team per direction of the IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- ❑ Locate and extinguish small fires as appropriate; available on the right/left side of the door of each classroom, office space, and MPR.
- ❑ Shut off utilities that could be hazardous or fire danger and report to IC. See map for location of utilities
- ❑ Evaluate areas for any release or potential release of chemical and report to IC.
- ❑ Cordon off hazardous areas with caution tape
- ❑ Ensure Fire Suppression/Hazmat is conducted with a *two-person team*
- ❑ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ❑ Check-in at the ICP
- ❑ Put on Fire Suppression/Hazmat Unit personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ Survey on-campus hazards and prioritize team response
- ❑ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ❑ Make sure you have a school site map

Operational Duties

- ❑ Control and/or suppress small fires
- ❑ Check for gas leaks or any other potential hazard that could start a fire
- ❑ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search

- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Release Team members per direction of IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- ❑ Perform initial assessment of buildings and structures looking for structural damage
- ❑ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ❑ Turn off utility if damaged and poses a hazard
- ❑ Cordon off the areas of hazard with caution tape
- ❑ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ❑ Check-in at the ICP
- ❑ Put on personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Locate all needed supplies-Grab supplies from xxxx
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ❑ Survey on-campus hazards and prioritize team response
- ❑ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ❑ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ❑ Make sure you have a school site map

Operational Duties

- ❑ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ❑ Secure on-campus water system
- ❑ Survey buildings for potential hazards and post warnings with signs and caution tape
- ❑ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ❑ Provide clear routes for campus access for emergency response vehicles

- ❑ Maintain security for campus and ensure facility is inaccessible to public
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Release staff and volunteers per direction of IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- ❑ Account for students in the Assembly Area by conducting roll call
- ❑ Track missing students and staff
- ❑ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ❑ Supervise student Assembly Area
- ❑ Maintain accurate account of students

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Gather all equipment and supplies
- ❑ Attend a briefing with the IC
- ❑ Set-up secure Request and Release Gates
- ❑ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ❑ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ❑ Check with school secretary to account for staff absences, substitutes or visitors
- ❑ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ❑ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ❑ Divide Student Emergency Cards that correspond with table signage
- ❑ Verify ID of adult requesting to pick up student (see Appendix F)
- ❑ Send runner to assembly area for requested student(s)
- ❑ Direct requestor to Release Gate to wait for their student(s)

Runners

- ❑ Retrieve student(s) from Assembly Area Unit
- ❑ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ❑ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ❑ Match adult requester to student(s)
- ❑ Verify requester ID and have them countersign Student Request Form
- ❑ Release Student(s) (see Appendix G)
- ❑ Release Runner to return to Request Gate
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Close down tables and return all equipment and reusable supplies to Logistics.
- ❑ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- ❑ Lead students to temporary Assembly Area
- ❑ Oversee the care and needs of students in the Assembly Area
- ❑ Establish a shelter for students/staff required to stay at the school site
- ❑ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Attend a briefing with the IC
- ❑ Put on personal safety equipment
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ❑ Initiate shelter set-up or, *if evacuating*:
    - ❑ Confirm that assembly area and routes to it are safe
    - ❑ Count/observe classroom evacuations (make sure all exit)

Operational Duties

- ❑ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident

- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Monitor safety/well being of students and staff in shelter or assembly area
- ❑ Oversee the procurement and distribution of food and water
- ❑ Direct set-up of sanitary facilities when necessary
- ❑ Coordinate Student Release with Student Release Unit when directed by IC
- ❑ Administer *minor* first aid, as needed
- ❑ Supervise team activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ❑ Close shelter per direction of IC, release staff and volunteers
- ❑ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- ❑ Assess the immediate crisis intervention required by students and staff involved
- ❑ Consider the long-term mental health support needs of students and staff
- ❑ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Meet with IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Establish a quiet location to conduct crisis intervention/counseling
- ❑ Gather all supplies and transport to intervention/counseling site

Operational Duties

- ❑ Set-up campus intervention/counseling site
- ❑ Provide for and monitor well being of staff, students, and volunteers
- ❑ Maintain log of all assistance given and nature of that assistance
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Communicate need for outside assistance to IC
- ❑ Cooperate with outside agency crisis intervention teams
- ❑ When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities
- ❑ Collect, organize and analyze information about the emergency
- ❑ Provide current situation analysis by visual displays for IC and Management Staff
- ❑ Give periodic updates of the emergency situation to the IC

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Meet with the IC for a briefing
- ❑ Gather all supplies and set up work area

Operational Duties
- ❑ Record appropriate response-related information on site map (and keep it current)
- ❑ Facilitate the updating of the site map throughout the response
- ❑ Assess and analyze situation-relevant information
- ❑ Anticipate situations and potential problems and develop contingency plans
- ❑ Keep IC informed by relaying information gathered from field units
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities
- ❑ Maintain a log of all emergency developments and response actions
- ❑ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ❑ Assess the severity of the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment

- ❑ Meet with IC for a briefing
- ❑ Check communications equipment to monitor verbal communications orders
- ❑ Gather all supplies and set up work area

Operational Duties

- ❑ Maintain Student Emergency Contact Cards, making copies for staff when necessary
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ❑ Ensure all radio and verbal communications are recorded on Position Activity Log
- ❑ Refer all media requests to the PIO
- ❑ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- ❑ Collect all Student Emergency Contact Cards and secure them
- ❑ Close out all logs and pending messages, and turn over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- ❑ Acquire supplies, equipment and materials as requested and distribute
- ❑ Obtain necessary food, water, sanitary items for immediate use
- ❑ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all necessary supplies and equipment

Operational Duties

- ❑ Distribute supplies and equipment as requested
- ❑ Track all supplies, equipment, materials, sundry items that are distributed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Make requests for purchases of supplies as needed to the Purchasing Unit

❑ Stay in contact with IC

Deactivation
❑ Receive and store all returned equipment and unused supplies
❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
❑ Complete/close-out all logs and turn them over to Documentation Unit
❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities
❑ Procure transportation vehicles to evacuate students and staff
❑ Use trucks/vehicles to deliver equipment to and from campus
❑ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions
❑ Check-in at ICP
❑ Meet with the IC for a briefing
❑ Put on personal safety equipment
❑ Gather all supplies and equipment needed

Operational Duties
❑ Provide for transportation needs as assigned by IC and various Unit Leaders
❑ Assess the need for and use of vehicles on campus
❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
❑ Facilitate the return of vehicles to pre-incident locations
❑ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
❑ Return all equipment and reusable supplies to Logistics
❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities
❑ Track assigned staff to the emergency and re-assign when Unit is deactivated
❑ Assess skills of volunteers and assign people as requested by Units
❑ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather necessary supplies and set up work station

Operational Duties
- ❑ Survey skills and experience of staff/volunteers to make assignments to Units
- ❑ Track assigned staff and notify IC when staff is available for assignment
- ❑ Issue needed equipment and supplies to personnel being assigned
- ❑ Coordinate with the Timekeeping Unit for accurate records of personnel
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Stay in contact with IC

Deactivation
- ❑ Receive and store all returned equipment and unused supplies
- ❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities
- ❑ Assess and locate facilities that could be used during the emergency response
- ❑ Ensure the facility fits the accommodations necessary to conduct the operations
- ❑ Assess the severity of the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather necessary supplies and equipment

Operational Duties
- ❑ Assess facility for listed accommodations as needed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Secure and restore facilities when no longer needed for the incident
- ❑ Stay in contact with IC

Deactivation
- ❑ Receive and store all returned equipment and unused supplies

- ❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities
- ❑ Process workers compensation claims for injured employees
- ❑ Receive claims for damages related to the emergency response
- ❑ Maintain accurate records of all claims related to the emergency response

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment as necessary

Operational Duties
- ❑ Track staff and volunteer hours
- ❑ Track response-related purchases
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Process purchase requests from Logistics Section Chief

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities
- ❑ Arrange for purchases of necessary equipment, supplies and materials
- ❑ Utilize pre-designated vendor contracts for purchases
- ❑ Seek vendors for materials or services that are not pre-designated
- ❑ Track all expenditures related to the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment as needed

Operational Duties

- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Get approval from the IC for purchases requested
- ❑ Process purchase requests from Logistics
- ❑ Utilize pre-designated vendor contracts for purchases
- ❑ Seek vendors for materials or services that are not pre-designated
- ❑ Track all purchases and item requests

Deactivation

- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- ❑ Maintain a log of all personnel hours working at the emergency
- ❑ Track all equipment hours related to the incident
- ❑ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Meet with the Documentation Unit for a briefing
- ❑ Open Go-Kit and put on personal safety equipment
- ❑ Gather all supplies and equipment as needed

Operational Duties

- ❑ Track staff and volunteer hours
- ❑ Track response-related purchases
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of

communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLISTS

- ❒ Assemble a Crisis Intervention Team as needed.
- ❒ Strive to return to learning as quickly as possible.
- ❒ Restore the physical school site, as well as the school community.
- ❒ Restore communications systems.
- ❒ Institute data recovery procedures.
- ❒ Make arrangements for alternative housing for classes and offices, if necessary.
- ❒ Monitor how staff are assessing students for emotional impact of the crisis.
- ❒ Identify what follow up interventions are available to students, staff and first responders.
- ❒ Conduct debriefings with staff and first responders.
- ❒ Assess curricular activities that address the crisis.
- ❒ Allocate appropriate time for recovery.
- ❒ Plan how anniversaries of events will be commemorated.
- ❒ Capture "lessons learned" and incorporate them into revisions and trainings.
- ❒ Complete all paperwork and reports for financial aid for disaster relief if available.
- ❒ Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs
The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

- **Local Emergency Proclamation Required**
  California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **Governor's State of Emergency Proclamation Required**
  California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

- **Presidential Emergency Declaration Required**
  Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of $5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to $1.5 million), and then, if rejected by SBA or if there is damage above $1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or http://www.calema.ca.gov and FEMA at 800-621-FEMA or online at http://www.fema.gov/assistance/register.shtm for appropriate updated forms to use for disaster recovery documentation and requests.

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

1.4 Immediate Response Actions

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: "**Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position**

until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops. When quake is over, leave the building if it is determined to be unsafe to remain inside. **Do not run**. Avoid routes with architectural overhangs. Do not re-enter the building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: "**Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher**."

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.
- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an "all clear" and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

• Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

   Example: "**Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location; status of campus; all available details of situation.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

   Example: "**Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:

  a) Close and lock doors and windows

  b) Seal gaps under doors and windows with wet towels or duct tape

  c) Shut down the classroom HVAC system

  d) Turn off local fans in the area

  e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Emergency Response Procedures

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

x	TIME	INCIDENT COMMANDER	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		PRINCIPAL	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	**TIME**	**STAFF ACTIONS**	**NOTES**
		Notify Principal.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	

x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	
		PRIORITY PROCEDURES **AIRCRAFT CRASHES NEARBY THE SCHOOL**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	**TIME**	**PRINCIPAL**	**NOTES**
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	**TIME**	**STAFF ACTIONS**	**NOTES**
		Notify principal.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Assist emergency responders with securing school as directed.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Notify parents of situation and prognosis.	
		Consider notifying Charter Management Organization.	

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

x	TIME	PRINCIPAL	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline polices and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	**TIME**	**STAFF**	**NOTES**
		Immediately notify principal and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

BIOLOGICAL OR CHEMICAL RELEASE

DATE / /

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

PRIORITY PROCEDURES Substance Released Inside a Room or Building			NOTES (person contacted, call back phone numbers, etc.)
x	**TIME**	**INCIDENT COMMANDER**	**NOTES**
		The Incident Commander will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.	
		The Incident Commander will call "911" or the County Sheriff's Office at (661) 861-3110 and will provide the exact location (e.g., building, room, area) and nature of emergency.	
		The Incident Commander will notify the Director of Operations of the situation.	
		The Incident Commander will instruct the Emergency Response Team to isolate and restrict access to potentially contaminated areas.	

		Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.	
		The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Incident Commander and the emergency response personnel.	
		The Incident Commander will complete the Biological and Chemical Release Response Checklist (Form C, Appendix A).	
x	**TIME**	**STAFF ACTIONS**	**NOTES**
		Notify Principal.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the substance released. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students at a safe distance from the substance release.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	
		PRIORITY PROCEDURES **Substance Released Outdoors and Localized**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	**TIME**	**INCIDENT COMMANDER**	**NOTES**

		If the Incident Commander or local authorities determine a potentially toxic substance has been released into the atmosphere, the Incident Commander will initiate SHELTER-IN-PLACE	
		PRIORITY PROCEDURES **Substance Released In Surrounding Community**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	TIME	STAFF ACTIONS	NOTES
		If the Incident Commander or local authorities determine a potentially toxic substance has been released into the atmosphere, the Incident Commander will initiate SHELTER-IN-PLACE	
		Upon receiving the SHELTER-IN-PLACE notification, the CUSTODIAN/MAINTENANCE Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; and seal vents.	
		Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., MPR, thinktank, atrium, playground). Teachers should communicate their locations to the Incident Commander, using the Emergency Slack Channel or other means, without leaving the building.	
		The Incident Commander will call "911" and provide the exact location and nature of the emergency.	
		The Incident Commander will notify the Director of Operations of the situation.	
		The Incident Commander will turn on a radio or television station to monitor information concerning the incident.	
		The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.	

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where is it located? _____ Is it visible or hidden? _____ What does it look like? _____ Type of bomb? _____ Why placed at school or on grounds?_____ How did it got on campus? _____	Train OMS
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's *Caller ID* number	
		Notify the principal as soon as possible	
		If a threat is a written note, place it in an envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on the door, wall, etc. cordon off area for evidence.	
		If a suspicious device or package is found, DO NOT TOUCH ITEM, and clear the immediate area. Notify law enforcement immediately.	
		Prepare to provide information for a police report.	
		Operations Manager (Incident Commander)	
		Send communication to the emergency team	
		Restrict use of cell phones, radios or fire alarm systems because of risk of activating a device.	
		Contact the police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
x	**TIME**	**PRINCIPAL (Second Incident Commander)**	**NOTES**
		Assist with communication to slack channels. and / Or PA system.	
		Supporting evacuation if we have decided to evacuate.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to Operations Manager or emergency responders.	
		Ensure accountability of all students and staff.	

		Assist CSO, DOO with communication to families and staff after incident.	
x	**TIME**	**CAMPUS SAFETY SUPERVISOR**	**NOTES**
		Support with opening/closing buildings.	
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to the incident Commander.	
		Help direct staff and students to evacuate.	
		Ensure accountability of all students and staff.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Stationing at Gates to support with student dismissal and directing arriving families to meeting point.	
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	
		Support with opening/closing buildings.	
x	**TIME**	**STAFF**	**NOTES**
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		Restrict use of cell phones, radios or fire alarm systems because of risk of activating a device.	
		If a suspicious device or package is found, DO NOT TOUCH ITEM, and clear the immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in the evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press releases for media. When communicating with the media, always coordinate with the emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

BUS DISASTER

DATE / /

These procedures are for use by field trip bus drivers and Incident Commanders in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

		PRIORITY PROCEDURES **Scenario #1- Earthquake**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	**TIME**	**Staff**	**NOTES**
		The staff/ driver should issue DUCK AND COVER action as described in EARTHQUAKE section	
		Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.	
		Set the brake, turn off ignition, and wait for the shaking to stop.	
		Check for injuries and provide first aid as appropriate.	
		If the bus is disabled, stay in place until help arrives.	
		If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the Incident Commander. Remain with the children until further instructions are received from the Incident Commander.	
		In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.	
		The driver will account for all students and staff throughout the emergency.	
		PRIORITY PROCEDURES **Scenario #2- Flood**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	**TIME**	**Staff**	**NOTES**

		DO NOT drive through flooded streets and/or roads.	
		Take an alternate route or wait for public safety personnel to determine safety.	
		If the bus is disabled, stay in place until help arrives.	
		Contact the incident Commander and school principal to report location and condition of students	
		The incident Commander will determine what additional appropriate notifications should be made and will brief the Director of Operations	
		In all instances, do not attempt to cross damage bridges or overpasses	
x	**TIME**	**PRIORITY PROCEDURES** **Scenario #3- Serious Accident or Bus Fire**	**NOTES** **(person contacted, call back phone numbers, etc.)**
		Park the bus in a safe location	
		Set the emergency brake and turn off the ignition	
		Evacuate the bus in the event of a fire	
		Check for injuries and provide appropriate first aide	
		Call "911" and provide exact location of the bus and wait for arrival of the emergency responders	
		Contact the incident Commander and school principal to report location and condition of students	
		Stay with the diasbled bus until help	

DISORDERLY CONDUCT

DATE / /

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

x	TIME	STAFF	NOTES
		Upon witnessing Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.	
		Staff will immediately notify the Incident Commander	
		The Incident Commander will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-CAMPUS EVACUATION	
x	**TIME**	**INCIDENT COMMANDER**	**NOTES**
		Immediately notify the principal and call 9-1-1 if necessary.	
		If an immediate threat is not clearly evident, the Incident Commander or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request that he or she leave the campus. Avoid any hostile situations.	
		If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)	
		The Incident Commander will notify the Superintendent of the situation.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If an earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If the earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send a search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make a determination to temporarily close school until the building can be inspected. If the building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	
x	**TIME**	**STAFF**	**NOTES**
		Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under the table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of the classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	

		If a classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	
		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter the building until it is determined to be safe.	
		Follow instructions of the principal.	
		PRIORITY PROCEDURES **OUTSIDE BUILDING**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	**TIME**	**PRINCIPAL OR STAFF**	**NOTES**
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in the open, drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send a search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	
		DURING NON-SCHOOL HOURS	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Confer with the Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify the fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangements such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

# EVACUATION	DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

x	TIME	INCIDENT COMMANDER PRINCIPAL	NOTES
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact the local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.	
		Ensure all students and staff have evacuated by performing an inspection of the school site.	
		Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate sites.	
		Designate staff to make parent notifications regarding the evacuation and shelter site.	
		Monitor radio station for additional information.	
		Implement procedures for parents to pick up students from alternate sites.	
x	**TIME**	**STAFF**	**NOTES**
		Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.	
		Take roll to be sure all students are present before you leave the building site.	
		Report any missing students to the principal/designee and emergency response personnel.	
		At all times, maintain control of the students at a safe distance from the fire and the fire fighting equipment.	
x	**TIME**	**OFFICE STAFF**	**NOTES**
		Help with evacuation and securing of the affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjourning wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the principal of location and actions taken.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal "all clear" when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
x	**TIME**	**STAFF**	**NOTES**
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.	
		Report any suspicious information about the fire to the principal, i.e. arson related.	
		If directed, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to principal.	
		Stay with principal to assist Fire Department with access to school and building layout.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	

		Notify Charter Management Organization, if applicable.	

# *FLOODING*	**DATE / /**

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

x	TIME	PRINCIPAL	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	**TIME**	**STAFF**	**NOTES**
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

# *INTRUDER*	**DATE / /**

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	**TIME**	**STAFF**	**NOTES**
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.	

LOSS OR FAILURE OF UTILITIES

DATE / /

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the Incident Commander immediately.	
		Upon notice of loss of utilities, the Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING	
		The Incident Commander will notify the Fire Suppression and HazMat Team between 6:30 am and 10:00 pm or the County Sheriff's Office (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Incident Commander.	
		Local maintenance area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.	
		The Incident Commander will notify the Director of Operations of the loss of utility service.	
		As needed, school emergency supplies will be utilized to compensate for the loss of a utility.	
		If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Fire/Explosion	
		In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.	
x	**TIME**	**PLAN FOR A LOSS OF WATER**	**NOTES**
		Drinking Water- Bottled water in classrooms	
		Food Service- Snacks stores in classrooms lockdown kits	
		Toilets- Empty contents of classroom lockdown kits and use with plastic liners	
x	**TIME**	**PLAN FOR LOSS OF ELECTRICITY**	**NOTES**
		Ventillation-N/A	
		Emergency Light- Flashlights	
x	**TIME**	**PLAN FOR A LOSS OF NATURAL GAS**	**NOTES**
		Food Service: Snacks stored in classroom lockdown kits	

MOTOR VEHICLE CRASH

DATE / /

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 2.5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section Loss or Failure of Utilities.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		The Incident Commander will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-CAMPUS EVACUATION	
		If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.	
		In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.	
		The Incident Commander will call "911"and will provide the exact location (e.g., building, area) and nature of emergency.	
		The Incident Commander will notify the Director of Operations of the situation. The Director of Operations will notify other key partners with information on this situation.	
		The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Biological and Chemical Release Response . If the crash results in a utility interruption, refer to Loss or Failure of Utilities	
		The First Aid/Medical Team will check for injuries and provide appropriate first aid.	
		Any affected areas will not be reopened until the appropriate agency provides clearance and the Incident Commander issues authorization to do so.	
		The Incident Commander will initiate an OFF-CAMPUS EVACUATION, if warranted by changes in conditions.	

PSYCHOLOGICAL TRAUMA

DATE / /

Crisis management specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		The Incident Commander will establish a Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.	
		The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.	
		The Psychological First Aid Team will provide direct intervention services.	
		If there is a need for additional assistance, the Incident Commander will notify the Director of Operations.	
		The Psychological First Aid Team will advise and assist the Incident Commander to restore regular school functions as efficiently and as quickly as possible.	
		In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.	
		The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.	

SUDDEN CARDIAC ARREST OR OTHER EMERGENCIES RELATED TO INTERSCHOLASTIC ATHLETIC EVENTS AND ACTIVITIES	**DATE / /**

Sudden cardiac arrest events can vary greatly. Faculty, staff, the Incident Command Team, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. CERT members must all have current cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) training and, at a minimum, the CERT will include the school nurse (if applicable), athletic trainer (if applicable), all athletic coaches, an office administrator, and a staff member.

		PRIORITY PROCEDURES	**NOTES (person contacted, call back phone numbers, etc.)**
	1.	***Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:*** A. The person is not moving, or is unresponsive, or appears to be unconscious B. The person is not breathing normally (has irregular breaths, is gasping or gurgling, or is not breathing at all). C. The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions). *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest. The person may have the signs of cardiac arrest described above and should be treated the same.	
	2.	**Facilitate immediate access to professional medical help:** Call "911" as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 911. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel. Immediately contact the members of the CERT. Give the exact location of the emergency. ("Mr./Ms. ___'s Classroom, Room # ___" or "gym/football field/cafeteria/etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.	

		If you are a CERT member, proceed immediately to the scene of the cardiac emergency. The closest team member should retrieve the AED en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use. Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.	
	3.	***S*tart CPR:** Begin continuous chest compressions and have someone retrieve the AED. Begin CPR by pressing hard and fast in the center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 911 dispatcher's instructions, if provided.	
	4.	***Use the nearest AED:*** When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered. Continue CPR until the patient is responsive or a professional responder arrives and takes over.	
	5.	***Transition care to EMS*:** Transition care to EMS upon arrival so that they can provide advanced life support.	
	6.	***Action to be taken by Office/Administrative Staff:*** (a) Confirm the exact location and the condition of the patient. (b) Activate the CERT and give the exact location if not already done. (c) Confirm that the CERT has responded. (d) Confirm that 911 was called. If not, call 911 immediately. (e) Assign a staff member to direct EMS to the scene. (f) Perform "Crowd Control," directing others away from the scene. (g) Notify other staff: school nurse, athletic trainer, athletic director, etc.	

		(h) Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital. (i) Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions. (j) Designate people to cover the duties of the CPR responders. (k) Copy the patient's emergency information for EMS. (l) Notify the patient's emergency contact (parent/guardian, spouse, etc.). (m) Notify staff and students when to return to the normal schedule.	

SUSPECTED CONTAMINATION OF FOOD OR WATER	**DATE / /**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central LCPS staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

x	TIME	INCIDENT COMMANDER PRINCIPAL	NOTES
		The Incident Commander will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.	
		The Incident Commander will notify "911", the LCPS Main Office, and the Environmental Health Division of the County Public Health Services Department at (661) 862-8740. The Incident Commander will make a list of all potentially affected students and staff, and will provide the list to responding authorities.	
		The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.	
		The Incident Commander will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.	
		The Incident Commander will confer with Alameda County Health and Human Services before the resumption of normal operations.	

		The Incident Commander will notify parents of the incident, as appropriate.	

# *THREAT OF VIOLENCE*	**DATE / /**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, phone call, or other means. The Incident Commander should ensure all threats are properly assessed.

x	TIME	INCIDENT COMMANDER AND CABINET	NOTES
		The Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.	
		The Incident Commander, Director of Operations, Chief of Staff and CEO will conduct the threat assessment.	
		The Incident Commander and Director of Operations, Chief of Staff and CEO will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk: Category 1 – High violence potential; qualifies for arrest or hospitalization. Category 2 – High violence potential; does not qualify for arrest or hospitalization. Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others. Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others. Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.	

		The Incident Commander and Director of Operations, Chief of Staff and CEO will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?	
x	**TIME**	**CHIEF OF STAFF AND CEO**	**NOTES**
		The Chief of Staff and CEO will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		As soon as the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis interventions may be necessary and appropriate	

UNLAWFUL DEMONSTRATION/WALKOUT	**DATE / /**

An **Unlawful Demonstration/Walkout** is any unauthorized assemblage on- or off-campus by staff or students for the purpose of protest or demonstration.

x	TIME	INCIDENT COMMANDER PRINCIPAL	NOTES
		Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Incident Commander.	
		The Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE	
		If students leave their classrooms, the Request Gate Team, in consultation with the Incident Commander, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students.	
		Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Incident Commander. Teachers will close and lock classroom doors.	
		The Documentation staff member should keep accurate records of events, conversations and actions.	
		All media inquiries will be referred to the Chief of Staff	
		The Incident Commander should proceed in good judgment on the basis of police or legal advice, in taking action to control and resolve the situation.	

		The Incident Commander will notify parents of the incident, as appropriate.	

WEAPONS/ ACTIVE SHOOTER	**DATE / /**

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

		PRIORITY PROCEDURES	NOTES (person contacted, call back phone numbers, etc.)
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the principal or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	**TIME**	**STAFF**	**NOTES**
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to “drop to the floor/ground” or “run into the building quickly.”	

		Ask staff, students, and visitors to remain quiet in designated area, on the floor away form windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in the evacuation area and immediately report missing students.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
WEAPONS (CONTINUED)			
		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Ensure parents are notified of the incident.	
		Coordinate information with the Police Department to release information to the press/media.	

OTHER EMERGENCY INFORMATION

The Incident Commander must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

Alert System 1 (Parents): Available online via Parent Square
Alert System 2 (School Personnel): Available online via Parent Square Communication System
Site Map and Vicinity Map
Emergency Phone Numbers
Emergency Drills

Alert System 1 (Parents)

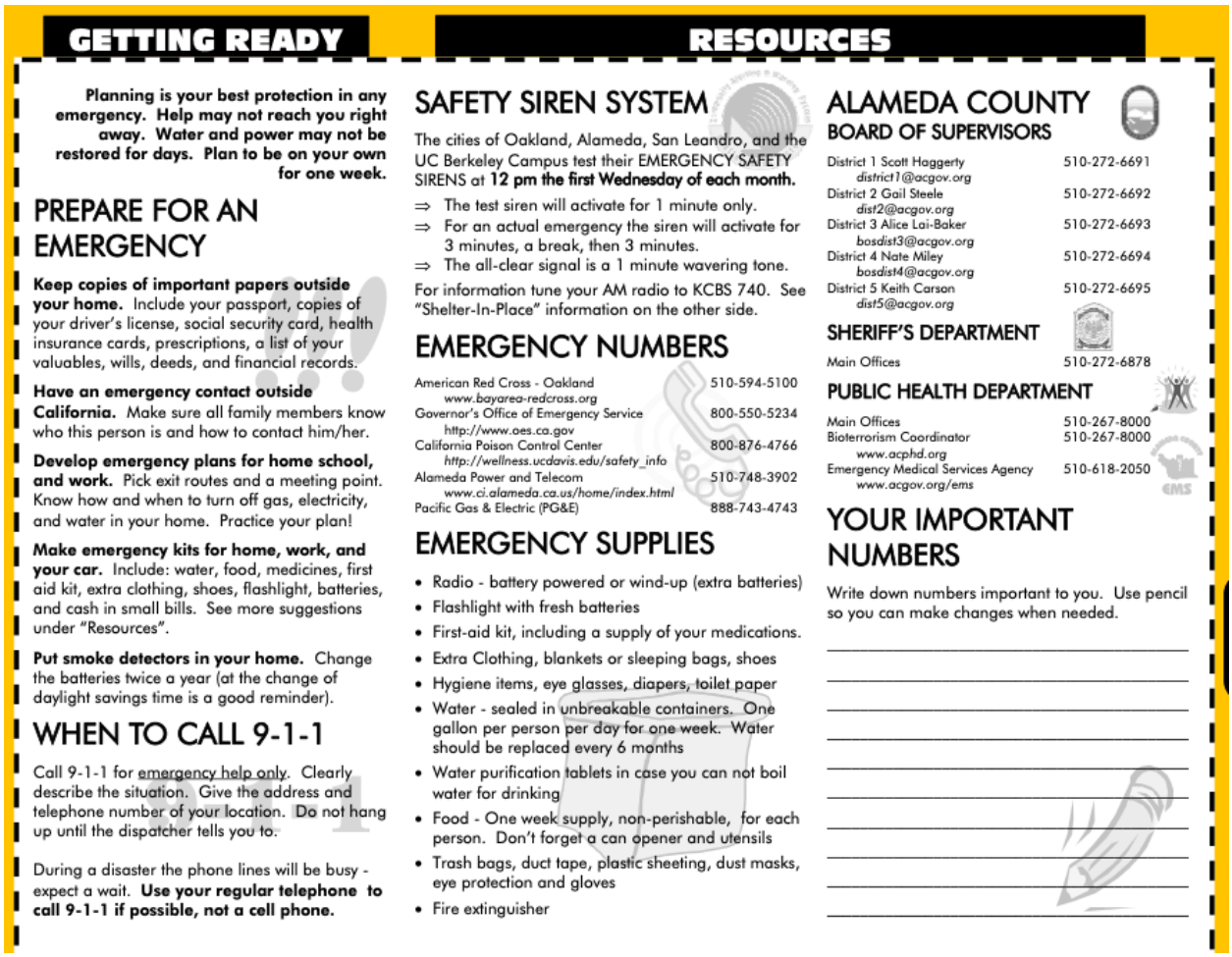
Parent contact information is maintained in the Main Administration building and managed by the School Office Manager. In the case of an emergency, the Front Office Staff, Operations Manager, and Family & Engagement Coordinator, if available, will contact parents.

Alert System 2 (School Personnel)

A current listing of school personnel contact numbers is maintained in the Main Administration building and managed by the Office Manager.

Emergency Phone Numbers

TABLE: EMERGENCY PHONE NUMBERS



GETTING READY

Planning is your best protection in any emergency. Help may not reach you right away. Water and power may not be restored for days. Plan to be on your own for one week.

PREPARE FOR AN EMERGENCY

Keep copies of important papers outside your home. Include your passport, copies of your driver's license, social security card, health insurance cards, prescriptions, a list of your valuables, wills, deeds, and financial records.

Have an emergency contact outside California. Make sure all family members know who this person is and how to contact him/her.

Develop emergency plans for home school, and work. Pick exit routes and a meeting point. Know how and when to turn off gas, electricity, and water in your home. Practice your plan!

Make emergency kits for home, work, and your car. Include: water, food, medicines, first aid kit, extra clothing, shoes, flashlight, batteries, and cash in small bills. See more suggestions under "Resources".

Put smoke detectors in your home. Change the batteries twice a year (at the change of daylight savings time is a good reminder).

WHEN TO CALL 9-1-1

Call 9-1-1 for emergency help only. Clearly describe the situation. Give the address and telephone number of your location. Do not hang up until the dispatcher tells you to.

During a disaster the phone lines will be busy - expect a wait. **Use your regular telephone to call 9-1-1 if possible, not a cell phone.**

RESOURCES

SAFETY SIREN SYSTEM

The cities of Oakland, Alameda, San Leandro, and the UC Berkeley Campus test their EMERGENCY SAFETY SIRENS at **12 pm the first Wednesday of each month.**

⇒ The test siren will activate for 1 minute only.
⇒ For an actual emergency the siren will activate for 3 minutes, a break, then 3 minutes.
⇒ The all-clear signal is a 1 minute wavering tone.

For information tune your AM radio to KCBS 740. See "Shelter-In-Place" information on the other side.

EMERGENCY NUMBERS

American Red Cross - Oakland *www.bayarea-redcross.org*	510-594-5100
Governor's Office of Emergency Service *http://www.oes.ca.gov*	800-550-5234
California Poison Control Center *http://wellness.ucdavis.edu/safety_info*	800-876-4766
Alameda Power and Telecom *www.ci.alameda.ca.us/home/index.html*	510-748-3902
Pacific Gas & Electric (PG&E)	888-743-4743

EMERGENCY SUPPLIES

- Radio - battery powered or wind-up (extra batteries)
- Flashlight with fresh batteries
- First-aid kit, including a supply of your medications.
- Extra Clothing, blankets or sleeping bags, shoes
- Hygiene items, eye glasses, diapers, toilet paper
- Water - sealed in unbreakable containers. One gallon per person per day for one week. Water should be replaced every 6 months
- Water purification tablets in case you can not boil water for drinking
- Food - One week supply, non-perishable, for each person. Don't forget a can opener and utensils
- Trash bags, duct tape, plastic sheeting, dust masks, eye protection and gloves
- Fire extinguisher

ALAMEDA COUNTY BOARD OF SUPERVISORS

District 1 Scott Haggerty *district1@acgov.org*	510-272-6691
District 2 Gail Steele *dist2@acgov.org*	510-272-6692
District 3 Alice Lai-Baker *bosdist3@acgov.org*	510-272-6693
District 4 Nate Miley *bosdist4@acgov.org*	510-272-6694
District 5 Keith Carson *dist5@acgov.org*	510-272-6695

SHERIFF'S DEPARTMENT

Main Offices	510-272-6878

PUBLIC HEALTH DEPARTMENT

Main Offices	510-267-8000
Bioterrorism Coordinator *www.acphd.org*	510-267-8000
Emergency Medical Services Agency *www.acgov.org/ems*	510-618-2050

YOUR IMPORTANT NUMBERS

Write down numbers important to you. Use pencil so you can make changes when needed.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Emergency Supplies and Equipment

Location: Supplies are placed next to the primary evacuation doorway in each building.

Item	Quantity at Hand
Emergency Food & Water	
3600 Calorie Food Bars	3
Water Pouches 4.2 oz	30
Shelter & Warmth	
Emergency Thermal Blanket	3
Emergency Radio & Lighting	
Mini Radio with Batteries	1
Pump LED Flashlight	1
Light Sticks (12 hour)	2
First Aid	
Pairs of Vinyl Gloves	2
Emergency Supplies	
Plastic Whistle with Lanyard	1
Roll of Duct Tape	1
5' x 7' Plastic Tarp	1
Sanitation & Hygiene	
Tissue Packs	2
Toilet Chemical Pouches	2
Toilet Bags	6
Roll of Toilet Paper	1
Moist Towelettes	30
Snap on Toilet Seat with Cover	1
Container	
5 Gallon Red Pail with Airtight Lid	1

Emergency Drills

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Form H, Appendix A). There are three emergency drills school personnel should be prepared to implement: Drill 1 - Fire; Drill 2 - Shelter-in-Place; Drill 3 – Earthquake

Drill 1: Fire

Signal: Fire Alarm

Procedure:

Teacher

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Incident Commander today.
2. Familiarize yourself with your class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)

4. Check to see that all students are out of the classroom; take your Classroom Emergency Binder and close all doors.
5. Have students walk **quietly** in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance and report to the Incident Commander any missing students .
8. Wait for the “all clear” signal then return **quietly** to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

Drill 2: Shelter-In-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the “Shelter-In-Place” drill is the following announcement.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed to the MPR.
3. Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

Drill 3: Earthquake

An earthquake drill will be held once each quarter in the elementary school and once each semester in the secondary schools to prepare for maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following announcement.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS AND STAFF SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."

Procedure:

1. Drop to knees facing away from windows.
2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students will be gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours (i.e., passing periods, nutrition, or lunch), all persons will proceed to the Assembly Area and line up in the designated space by the most recent class period.

Child Abuse Emergency Procedures

CPS reporting can be very stressful. It is made more stressful due to the potential implications for our students and their families. Know that you have support here around this, but ultimately you need to trust your gut. If a child or adult discloses abuse you must report it. Some people like to talk it over before making a report, but the best policy is to make **anonymous contact** with CPS by calling the reporting line at **(510) 259-1800** and asking to consult. The Social Worker that you speak to will tell you whether the incident is a reportable event. If they tell you that it is not a reportable event, you will need to document the date and time of your call, as well as the Social Worker's name and Worker ID number. You will keep record of this for yourself and inform the Principal for the student you are wondering about.

Step One: You have suspicions that a student/sibling of a student has been abused or neglected. Gather as much information and detail as you can about the situation/event as you can **without leading** the student/child. You will also want to find out who is living in the home (parents/guardians, siblings, cousins, aunts, uncles, grandparents, etc.) if you are able to get that information from the student.

Step Two: Gather the following information:

a. Jot down some notes about the details of the information you have received from the student

b. Print out of the AERIES Demographics Page for the identified student(s). This will include the student's full name, date of birth, home address, parents' names, phone numbers, and addresses. You will need this for the verbal and written report.

c. Print out the AERIES Attendance screen

Step Three: Consult appropriate Assistant Principal of Culture of the grade for the student. You will explain to him/her what was reported to you. The Assistant Principal of Culture will enlist additional support as needed. The Assistant Principal of Culture **WILL NOT** make the report for you. As the first responder, you are legally obligated to make the verbal and written report. The role of the Assistant Principal of Culture, or any other staff in this is to support you, not to give you permission to make CPS calls. Ultimately, if you suspect Child Abuse or neglect, **you are responsible** for making the call to CPS and submitting the written report. **If there are no Assistant Principal of Cultures or other administrative personnel present in the building, you are still OBLIGATED make the report.**

Step Four: Together with the grade level appropriate Assistant Principal of Culture,

you will call **Alameda County Child Abuse Reporting Line (510) 259-1800**. Press 1 – for English. Press 2 – In order to file a report. Press 2 – Calling from a school. You will then be connected with a Social Worker. You will inform him/her that you wish to make a report of suspected child abuse. Sometimes the Social Workers can be abrasive, just let them know that you haven't done this before and they tend to be more gentle. The worker will ask for a description of the reported event(s) and some identifying information (yours, the student(s), and the reported perpetrator, as well as the parent/guardian). They may ask you some other clarifying questions.

a. Ask the worker for his or her name and Worker Number. Write this information down.

b. Ask the worker if the report needs to be faxed or can just be mailed. In more urgent reports (where they are going to immediately investigate), the worker will want it faxed. You will need to ask for the fax number that they want the written report sent to.

Step Five: The end of the verbal report, you will need to complete the written report. The law mandates the written report be completed within 36 hours, but it should be completed immediately if possible.
The form can be found at:
https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?

You will fill out the form and sign it. If you need another sheet of paper to explain the events as they were reported to you, you may attach one. Just make sure that you check the associated box at the bottom indicating that you have an attached sheet. Make two copies: one for yourself and one for the Assistant Principal of Culture. This is a confidential document, as such, it should be placed in a sealed envelope and handed to the appropriate parties. The copy that you are keeping for yourself should be kept in a locked location.

You will mail the original written report and any associated documents (pictures, attendance sheets – if requested) to:

Alameda County Child Welfare Services
24100 Amador Street
Hayward, CA 94544

Alameda Social Services Main Fax: 510-780-8620

Step Six: The reporter (you) is not legally obligated to notify any family member

about the report. However, Lighthouse acknowledges the importance of maintaining open lines of communication with our families. This is a very sensitive topic and many people will have differing feelings about how to proceed next.

Officially, we ask that you consult with the Social Worker, to whom the report is made. Specifically ask, “Is there any reason why I cannot disclose to the family that this report has been made?” If the Social Worker specifically states that you may not share with the family, then we will not.

The Assistant Principal of Culture and Principal of the student will make the decision if parents/families/guardians will be notified. The Assistant Principal of Culture and Principal will also be responsible for making contact if that is the case.

SECTION FOUR

OTHER SAFETY PROTOCOLS AND PROCEDURES

LCPS Board Policy: LCPS Suspension and Expulsion Policy and Procedures

(Board Adopted: (09/2020; Amended August 3, 2021),

"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.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

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.

OVERALL VISION OF DISCIPLINE

The overall goal of discipline at Lighthouse K-8 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 the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lighthouse K-8'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 Lighthouse K-8 Student and Family Handbook will be made available on request.) 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.

SUSPENSION AND EXPULSION PROCEDURES

The Suspension and Expulsion Policy and Procedures have 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 Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. ThelanguagethatfollowscloselymirrorsthelanguageofEducationCodeSection48900etseq.The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. 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 this Policy, corporal punishment does not include an employee's use of force that is reasonable

and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee'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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/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 the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School 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 the Charter School 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.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

A. 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 anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any 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 the same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

- Stole or attempted to steal school property or private property, which includes but is not limited to,
  electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not
  limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets
  and betel. This section does not prohibit the use of a student's own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as
  defined in Health and Safety Code Section 11014.5.
- For grades 9 - 12 only: Disrupted school activities or otherwise willfully defied the valid authority of
  supervisors, teachers, administrators, other school officials, or other school personnel engaged in the
  performance of their duties.
- Knowingly received stolen school property or private property, which includes but is not limited to,
  electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical
  properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or
  retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method
  of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- Made terrorist 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 their own safety or for their 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 their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any grades 4-12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- 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 provision shall apply to students in any of grades 5 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

    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 student

or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

c) Causing a reasonable student to experience substantial interference with their academic performance.

d) Causing a reasonable student to experience substantial interference with their 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 schoolsite, 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 as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile

using the likeness or attributes of an actual student other than the student who created the false profile

c) An act of cyber sexual bullying.

i. For purposes of this policy, "cyber sexual bullying" means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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 policy, "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.

- A student 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, except that a student 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)-(b).
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal
  Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- 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 intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any 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 controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not
  limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to,
  electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not

limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets
and betel. This section does not prohibit the use of a student's own prescription products by a student.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as
  defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to,
  electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical
  properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or
  retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method
  of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their 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 their immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 5 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- 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 provision shall apply to students in any of grades 5 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii) Causing a reasonable student to experience substantial interference with their academic performance.
iv) Causing a reasonable student to experience substantial interference with their 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 message, text, sound, or image.

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

a) 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 as listed in subparagraph (1) above. b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c) 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

An act of cyber sexual bullying.

a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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.
b) For purposes of this policy, "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.

- A student 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, except that a student 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 (3)(a)-(b).
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for when it is determined pursuant to the procedures below that the student:

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

b. Brandished a knife at another person.

c. Unlawfully sold a 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 Penal

Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

● The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

● 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 any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.
C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:
1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee. The conference may be omitted if the Principal, CEO, 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.
2. Notice to Parents/Guardians
At the time of the suspension, an administrator 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(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the 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.
3. Suspension Time Limits/Recommendation for 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, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student 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 student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process;

or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board 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.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, CEO, or

designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's
   status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on
   the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of 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 that shall be examined only by the Charter School 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 student.

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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in

which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

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

student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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 expelled student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of

Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student
   seeks to enroll in the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

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

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students 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. 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 expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent,

guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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 of 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/504 Plan, 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:

- 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;
- 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
- Return the child to the placement from which the child was removed, unless the parent/guardian 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/guardian, 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 failure to implement the IEP/504 Plan, 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/guardian 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/guardian 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, CEO, 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;

- 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
- 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 IDEIA and who has violated the Charter School'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:

- 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.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern
  of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of Dangerous Pupil Policy

Lighthouse Community Public Schools (LCPS) desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

The Chief Executive Officer or designee shall inform the teacher(s) of each student enrolled in their class(es) who, during the previous three school years, has engaged in, or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process, as further identified in Education Code Section 49079. This information shall be based upon records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Chief Executive Officer or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201). Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Gun-Free School Zone

LCPS is committed to maintaining a safe and secure environment for students, staff, parents, and community members. Consistent with the Gun-Free School Zone Act, possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds (Penal Code 626.9, 626.10). Possession of unauthorized weapons, including, but not limited to, dirks, daggers, ice picks, and knives is also prohibited on school grounds.

In furtherance of maintaining a safe and secure environment, it is the policy of the Board that the possession, display, and/or use of firearms is strictly prohibited at any school-related or school- sponsored activity or on LCPS property including, but not necessarily limited to, school campuses, school buses, LCPS vehicles, and LCPS offices, unless such firearms are permitted pursuant to applicable law. Consistent

with this policy, individuals who possess a valid Carry Concealed Weapon (CCW) license are prohibited from possession, display, and/or use of firearms while on school grounds or at school activities unless otherwise permitted by applicable law.

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

(Board Adopted: August 7, 2024)

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Lighthouse Community Public School ("LCPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, LCPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. LCPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether

perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom LCPS does business, and all acts of LCPS' Board of Directors ("Board") in enacting policies and procedures that govern LCPS.

LCPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

· Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
· Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.

· Causing a reasonable student to experience a substantial interference with the student's academic performance.
· Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges

provided by LCPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, 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 message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:

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 as listed in the definition of "bullying," above.
Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

An act of "Cyber sexual bullying" including, but not limited to:
o The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 definition of "bullying," 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.

o “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.

● Notwithstanding the definitions of “bullying” and “electronic act” 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.

Bullying and Cyberbullying Prevention Procedures

LCPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

LCPS advises students:

· To never share passwords, personal data, or private photos online.
· To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

· That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
· To consider how it would feel receiving such comments before making comments about others online.

LCPS informs its employees, students, and parents/guardians of LCPS’s policies regarding the use of technology in and out of the classroom. LCPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

LCPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. LCPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at LCPS and encourages

students to practice compassion and respect each other.

LCPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and

immigration status) and about the negative impact of bullying other students based on protected characteristics.

LCPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

LCPS informs LCPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

LCPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other LCPS employees who have regular interaction with students.

LCPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

LCPS also informs certificated employees about the groups of students determined by LCPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school

and community resources related to the support of these groups. These groups include but are not limited to:

· Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
· Students with physical or learning disabilities.

LCPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for LCPS's students.

Complaint Procedures

Scope of the Complaint Procedures

LCPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

· Are written and signed;
· Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

· Submitted to the LCPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

LCPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of LCPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of LCPS's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Chief Officer (or the Secretary of the Board if the complaint is against the Chief Executive Officer) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and LCPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Executive Officer, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

LCPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by LCPS on a case-by-case basis.

LCPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or

lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Chief Executive Officer or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Chief Executive Officer or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Chief Executive Officer or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Chief Executive Officer, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at LCPS will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from LCPS or termination of employment.

Right of Appeal

Should a complainant find LCPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of LCPS's decision or resolution, submit a written appeal to the Chair of the LCPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____
Date: _____
Email:_____

Address: _____

Date of Alleged Incident(s): _____ Name of Person(s) you have a complaint against: _____ List any witnesses that were present: _____ Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):
_____

_____

_____

_____

_____

_____

_____

I hereby authorize LCPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____
Signature of Complainant:_____
Print Name: _____

To be completed by LCPS:

Received by: _____
Date: _____
Follow up Meeting with Complainant held on: _____

Tobacco Free School Policy

(Adopted December 1, 2021), español abajo

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Lighthouse Community Public Schools ("LCPS" or the "Charter School") provides instructional programs designed to discourage students from using tobacco products. The LCPS Governing Board ("Board") recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of LCPS to provide a healthy environment for students and staff.

LCPS employees are expected to serve as models for good health practices that are consistent with these instructional programs.

In the best interest of students, employees, and the general public, the LCPS's Board therefore prohibits the use of tobacco products at all times on LCPS property and in LCPS vehicles. This prohibition applies to all employees, students, visitors, and other persons at the Charter School or at a Charter School-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from LCPS. It also applies to any student while under the supervision and control of Charter School employees.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This Policy does not prohibit the use or possession of prescription products, nicotine patches, nicotine gum or a nicotine replacement product or cessation aids that have been approved by the United States Food and Drug Administration.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related

product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this

Policy is prohibited.

The Chief Executive Officer or designee shall inform students, parents/guardians, employees, and the public about this Policy. All individuals on LCPS's premises share in the responsibility of adhering to this Policy. Additionally, LCPS will post signs stating "Tobacco use is prohibited" prominently at all entrances to Charter School property.

The Chief Executive Officer or designee shall maintain a list of clinics and community resources that may assist employees who wish to stop using tobacco products.

The Chief Executive Officer or designee may disseminate this information through school web sites, student and parent handbooks, and/or other appropriate methods of communication.

Appropriate Charter School officials will monitor LCPS property and facilities for compliance with this Board Policy. The Chief Executive Officer shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance.

Any LCPS employee or student who violates this Policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Any other person who violates this Tobacco-Free Schools Policy shall be informed of this Policy and asked to refrain from smoking. If the person fails to comply with this request, the Chief Executive Officer or designee may:

1. Direct the person to leave school property.
2. Request local law enforcement assistance in removing the person from the Charter School premises.
3. If the person repeatedly violates the Tobacco-Free Schools Policy, prohibit him/her from entering Charter School property for a specified period of time.

The Chief Executive Officer or designee shall not be required to physically eject a non-employee or non-student who is smoking or to request that the non-employee or non-student refrain from smoking under circumstances involving a risk of physical harm to the Charter School or any employee.

SAFE INGRESS AND EGRESS PROCEDURES

Before-School Procedures

Students and Parents:

As students arrive on campus each morning, campus staff are strategically placed on campus to monitor student behavior. Students are encouraged to arrive to school with time to get settled and eat breakfast before classes begin promptly at 8:30 am. Students should not be dropped off prior to 7:30am. If there are special circumstances requiring an earlier drop-off, arrangements should be made in advance with the student's teacher.

The following rules should be observed when dropping off a student(s):

- All students must be dropped off on campus grounds through the drop-off area. Please avoid leaving students outside of school grounds before 8:00am.
- Do not park in our parking lot which is reserved only for school staff.
- If you choose to park your vehicle and walk your student into school, please park only on authorized sidewalks and do not block the entrances/exits of nearby residents/businesses.
- ALWAYS use the designated crosswalk and follow our staff's directions.

Students who arrive after the starting time of school must report directly to the office. For more information, please see LCPS's Attendance Policy in our Family handbook.

Staff

Staff can park in our staff parking lot and access campus as early as 7:30am.

Closed Campus

LCPS has a closed-campus policy. Students are not permitted to leave campus during the school day unless they are picked up by a parent or designated emergency contact or unless it is for another designated school activity. Leaving campus without permission is considered a serious infraction with legal and safety implications. Consequences are decided on a case-by-case basis by school administration consistent with the school's discipline policy.

After-School Procedures

Students and Parents:
When students are dismissed at the end of the school day, campus staff are assigned to supervise dismissal to ensure that students either travel to afterschool activities or leave campus in a safe and orderly manner.

At 3:15pm (1:30 on Wednesday), all students will be in front of the school by grade level/class for pick-up. [All students will be in front of the school by grade level/class for pick-up at the following times:

- Elementary and Middle School (K-8): 3:15 pm
- High School (Grades 9-11): 4:00 pm

The following rules should be observed when picking up a student(s):

- Do not park in our loading area in our parking lot.
- Do not double park as parents await for students to come out.
- Please circle the school if your student/class has yet to be brought out to the pick-up area.
- Proceed through the pick-up area in a counter-clockwise direction.
- Students should not enter a double parked vehicle.
- ALWAYS use the designated crosswalk and follow the crossing guard's directions.
- If someone other than a parent/guardian is picking up a student, please call the office ahead of time so that staff is aware and can inform your student.

Campus Visitor Procedures

To maintain a safe and secure environment, all parents/guardians, volunteers, and other visitors are required to check in at the office upon arrival, obtain and wear a visitor's badge, and return to the office upon departure.

Reporting of Dangerous, Violent, or Unlawful Activity

Lighthouse takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of Lighthouse's extended community learns of any dangerous, violent, or unlawful activity that they believe

has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Director of Human Resources and Director of Operations.

A report can be sent by a legible written note, by email, or by telephone to the following: Monica Anthony monica.anthony@lighthousecharter.org and Belen Orozco belen.orozco@lighthousecharter.org . Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Lighthouse shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. In some circumstances, reports will warrant triggering of emergency response procedures set forth in this safety plan. The investigatory response taken by the school and actions taken will be logged as well.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

a. All employees will be trained to recognize the following signs of an opioid overdose:
    - Unconsciousness or inability to awaken;
    - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
    - Fingernails or lips turning blue/purple.
b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
    - Calling the person's name;
    - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel,

if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

a. Rescue breathing for adults involves the following steps:
    - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
    - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
    - Place your mouth over the person's mouth to make a seal and give two slow breaths.
    - Watch for the person's chest (but not the stomach) to rise.
    - Follow up with one breath every 5 seconds.
b. Chest compressions for adults involve the following steps:
    - Place the person on his or her back.
    - Press hard and fast on the center of the chest.
    - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
DO administer naloxone and utilize a second dose if no response to the first dose.
DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
DO stay with the person and keep them warm.
DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
DON'T inject the person with any substance. The only safe and appropriate treatment is naloxone.
DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.
NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name_____ Position_____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

First Aid CPR AED Triage (Received within past ____ years?)
Firefighting Nurse Doctor/Dentist Other medical **_____**
Physical Fitness
Emergency/Management Search & Rescue
Bi/Multilingual, what language(s) _____
Construction Mechanical Ability Structural Engineering
Electrician Utilities HVAC Plumber
Heavy Equipment Operator What type:_____
Truck/Bus Driver
Food Preparation Cooking for Large Numbers of People
Shelter Management Child Care Counseling Crisis Intervention
Survival Training and Techniques
Ham Radio CB Radio Licensed Yes No
Camping Experience
Journalism Shorthand Clerical Computer
Military Reservist Law Enforcement Security
Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency:
_____
_____
_____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? Yes No
If yes, please list that which could be used in an emergency at the school:
_____
_____
_____

What would make you feel more prepared during a disaster while you were at the school?
_____
_____
_____

Additional Comments: _____
_____
_____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ___/____/____ Time: (24:00 Hours):____:____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	□	□	□	□	_____
Natural Gas Lines and	□	□	□	□	_____
Water Heater/Boiler	□	□	□	□	_____
Water	□	□	□	□	_____
Sewer	□	□	□	□	_____
Phone	□	□	□	□	_____
Hazardous Materials Custodial chemicals	□	□	□	□	Type/Quantity spilled or leaking: _____
Lab chemicals	□	□	□	□	Type/Quantity spilled or leaking: _____
Asbestos	□	□	□	□	_____
Lead	□	□	□	□	_____
Physical Hazards Sink Holes	□	□	□	□	_____
Construction Areas	□	□	□	□	_____
Damaged Bld. Materials	□	□	□	□	_____
Broken Glass	□	□	□	□	_____

Building or room safe for reoccupancy □

Building or room closed due to hazardous condition □

The following corrective measures need to be completed prior to reoccupancy:

_____

_____

_____

_____

APPENDIX C

# INCIDENT ACTION PLAN	School: Incident Name:
Date Prepared: Time Prepared:	Prepared by:

Map Sketch – ***Draw a simple map of the incident and surrounding areas***

Current Organization – ***List the positions that have been activated***

Position	Name Assigned	Position	Name Assigned
Incident Commander	Ops Manager, DoO, Principal, AP	**Crisis Intervention**	Director of Student Services/ Lead Counselor
Public Information	CEO	**Situation Analysis**	Ops Manager, DoO
Safety/Security	Director of Finance	**Documentation**	Office Managers
School Liaison	CAO	**Supplies/Distribution**	Office Managers
Search and Rescue	Assistant Principal of Culture	**Transportation**	Ops Managaer
First Aid/Medical	Office Managers	**Personnel**	Human Resource Team
Fire Suppression/HazMat	Family Engagement / ASP coordinator	**Facilities**	Ops Manager, DOO, CEO
Damage Assessment/Utilities	Director of Finance	**Compensation/Claims**	Director of Finance
Student Release/Reunion	Office Managers	**Purchasing/Procurement**	Billing department
Assembly Area/Shelter	Office Managers	**Timekeeping**	Billing department/IT lead

APPENDIX C cont.'

INCIDENT ACTION PLAN

Current Objectives: ***List of overall objectives to be conducted to stabilize incident. Objectives should be SMART; Specific, Measurable, Achievable, Relevant, Time Oriented.***

Current Actions: ***Summary of current actions being taken or already achieved.***

Resources Summary

Needed	*Type*	*Assignment*	*On Scene/ETA*

Safety Message:

Attachments: ✓ if attached ***Weather Forecast:***

❑ Situation Reports	❑ Medical Plan	❑ Traffic/Staging Area Map
❑ Communications	❑	❑ _____

APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

Time IN	Print Name/SIGNATURE	Time OUT	Section/Position Assigned	Follow Up Contact Info
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____Date _____Time_____

Condition of Students, Staff and Visitors

_____ All Accounted For _____ No Injuries

_____ No immediate help required _____ Missing (number)
_____Trapped in Building: (number) _____ Injured (number)

Names

_____ _____
_____ _____
_____ _____
_____ _____

Condition of School Building and Grounds
e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

_____ _____
_____ _____
_____ _____
_____ _____

Condition of Neighborhood
e.g.: fallen power lines, debris-cluttered streets, etc.

_____ _____
_____ _____
_____ _____

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
____ Water ____ Food _____ Blankets ____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
STEP 3: Send runner to retrieve student and bring to the reunification area.

<table>
<tr><td colspan="2">STUDENT:</td><td>GRADE:</td><td>FOR STAFF USE</td></tr>
<tr><td colspan="2">TEACHER:</td><td>DATE/TIME:</td><td>PHOTO ID VERIFIED BY:</td></tr>
<tr><td colspan="3">REQUESTED BY:
Print Name</td><td>AUTHORIZED ON EMERGENCY CARD?
☐ YES ☐ NO</td></tr>
<tr><td colspan="3" rowspan="2">I assume custody of the named above as a parent, guardian or authorized adult. (circle one).

Signature</td><td>MEDICAL NEEDS?</td></tr>
<tr><td>STUDENT STATUS (check one)
☐ Released ☐ Custody Issues
☐ Absent ☐ Medical/First Aid
☐ Missing ☐ Deceased
☐ Other: _____</td></tr>
<tr><td colspan="2">DESTINATION:</td><td>PHONE:</td><td>NOTES:</td></tr>
<tr><td colspan="3">ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES ☐ NO ☐

If YES, Name(s):</td><td>TIME OF RELEASE:</td></tr>
</table>

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
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Print Name</td><td>AUTHORIZED ON EMERGENCY CARD?

☐ YES ☐ NO</td></tr>
<tr><td colspan="2" rowspan="2">I assume custody of the named above as a parent, guardian or authorized adult. (circle one).

Signature</td><td>MEDICAL NEEDS?</td></tr>
<tr><td>STUDENT STATUS (check one)

☐ Released ☐ Custody Issues
☐ Absent ☐ Medical/First Aid
☐ Missing ☐ Deceased

☐ Other: _____</td></tr>
<tr><td>DESTINATION:</td><td>PHONE:</td><td>NOTES:</td></tr>
<tr><td colspan="2">ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES ☐ NO ☐

If YES, Name(s):</td><td>TIME OF RELEASE:</td></tr>
</table>

APPENDIX G

Student Release Log **Page No. _____**

Student Name	Date/Time Released	Signature of Parent/Guardian

APPENDIX H

Staff Trained in CPR and First Aid

Name	Contact Info.	First Aid Certificate Expiration Date	CPR Certificate Expiration Date

APPENDIX I

Medical Treatment Log **Date: _____**

Patient Name	Time:	Description of Treatment	Triage Category	Initials

APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ **Date**: _____

- ❑ **Drills/Exercises** [check one]: ☐ **Actual Incident response** [check one]:
- ❑ Earthquake
- ❑ Fire
- ❑ Lockdown
- ❑ Evacuation
- ❑ Flood
- ❑ Other (specify):_____
- ❑ Table-Top
- ❑ Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

Timeline of events: Provide a detailed outline or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory — *Food/Water*

Food Item	Recommended Quantity
Dried fruits/snacks/ trail mix	20 lbs.
Canned meats	60 cans
Canned fruits	60 cans
Canned vegetables	20 cans
Crackers	2 cases
Canned fruit juice	2 cases
Coffee, tea, drink mixes – instant type	2 cases
Energy bars – granola, protein, etc.	2 cases
Freeze-dried meals	2 cases
Peanut butter/jelly – large	20 jars each
Ready to eat soups and meals	2 cases
Staples – sugar, salt, pepper, etc.	10 packages
Food for persons on special diets; allergies, diabetic, etc.	As needed

Water	Recommended Quantity
Drinking water – based on 2 quarts per person per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

Emergency Supplies	*Assembly/Shelter*
Item	**Recommended Quantity**
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages (100 count)
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knifes	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment	*First Aid Unit*
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

Emergency Supplies	*First Aid*

Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1" and 2" widths	4 boxes each
Adhesive tape – 1" width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2" and 4" disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1" and 2" width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____School, Address _____, of County, _____ California and, Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:
1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

_____ **CHARTER SCHOOL**

By: _____ By: _____
Authorized representative/position Authorized representative/position

Date: _____ Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE Date: _____

Release #: 001 Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE……At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site. Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

STUDENT DEATH

Dear Parents,
Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:
FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

APPENDIX N

POSITION ACTIVITY LOG

POSITION: **LOCATION:** **SECTION/TEAM LEADER:** **TIME:** **INCIDENT, MESSAGES,** **NOTES:** **ACTION TAKEN:**		
SECTION/TEAM LEADER: **TIME:** **INITIALS:**		

Completed by:		**Position Title:**	**Date:**

LIGHTHOUSE
Community Public Schools

Instructional Continuity Plan
For Site-Based Schools

Board Adopted: June 4, 2025

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INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Lighthouse Community Public Schools ("LCPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how "LCPS" will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

"Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

"In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.

"Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.

"Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, text, online classroom postings, Zoom, and ParentSquare.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification LCPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;

- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;

- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;

- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;

- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to LCPS' Independent Study Policy and procedures; and

- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:
    - Laptops, hot spots and instructional materials will be made available for pick up either at school site (if accessible), at LCPS Shared Services office, or at neighboring community location that is accessible as soon as practicable but to ensure students have these materials and

    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided with packets and written materials to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or

- If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another LCPS school site should it be available and operating in-person[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

LCPS' communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and LCPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Schoology;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. ParentSquare, email or text message);
- The Charter School's website and ParentSquare will:
    - Identify whether instruction is in-person, remote, or hybrid;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's Schoology platform, and when in-person instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every week at minimum but more frequently if possible.

TECHNOLOGY

LCPS annually surveys its families to determine which students will need a laptop computer and an

[1] When a student is temporarily reassigned to another LEA outside of the school district in which the student's parent(s) or guardian resides, then, notwithstanding any other law, that student shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the student pursuant to this ICP.

internet hotpot during a school closure. With this information, the Charter School has purchased and stockpiled extra devices for distribution and to replace damaged or destroyed equipment.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked annually to sign an independent study agreement during the start of the school year every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Schoology or other learning management systems, or curriculum-based assessments within the platforms.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: MAP NWEA Growth, mClass DIBELS, or the Smarter Balanced Assessment systems.

Each student and their parent/guardian will receive confidential results of the above assessments through teacher meetings such as SLCs, parentsquare, email, or possibly by mail.

Academic Support

Students demonstrating the needs for additional support will be contacted by LCPS Senior Director of Special Education and Specialized Programs, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Senior Director of Special Education and Specialized Programs will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to Senior Director of Special Education and Specialized Programs at erin.wesseldine@lighthousecharter.org.

The District MTSS Coordinator at ha-yovel.yisrael@lighthousecharter.org or the Senior Director of Special Education and Specialized Programs, will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to theThe MTSS Coordinator at ha-yovel.yisrael@lighthousecharter.org.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Director of Elementary & Early Literacy will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to Director of Elementary & Early Literacy at aisha.ford@lighthousecharter.org

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Director of Student Services at Giselle.Hendrie@lighthousecharter.org for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

LCPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: As soon as practicable, LCPS counseling team will contact all students receiving services and will make arrangements as practicable for remote or in-person counseling services or provide referrals to alternative counseling services if the school is unable to provide them due to the nature of the emergency or staffing issues therein.

Available in the Community:

- Families can access a variety of services and resources for mental health and wellbeing as well as community assistance through the resources found on our website at: https://lighthousecharter.org/oakland-public-school-top/students-families-childcare-clothing-health-legal-clinic-services-dental-lighthouse-and-lodestar-offer-resources-in-east-oakland/

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school meals will be provided through the following methods:

- Bulk delivery or provision of meals at a safe location for meal distribution or an alternative site for families to pick up
- Should LCPS be unable to provide meal service due to the nature of the disaster, families can consider accessing additional food service resources from the list provided on our website at: https://lighthousecharter.org/oakland-public-school-top/students-families-childcare-clothing-heal

th-legal-clinic-services-dental-lighthouse-and-lodestar-offer-resources-in-east-oakland/

Alternative Sources of Electricity & Internet

If power and internet is lost in only a minority of areas, the Charter School will contract with current internet and wifi partners to provide mobile electricity and internet access to reduce interruptions to student learning in affected areas.

After School Care & Child Care Services

If after school care is interrupted, the Charter School will provide after care and/or child care services, if available, at an alterate facility where in-person school is taking place. This may be at a nearby community center or another school within LCPS, if space and availability permit the operation of after care or child care services.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Kitchens up and running for meals

LIGHTHOUSE Community Public Schools

Family Handbook 2025-2026 Grades TK-12

Essential Information for Parents and Guardians

WHERE OAKLAND SHINES

Lodestar ✸ 701 105th Ave, Oakland, CA 94603 ✸ **K-5** (510) 775-0255 **6-12** (510) 775-0382
Lighthouse ✸ 444 Hegenberger Ave, Oakland, CA 94603 ✸ **K-5** (510) 562-8801 **6-12** (510) 562-8225
LCPS Offices ✸ 433 Hegenberger Ave, Suite 201, Oakland, CA 94603

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LCPS Vision

LCPS 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 world.

LCPS Mission

The mission of Lighthouse Community Public Schools is to prepare a diverse, K-12th grade student population for college and the career of their choice by equipping each child and youth with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learners.

LCPS Core Values

As members of the Lighthouse Community Public Schools community, we hold these values for ourselves and all community members.

- **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 character traits that support all students in becoming college and career ready.

LCPS graduates are:

Purposeful and Self-Aware:

- Develop and take pride in identities
- Cultivate interests and career objectives
- Set, monitor, and achieve goals

Academically Proficient:

- Demonstrate disciplinary literacy
- Produce high-quality work
- Persist in solving authentic problems

Committed to Service and Justice:

- Advocate for self and others
- Demonstrate leadership
- Interrupt privilege and the status quo

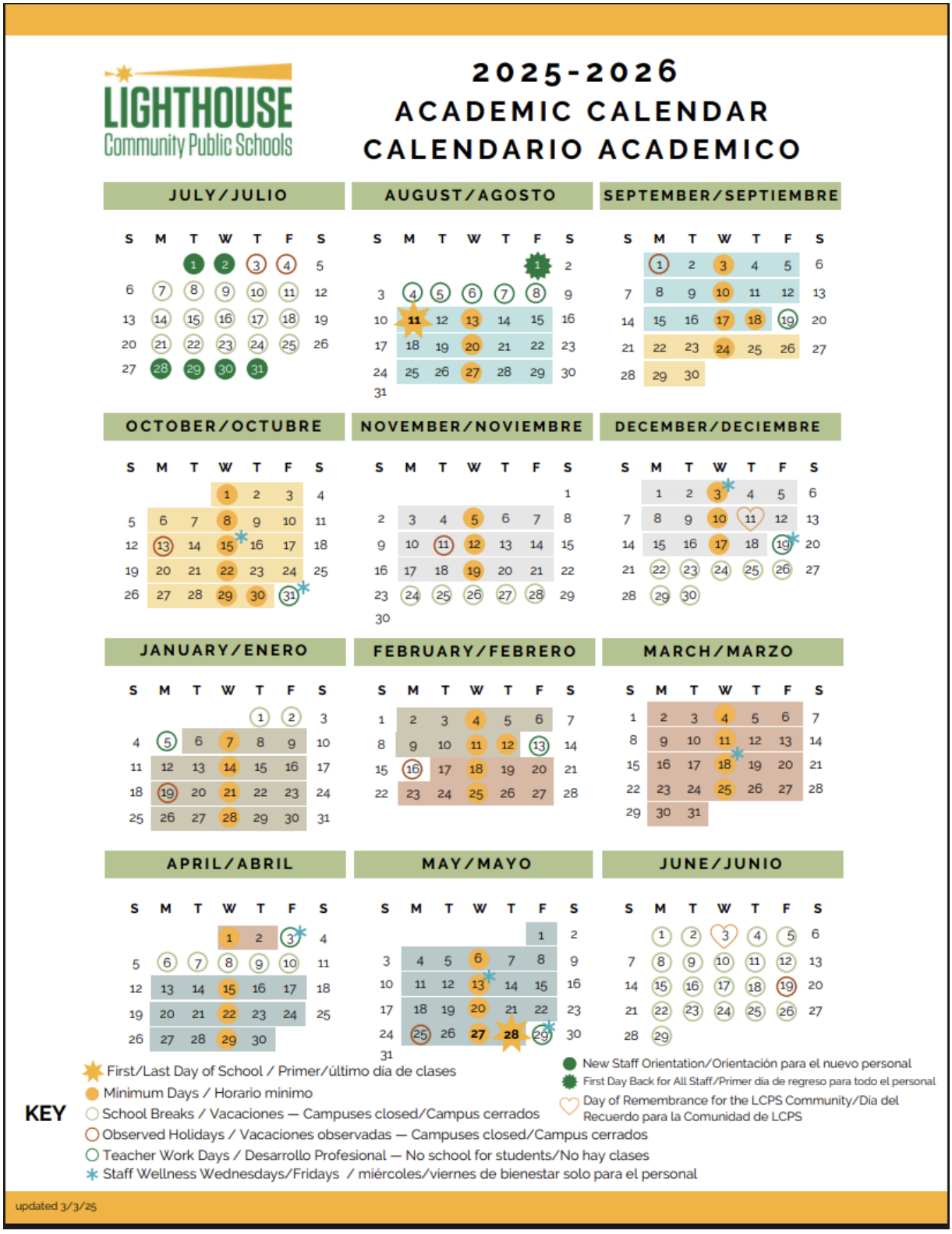
Relationship Builders:

- Show empathy and resolve conflicts
- Collaborate effectively with diverse people
- Develop and maintain physical and emotional health

Independent Lifelong Learners:

- Use agency to lead own learning
- Reflect and seek feedback
- Demonstrate stamina and persistence

School Calendar and Bell Schedule



School Bell Schedule

Lighthouse	Lodestar
M, T, Th, F ● K-5: 8:30-3:30 ● 6-12: 8:30-3:45 **Wednesday (Minimum Day for Students)** ● 8:30-1:30	**M, T, Th, F** ● K-5: 8:30-3:30 ● 6-12: 8:30-3:45 **Wednesday (Minimum Day for Students)** ● 8:30-1:30
Supervision before and after school: ● Students may be dropped off as early as 7:30am and will be supervised until 4pm (2pm Wed)	**Supervision before and after school:** ● Students may be dropped off as early as 7:30am and will be supervised until 4pm (2pm Wed)
After School Program (For enrolled students) **M, T, Th, F:** ● 3:30-6:00 **Wednesday** ● 1:30-6:30	**After School Program (For enrolled students)** **M, T, Th, F:** ● 3:30-6:00 **Wednesday** ● 1:30-6:30

Respecting Dismissal Times/Early Dismissal Policy

Unless your child has an appointment or is ill, please do not take your child out of school early. Leaving school early may be disruptive to your child's learning.

If your student must leave school early, the parent/guardian must sign the student out at the front desk. Students will only be released to the parent/guardian and to adults identified by the parent/guardian on their emergency release list. If there is any change to the emergency list, please contact the front desk to notify them of the adjustments.

Students in grades 7-12, inclusive, may be released for confidential medical services, but require the permission of an LCPS adult. Parent permission is not required, please see our Attendance Policy for further information on our website.

Your Child's Team

At LCPS we want you to feel safe, heard, and important. As such, please know that we have an open-door policy and feel free to contact any of us at any time, translation is available - no matter how big or small the reason!

Whenever you have a concern about your child, your **crew leader** is your primary point of contact because they interact with your child on a daily basis and know them best. If there is a need for further help regarding behavior/social/emotional matters the Assistant Principal of Culture is available to assist you. If there is a need for further help regarding academic matters, the Assistant Principal of Instruction is available to assist you.

This structure is set up so that most concerns can be solved by the teachers, crew leaders, or the Assistant Principals. If there is a serious concern, and no proper action has been taken either by the teacher/crew leader or the Assistant Principals, then please reach out to your Principal.

LCPS Family Student Resolution Flowchart

At LCPS we strive to create an environment in which all people feel safe, respected, bring their authentic selves, and thrive. Our approach to resolving problems and conflicts is rooted in our desire to intentionally build and maintain a restorative and responsive school community that supports character and community development. It is our goal to resolve most family concerns within seven (7) business days of being reported, unless otherwise stated within the applicable policy.

Concerns should be elevated first at the school sites -- the staff, teachers, and admin working at the site know your student best and are best equipped to support them. You can share your concern by phone, text, or email; you may also schedule a meeting with the appropriate staff member for Step 1.

Step 1.	**Teacher, Crew Leader or ASP Teacher** To resolve complaints or concerns relating to student learning or behavioral matters, including specific student incidents that take place in the teacher's class.	**Assistant Principal of Culture** To resolve complaints or concerns relating to complex student issues; To resolve concerns or complaints relating to staff members, school policy, school management or extremely complex student issues.
Step 2.	**Assistant Principal of Instruction or Principal** If the concern is not successfully resolved in Step 1 within 72 hours, staff or family should escalate the concern to the Assistant Principal. If needed, the Assistant Principal will escalate the concern directly to the Principal. The Director of Student Services will also be informed about the concern by the Assistant Principal or Principal.	
Step 3.	**Director of Student Services/Senior Director of Teaching and Learning** **aisha.ford@lighthousecharter.org** If the concern is not successfully resolved in Step 2, the family or admin will escalate the concern to the Senior Director of Teaching and Learningr (for Academic Concerns and some other concerns) or the Director of Student Services (for other concerns), who may determine if the complaint is related to LCPS' Title IX Policy Prohibiting Discrimination on the Basis of Sex, Harassment, Intimidation, Discrimination, and Bullying Policy, the Uniform Complaint Policy and Procedures, or a different complaint policy, and will inform the complainant which policy LCPS will follow in response to the complaint.	

Step 4.	**Ombudsman (Chief of Staff)** Chief of Staff: megan.bacigalupi@lighthousecharter.org If your concern is not successfully addressed, in Step 3, you may elevate your concern to our LCPS Ombudsperson, Chief of Staff, Megan Bacigalupi. Should a complaint require input from the LCPS Board of Directors, a resolution will be communicated to the family after the board is able to meet. *megan.bacigalupi@lighthousecharter.org*

If the AP of Culture, Assistant Principals, and Principal are unavailable, feel free to reach out to the front desk to schedule an appointment.

YOUR ADMINISTRATIVE TEAM

Please refer to contact information on our website: lighthousecharter.org.

2025-2026 TK & Kindergarten Gentle Start

In order to best help our youngest students adjust to school, TK and Kindergarten will start the school year with a "Gentle Start."

- **Early Dismissal Transitional Kindergarten** Transitional Kindergarteners will leave early the first two (2) weeks of school.
- **Early Dismissal Kindergarten** Kindergarteners will leave early the first week of school
- **Virtual Home Visits.** Crew leaders will connect with Kinder families to schedule a virtual home visit (Zoom, FaceTime) one afternoon during Gentle Start. The home visit is a great opportunity for your child and family to get to know their teachers.

Here is the schedule for Gentle Start for 2025-2026

Dates	Times	Details
Week 1 **August 11-15**	**Dismissal at 11:00 am for Transitional Kindergarten** **Dismissal at 1:30 pm for Kindergarten**	TK Student experience: ● Morning crew and classes. K Student experience: ● Morning crew and classes. ● Lunch and recess *(students eat school lunch or can bring in lunch from home)* ● 1 have an afternoon learning block. Students leave before Lunch & Recess. Students will have the option to grab a bag lunch to take home with them.
Week 2 **August 18-22**	**Dismissal at 1:30pm for Transitional Kindergarten**	TK Student experience: ● Morning crew and classes. ● Lunch and recess *(students eat school lunch or can bring in lunch from home)* ● 1 have an afternoon learning block. K Student experience: ● Full day Kindergarten ● After School Program (ASP) for students who are enrolled
Week 3	**Regular dismissal** **Lodestar: 3:15pm** **Lighthouse: 3:30pm**	Student experience: ● Full day Transitional Kindergarten ● After School Program (ASP) for students who are enrolled

	Or After School Program (ASP)	

In addition to the "Gentle Start," here are things you can do now to help prepare your TKer and kindergartner for this transition:

- **Practice how to dress.** Practicing the following skills will engender confidence, independence, and build their fine motor skills: tying shoes, fastening buttons, closing zippers, and fastening belts. If your child can not tie their shoes, please consider using shoes with Velcro or buckles.
- **Reinforce toileting skills**. This will help students gain confidence and independence with these life skills while at school.
- **Spend time with other children**. Your child will be required to take turns and share materials. The more time children spend with other children, the better prepared they will be for this activity in the classroom.
- **Speaking up when they need help.** Reinforce self-advocacy so that they can tell a teacher when they need help, have a question, or need to go to the bathroom.
- **Practice academic skills. :**
    - Point and say the name of all letters upper and lowercase
    - Point and say the name of all numbers 0-10.
    - Point and say the name of all shapes.
    - Say and write all the letters in their first name and identify the letters in their name.

Attendance Policies & Procedures

At LCPS, **every** day is an essential learning opportunity. Children who are absent for even one (1) day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. As a parent or guardian, you are obligated to send your child to school and plan vacations and absences for personal reasons to correspond with school holidays so that your child's education is not disrupted.

Success in school goes hand in hand with attendance:

- Starting in transitional kindergarten, absences can cause children to fall behind in school.
- Missing ten (10) percent (or about 17 days) can make it harder to learn to read.
- Students can still fall behind if they miss just 1-2 days every few weeks.
- Being late to school may lead to poor attendance.
- By 6th grade, students who are frequently absent are more likely to drop out of high school.
- Attending school regularly helps children feel better about school and themselves.
- Good attendance will help children do well in high school, college, and in their future career.

You can support your child by:

- Setting a regular bedtime and morning routine.
- Laying out clothes and packing backpacks the night before.
- Not letting your child stay home unless they are sick. Keep in mind complaints of a stomach ache or headache may be signs of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.
- Ask for and complete any work missed during absences.

You can help your teen stay engaged by:

- Finding out if your child feels engaged in their classes and feels safe; ensure they are not missing class because of behavioral issues.
- Staying on top of academic progress and seeking help from teachers if necessary.
- Staying on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encouraging meaningful after school activities, including sports and clubs.

Communicate with the school:

- Be sure you and your child understand LCPS's attendance policy on our website.
- Talk to teachers or your crew leader if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school staff, other parents, or community agencies if you're having trouble getting your child to school.

What to do in case of illness

When your child is sick with a communicable illness it is best for your child to stay home to rest and recover. This is especially important given the ongoing spread of COVID-19 in our community. Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has live head lice, that has not been treated(your child may attend school if they only have nits)
- Has a severe cough

Excused Absences

Excused absences are absences where a student is too ill to report to school, has a medical, chiropractic, optometric, dental appointment, a funeral, to access grief or victim services, is attending a naturalization ceremony, or has another obligation in alignment with LCPS's Attendance Policy for excused absences. **While excused absences are legally permissible, they still affect learning and should only be avoided when possible. Excused absences still count towards students being chronically absent.**

Verification of Absences

All absences require appropriate documentation. A parent/guardian must notify the school the **same day** of absence by telephone, letter, email, or in person. Please contact the school office to report an absence. If the school is not notified the same day, when a student returns to school, they must present a satisfactory explanation verifying the reason for the absence. The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary, while protecting the confidentiality of your child.

Appropriate documentation includes:

- Signed, written note from parent/guardian, parent representative.
- Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative.
- Visit to the student's home by the verifying employee.

- Healthcare provider verification.

If appropriate documentation is not provided, the absence will be considered unexcused (see below) and your child can be considered truant.

Tardies

Students who arrive at school after 8:30am are considered tardy. If a student is tardy, the student must report to the office. Tardies are only excused if a student has an acceptable reason for being late, please see the Attendance Policy on the website for excused absences All excused tardies require appropriate documentation, such as a note from a parent/guardian or healthcare provider. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies.

Chronic Absenteeism

Any student who is absent (Excused or Unexcused) for more than ten (10) percent of their days enrolled (17 days) is considered chronically absent. Chronic absence causes extended loss of instructional time. Extended loss of instructional time leads to students falling behind and possible retention. In a case where a student is in danger of being chronically absent, a meeting will be held with the School Attendance Review Team ("SART") to create a contract to improve student attendance. If absences continue to occur it may lead to involuntary removal and/or, the school will refer the parents to a LCPS School Attendance Review Board ("SARB") meeting where a plan will be developed. If that plan is not completed, the students will be recommended to LCPS Board for involuntary removal.

Truancy

In California, all children are required by law to attend school between the ages of six (6) and eighteen (18), and must have good attendance records as well. If the student is under the age of six (6), the school is still required to follow the same procedure. Three (3) Unexcused Absences and/or tardies more than thirty (3)0 minutes designate a student as truant. If a student becomes truant, it will generate a SART meeting to implement an attendance contract. Failure to meet expectations of attendance contract can lead involuntary removal and /or to a LCPS SARB Meeting where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

Unexcused Absences/or Tardies Over 30 Minutes	**Consequences**
One - Two	● Phone call home from the front desk, crew leader, or administrator.
Three (3) and Four (4) Unexcused Absence or Tardies Over 30 Minutes *Student will be officially designated as truant*	● First official truancy notice from the school. ● Phone call home from the front desk, crew leader, or administrator. ● Possible initiation of SART Process ○ *Family meeting with parent, student, and administrator to develop a support plan.*

Five (5) Unexcused Absences or Tardies Over 30 Minutes	● Second official truancy notice from the school and referral to SART Meeting ○ SART Meeting to Develop a Contract *Family meeting with Parents, Students, Principal, AP of Culture of Students, Teacher Crew Leader. Develop Attendance Contract.*
Ten (10) *Student in danger of chronic absenteeism.*	If a student is absent 10 consecutive days without communication and without a valid excuse the student will be in danger of involuntary disenrollment for breaking the SART contract.
Twenty (20)	● Student may be retained at their current grade level for the following year.

LCPS Approach to Discipline

At LCPS, 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. At the heart of student discipline and school norms are our LCPS Core Values. These are character traits that are 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.

Restorative Justice ("RJ")

At LCPS, we believe that community is created and must be fostered constantly. We use RJ as a tool to help nurture our community. The quote below speaks to its nature:

> *"Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive."*
>
> - *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates* by Lorraine Stutzman Amstutz and Judy H. Mullet

The intention of RJ 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. The goals of using RJ practices in our school are to:

- Build community.
- Understand any harm that was caused.
- Encourage empathy for the harmed and the harmer.
- Support a culture of accountability and responsibility using reflection and a collaborative plan to address the harm done.
- Listen to the needs of all involved and create supportive communication.
- Create shared agreements to move forward.

Common RJ phrases and practices

You may hear your students use some of the shared language of RJ from your child. The terms below are here to support your shared understanding, and are there for your use if you are asked to participate in RJ practices. This language helps us to separate the behavior or action from a judgment of an individual.

- **Harm**: Hurt caused to a person or to the community
- **Harmed**: Person who received the harm
- **Harmer:** Person who did the harm
- **Circle Keeper**: Person who facilitates a circle
- **Advocate**: Family/community members, students, staff listening/speaking in support of RJ
- **Circles/ Community Meetings***:* The purpose of circles and community meetings are to address current events or issues happening in our community. You may hear different types of circles mentioned, such as a "Harm Circle," "Community Circle" or a "Welcome Circle."

Parent/Guardian Role

As a parent/guardian you play a significant role in supporting your child's wellbeing and for helping us all create a collaborative, inclusive community. As an advocate for your child, you may be asked to participate in restorative circles. You may also be required to participate in student re-entry meetings or conferences regarding your child's behavior. We welcome these conferences as opportunities to support positive communication and work as a team to support your child.

Staff Role

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

The intention of RJ is to build community through getting to know each other, value one another, and 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.

LCPS Student Behavior Expectations

Common Behavior Support Practices (Level 1 & 2 Behaviors)

We know that students will need a variety of support in choosing behaviors that align with our school's core values. Students may struggle to meet community rules and norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the child or 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 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.
- Students will have time, when necessary, to reflect independently upon their behavior by taking a break inside the classroom space.
- Counselors or administrators may be called in to give students one-on-one support in the classroom when necessary to help students meet classroom expectations.

Common Behavior Support Practices (Level 3+ Behaviors)

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 are greatly inhibiting the learning of the other students, or
- the student's actions violate our suspension and expulsion policy.

In the cases where students are removed from a classroom, parent/guardian will be notified and a record of the incident will be documented for parent and teacher reference. Removal from the classroom for any length of time shall be used as a last resort, especially for students who have or may have a disability.

The Use of Consequences

In addition to repairing harm, there are times that consequences will be applied as well. 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 uses graffiti ("tags") the bathroom will clean up their tagging and spend an afternoon or more working with the janitorial staff to clean the building.

Referrals to AP of Culture

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. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until the student is picked up. If a child is asked to be picked up, this will count as a suspension. It is important to note that a student may be immediately suspended for certain/specific behaviors. See the **Suspension and Expulsion Policy and Procedures** for more information. Suspensions are administered by a school official.

Suspension and Expulsion Policy and Procedures

See **Appendix G** for a full explanation of policy as it is essential that parents/guardians understand these

policies.

Coordination of Services Team ("COST")

At LCPS teachers regularly assess students and monitor both growth and achievement against grade-level standards. Any student not making adequate progress will be supported through our intervention system. Interventions and supports always begin within the classroom. Students with significant needs may also be referred for intervention services outside the classroom including reading intervention, math intervention, after school intervention, centers, etc. In our model, interventions and the COST meetings are used to help get students services in order to succeed. The COST team meets regularly and continues to monitor the progress, update intervention plans as necessary, and to determine if a student should be referred for a special education assessment. Note that the COST process may not be used if a parent/guardian requests special education evaluation; LCPS will respond to parent/guardian requests for special education evaluation within fifteen (15) days. If you have any questions about intervention support, please reach out to your crew leader or to the Assistant Principal who oversees interventions.

Special Education and Students with Disabilities

LCPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Lighthouse provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado Charter Special Education Local Plan Area ("SELPA"). These services are available for special education students enrolled at LCPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. LCPS collaborates with parents, students, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, LCPS is responsible for identifying, locating, and evaluating children enrolled at LCPS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. LCPS shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Erin Wesseldine, Director of Special Education, at erin.wesseldine@lighthousecharter.org or 510-562-8801. Please see the Special Education policies on the website for more information.

Section 504

LCPS 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 subjected to discrimination under any program of LCPS. Any student who has disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations, services, and support to remove barriers and provide access to the educational environment.. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to their Principal or the Senior Director of Special Education. A copy of the Charter School's Section 504 policies and procedures is available on our website.

Student Retention Process

As part of the intervention and support process, students may be identified as candidates for retention. As soon as a student is meeting one (1) or more of the criteria for retention, the following steps must be

taken:

The student and parent/guardian will be notified of their current status. This notification will happen at the Student Led Conference meeting and written communication will be sent home at this time:

- The student and family will know which criteria qualify the student for retention.
- The student will create goals and strategies that directly address their current academic needs. At this time, a plan will be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks).
- The team will schedule a follow up meeting to measure progress toward these goals
- The teachers and team will collect and maintain both academic and social/emotional data on the student.
- Families of students who are possible candidates for retention should be informed no later than the January Student-led Conference meeting.

The final decision to retain a student will be discussed by a committee no later than May 15th including the student's teacher(s), the Principal, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Principal will consider input from teacher(s) and family of the student, in grades 1-8 the final decision to promote or retain will be made by the Principal.

Should the parent/guardian disagree with the school committee's recommendation, the parent/guardian may appeal the decision to LCPS' Director of Student Services. The Director of Student Services will convene the committee including the student's teacher(s), the Principal, and the student's parent/guardian to consider all input. In the event of an appeal, the Director of Student Services makes the final decision.

In Kindergarten, a recommendation for retention may be made by the Principal, but must be approved by the student's parent/guardian.

Family Engagement

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

Ways to support your child's success:

- Ensure that your child attends school every day, on time. Do not take vacations or plan extended absences during the school year.
- Create a quiet environment at home for studying and homework with no TV or other electronic devices (cellphones, tablets, game consoles, etc.).
- Read with your child each night. If your child is older, have a home reading time when everyone reads each night.
- Turn off the TV, computer, and cell phone and engage in family conversation.
- Monitor your child's homework. Check it and discuss it with your student daily.
- Let your child know that you believe in them, that getting smart will take hard work, and that you and the school are there to support them every step of the way in preparing for college.
- Come to all school meetings.
- Read all communications from the school.
- Stay in touch with your child's teachers.

- Carefully read and respond to your child's progress reports and report cards.
- Have a computer available for your child to use to do homework, research, etc. If you need access to a computer or the internet at home, please reach out to the Family Liaison.

Ways to deepen your involvement in the school

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

- Volunteer in your child's classroom or at the school (See Volunteer Policy)
- Attend our State of the School meetings
- Chaperone fieldwork trips
- Attend parent volunteer work days and special events
- Participate in all Family Events
- Join or participate in formal family leadership meetings, including School Site Council (SSC) meetings and English Learner Advisory Committee ('ELAC') meetings.
- Participate in parent workshops & trainings (ex: Mental Health workshops led by Clinica de la Raza, parent leadership with California Charter School Association, etc.)

Family Events

At LCPS, we have key events that we highly encourage all families to attend as partners. These events are connected to student learning and are as follows:

- Student-Led Conferences (SLCs)
- Back to School Night
- Expositions of Student Work
- End of Year Passages
- Community Meetings throughout the year

Family Surveys

Each year, we ask parents to take the California Healthy Kids Survey (CHKS) to inform us of how we are doing. If you have a concern, do not hesitate to contact your child's teacher or an administrator.

Fundraising

You can also have a meaningful impact in your student's life by giving a donation to LCPS. Donations are gratefully accepted, but not required to enroll in or attend a LCPS school. Your donations help pay for essential programs, There are two (2) main ways to donate:

- A monthly, recurring donation — you can sign up online at lighthousecharter.org to make a monthly donation in the amount of your choice.
- A one-time gift — please give your donation to a staff member at one of the front desks. Checks should be written to: Lighthouse Community Public Schools. Cash is accepted as well.
- Your donations are tax deductible as LCPS is organized as a Public Benefit Nonprofit Corporation

Please give in the way that is best for you. We are inviting all families who are able to give a minimum of $20 in the 2025-2026 school year. If everyone gives, it will make a big difference! For questions, email Director of Development Karen Fee: karen.fee@lighthousecharter.org.

Communication Methods for Families

There are several ways you can get information about what's happening at school.

Method	Purpose
Automated Phone Messages / Texts / Emails	You can enroll in your preferred method of communication through Parent Square, which is connected to our Aeries Student Information System. LCPS will send regular updates via your preferred method of communication.
Lighthouse Website	Information about upcoming events are available on our website at http://www.lighthousecharter.org.
Weekly Newsletter	Weekly Newsletters will be sent out via Parent Square by your school leaders. .
Translation Support	LCPS is responsible for providing interpretation services in a family's language. Staff members, professional interpreters, and trained students are used to provide interpretation. In order to request interpretation, please contact our front office staff. Parents may opt-out of having interpretation services provided by LCPS trained students. See opt-out disclosures below.
Front Office	If you have any questions about news, concerns, or any other needs, please feel free to speak to our front office staff.

LCPS Visitors and Volunteers

At LCPS, we believe that we can only achieve our mission of preparing students for college and a career of their choice with the support of our entire community. We welcome the helping hands of volunteers and community members and believe that everyone has something meaningful to contribute to our school. To that end, we have created a Visitor and Volunteer policy that both protects the safety of our students and school and promotes participation from all groups. We define a volunteer as someone who performs hours of service for civic, charitable, or humanitarian reasons without promise, expectation, or receipt of compensation. Volunteers may or may not be family members of students. A volunteer must be eighteen (18) years of age.

There are two (2) types of volunteers at LCPS: supervised and unsupervised. Supervised volunteers are those who remain in the same room as a LCPS faculty or staff member when working with students. (i.e. a classroom helper). An unsupervised volunteer is one that works one-on-one with students away from under the direct supervision of LCPS staff. (i.e. tutoring a student one-on-one) As a member of our educational team, we welcome suggestions and opinions of volunteers. However, it is the professional staff that is held responsible by law for decisions that are made regarding the instruction of students and the management of the school.

All volunteers must complete a volunteer registration form and comply with the volunteer guidelines. Forms are available at lighthousecharter.org.

Safety Requirements

1. All volunteers, regardless of your assignment, must fill out and submit a volunteer registration form.
2. All volunteers must submit proof of an up to date negative TB test.
3. Supervised volunteers do not need to conduct a fingerprinting background clearance with the Department of Justice and the Federal Bureau of Investigations. Unsupervised volunteers do.

Please see **the website** for full Volunteer Policy. Please reach out to our Family Engagement Coordinators for more information:

- Dr. Lehi Dickey: lehi.dickey@lighthousecharter.org
- Naborina Alonso: naborina.alonso@lighthousecharter.org

Lighthouse Dress Code (TK-12)

We believe that students should focus their energy and attention on their academic development and not on style or the clothes of their peers. Dress code is important to school safety since students are often outside of the school facility and students in uniform are easily recognized to all school community members. LCPS families should reach out to their school sites if they need any assistance or have questions about the dress code. The dress code is simple:

TK-8	
Top	**Lighthouse Shirt:** Solid Forest Green Polo-style shirt or T-shirt with the optional Lighthouse logo sold by Global School Wear. (Solid color, forest green shirts without the Lighthouse logo are also acceptable, but may not have any additional logo or writing) If any shirts are worn underneath, they must be black, white, green, or grey. Sweatshirts, jackets and sweaters worn in the building must be forest green as well.
Bottom	Khaki (cotton twill) pants, skirts or shorts.
Shoes	Rubber bottom, flat soled shoes. No flip flops or open toed shoes.

9-12	
Tops	**Shirt, Sweater, and Jackets**
	• All tops (shirts, sweatshirts, hoodies, jackets, etc.) must meet the dress code requirement. • Athletes may wear school approved jerseys and warm-ups on game days. • Students may wear **APPROVED** (by administration) crew shirts and sweatshirts.
Bottoms	**Pants/skirts** • No offensive patches, patterns, designs, or other lettering on clothing. • No pajamas, sport, jogger, or sweat pants. • No sagging. **Jeans:** Black jeans, blue denim, or grey jeans. **Distressed/ripped Jeans:** Ripped jeans are acceptable at school as long as they do not expose underwear, bare midriffs, abdomen, or buttocks. **Skirts or Shorts:** Students should be able to sit without exposing undergarments while wearing shorts, skirts, and dresses.

Footwear	**Shoes** ● Rubber bottom, flat-soled, closed toed shoes. ● No flip flops or open toed shoes, slides, house shoes, slippers.

Other Uniform and Dress Code Information:

- Students MAY NOT wear red or blue on campus (including shoes, accessories, etc.).
- All other clothing items are to be made of plain material and are not to have any words or decorations other than the optional printed school approved logo.
- The uniform must be worn throughout the school day and on campus - Students MAY NOT wear other clothing over their uniform. If a student is on campus, they should be in uniform.
- Changing clothes at school, unless for a school sponsored activity, is not allowed.
- No sweatpants, joggers, leggings, or sport pants.
- No headwear of any kind, including hats (unless outside for sun protection or for specified medical or religious purposes), headbands, and handkerchiefs for all genders.
- Coats or jackets worn outside do not need to be forest green.
- Label outerwear with student's name.

Fitness clothing options for middle school students:

- Top: any t-shirt or sweatshirt that is not red or blue and does not contain any inappropriate language or imagery
- Bottom: comfortable exercise pants (i.e. sweats, yoga pants, basketball shorts etc.). No jeans.
- Shoes: comfortable athletic shoes; no red or blue shoes

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

- Pants must be the appropriate size.
- Skirts and shorts must not be shorter than four (4) inches above the knee.
- Pants must be worn at the waist – no sagging.
- Shirts must fit appropriately - neither too small nor too big.

Teachers have the right to ask students to remove any external part of a student's outfit that is distracting or disruptive during class time.

If an LCPS staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described the following may occur:

1. The student may be asked to briefly leave class to change clothing to align with this dress code.

2. LCPS may confiscate items that violate the dress code and require a parent/guardian to pick them up at the end of the schoolday.

3. LCPS may notify the student's parents/guardians of the dress code violation(s).

4. LCPS may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

If parents find abiding by the school dress code is financially difficult, financial aid is available. Please contact an AP of Culture of Students if you need more information about dress code financial aid.

Purchasing Uniforms

Plain Dark Green Uniform Shirts and khaki pants, shorts and skirts can be purchased at the following retailers. Please ask school staff if you have questions about the dress code or uniform. Uniforms with logo are not mandatory, however, families do have the choice of uniform tops with our logo.

Store	Website	Color	Starting Prices
Bancroft Uniforms	www.bancroft-uniforms.com	Green	$13+ polo shirt /$23+ Khaki pants
Dennis Uniforms	www.dennisuniform.com	Dark Green	$16+ polo shirt/$24+ khaki pants $27+ sweater or hoodies
Old Navy	www.oldnavy.com	Plant Life	$10+ polo shirt/$20+ Khaki pants $13+ sweaters/$13+ Uniform vest
Walmart	www.walmart.com	Hunter Lodge / Deep Forest	$6 polo shirt/$18 Khaki pants $10 sweater or hoodies
Global School Wear	https://www.globalschoolwear.com/school/LIGH03 https://www.globalschoolwear.com/school/LODE01	Hunter Green	$17 polo shirt/ $25 Khaki pants

Professional Dress Days

Several times throughout the year teachers or crew leaders may require students to come dressed in professional attire. Professional dress times include: EXPO, in-class presentations, student-led conferences, or other celebrations of learning. Please note, professional dress is not free dress!

The guidelines for Professional Dress Days are the same for Free Dress Days (see below) and can include:

- Pant suits
- Dress shirts and slacks- no jeans!
- Skirt suits
- Dresses
- Dress shoes and heels

If you need assistance with Professional Dress Day attire, please reach out to the Family Liaison.

Free Dress Days

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

Guidelines for Free Dress days:

- No hats
- No revealing clothing
- No gang-affiliated clothing or gang paraphernalia (no red or blue)
- No inappropriate language, images or symbols on clothing
- No drug or alcohol references
- No guns or weapons
- No sexually explicit content or clothing
- No violent imagery

If a student is not sure whether an outfit is approved to wear on free dress day:

1. Bring the clothing in early to get it approved by teacher/crew leader
2. Plan to bring a change of clothes in case the outfit does not follow dress code
3. Don't wear it

Electronic Devices & Games

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

Cell Phones/ Headphones-Earbuds / Electronics/ Games and Toys Policy

Grade Level	When can it be out?	When should it not be out?	Consequence (if policy is violated)
TK- 8th	In pick-up or drop-off zones **only** with faculty permission.	In classrooms or the school building during school hours.	On first offense, Item taken until end of day or returned directly to parent/guardian On second offense, Phone returned ONLY to parent/guardian Note: repeated violation of this policy may result in the development of a specific agreement between the student, parent/guardian, and school around electronics.
9-12	In pick-up zones, drop-off zones, and in the lunchroom during lunch hours **only** with faculty permission.		

At **no time** should a student's phone or personal electronics be used within the school building without teacher permission. Not before school, not during school, not after school. **If it's in use, out or heard – it will be confiscated by a staff member!**

Personal electronic devices may be used on campus during school hours **only in the below circumstances:**

- In the case of an emergency, or in response to a perceived threat of danger.
- When an LCPS teacher or administrator grants permission to a student to possess or use a

personal electronic device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a personal electronic device is necessary for the health or well-being of the student.
- When the possession or use of a personal electronic device is required in a student's individualized education program ("IEP") or Section 504 plan.

Toys- Students should leave toys at home. Should a student bring toys to school they will immediately be confiscated and returned to a parent or guardian.

Technology Acceptable Use Agreement

LCPS believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right.

The full LCPS Student Use of Technology Policy and Acceptable Use Agreement may be found in on the website. Students and Family members will be asked to sign and return the agreement acknowledging the policy at the start of the school year. .

G-Suite for Education

At LCPS, G-Suite for Education is a vital part of our educational program. With G-Suite your child is able to access a wide range of tools that enhances their technological education, as well as allows them to have access to Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At LCPS, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. Please refer to the G-Suite for Education Notice to Parents and Guardians in Appendix B for more information.

School Supplies

One step to creating a college-going mindset in your student is making sure they are prepared for school each day with supplies used in class. Students will be provided with all necessary learning supplies to engage in their learning.

TK – 5th Grade

Below are items students may need to be prepared for each day:
- Uniform (see Dress Code section for more details)
- Thermos or water bottle clearly labeled with student's name
- A backpack to transport homework and LCPS communications
- Lunchbox labeled with student's name (if student is bringing lunch from home)
- Homework supplies (to be kept at home): pencil, glue stick, scissors, crayons, pencil sharpener

6-8th Grade

Below are items students may need to be prepared for each day:
- Thermos or water bottle with their name clearly visible in Sharpie
- Uniform (see Dress Code section for more details)
- A backpack
- A pencil case/container

- Scissors
- 3 sharpened pencils and 3 pens (please keep a supply of pens and pencils at home so your student can replenish their pencil case when running low)
- Pencil Sharpener with attached shavings catcher
- Scientific calculator ()

Donations

Below are helpful materials families may wish to donate. Please bring these to your child's crew leader. Teachers may provide more detailed lists of supplies at Back to School Night and throughout the year):

- Tissues
- Paper towels
- Antibacterial wipes (e.g. Lysol or Clorox)
- Non-perishable snacks in bulk (e.g. Goldfish crackers) No nuts, please.
- Pencils, markers, crayons, colored pencils

All donations are tax deductible as LCPS is organized as a Public Benefit Non-Profit Corporation

Transportation

Lighthouse: Getting to and from Campus

AC Transit

There are several ways to get to LCPS schools on public transportation.

Parking

Parking inside the gates at Lighthouse and Lodestar is limited to staff-use only. Parents who are visiting the campus will need to park on the street. Please be respectful to the neighboring businesses and do not park in their parking lots. You risk the chance of being towed.

Carpooling, Walking, and Biking

Many students get to campus via carpooling, walking, and biking. Please let us know if you need support getting a carpool set up and we will connect you with other families who live near you.

Transportation by LCPS

Transportation is not provided by LCPS unless specified in a student's IEP.

Please be mindful of your speed limit near our schools. Our schools are in school zones; the safety of our students and families is our number one priority.

Universal Meals Program

Pursuant to California law, LCPS shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal

during each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for free or reduced price meals are included in registration packets to all families and can also be obtained at the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

While LCPS is providing students with free meals, LCPS shall still collect information about whether students meet federal eligibility criteria for the purposes of reimbursement and reporting.

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color,

national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

A copy of the complete Policy is available on the website. LCPS also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy on **the website**

This year, we are partnering with The Lunch Master to provide breakfast and lunch throughout the school year.

Breakfast and Lunch

Students will be able to receive free breakfast and lunch each day at no cost through our universal meals program.

Snack

Students will not be provided snacks during the day. Parents/guardians are encouraged to pack snacks for students to augment the breakfast/lunch program. Students who are in the after-school program will be provided a snack at no extra charge.

School Policy: Students may not have food delivered during the school day from food delivery services.

Procedures:

- Deliveries will be taken and not returned to the student until the end of the school day.
- Student names will be submitted to the appropriate Assistant Principal.
- Repeat offenders will receive progressive discipline in an attempt to change the behavior in accordance with the school Student Code of Conduct.
- Administrators will be called to intervene if students are non-compliant when security staff or office personnel attempt to administer these procedures.
- This includes services such as GrubHub, Uber Eats, Door Dash, or similar and individual restaurant delivery (pizza, Chinese food, etc.).

School Policy: Students may bring in food during normal arrival times.

Procedures:

- Students arriving are allowed to bring in food for individual consumption – not for friends or large groups.
- Students arriving from AM appointments, coming in late, or returning from an outside appointment may bring in food for individual consumption only.

Annual Notices

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as

an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records

at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions; Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
4. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
5. Accrediting organizations in order to carry out their accrediting functions;
6. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
7. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
8. Persons who need to know in cases of health and safety emergencies;
9. State and local authorities, within a juvenile justice system, pursuant to specific State law;
10. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports

12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[1]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[2]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Directory Letter *Opt Out* Notice

Dear Parent/Guardian,

"Directory information," which is defined as set forth above, may be released to requesters in limited circumstances by LCPS, without additional notice to you, unless you timely "opt out" of such disclosures, in writing.

State and federal law allow for directory information to be disclosed to any requesters, except those who intend to use the information for commercial purposes. However, LCPS' policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such directory information to requestors that engage in political advocacy or information dissemination related to California charter schools or when legally required.

If you do not want LCPS to disclose directory information from your child's education records to such persons or entities without your prior written consent, you must notify us in writing by.

More information may be found in LCPS' Educational Records and Student Information Policy on the website**.**

Thank you for your cooperation.
Sincerely,
Your LCPS Administrative Team

[1] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[2] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

Nondiscrimination Statement

LCPS does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

LCPS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"). LCPS does not discourage students from enrolling or seeking to enroll in LCPS for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for a student experiencing homelessness or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation.

LCPS does not discourage students from enrolling or seeking to enroll in Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for a student experiencing homelessness or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. LCPS shall not encourage a student currently attending LCPS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of suspension/expulsion or involuntary removal in accordance with the Charter School's charter and relevant policies.

LCPS does not request nor require student records prior to a student's enrollment.

LCPS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

LCPS is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

LCPS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

LCPS does not condone or tolerate harassment of any type, including but no limited to unlawful discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which LCPS does business, or any other individual with which the Charter School does business, student; volunteer; or community member regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

LCPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

The lack of English language skills will not be a barrier to admission or participation in LCPS' programs or activities.

LCPS prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

The Charter School's Nondiscrimination Statement relevant to employees is located within LCPS's Employee Handbook and can be located on our website https://lighthousecharter.org

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the LCPS Uniform Complaint Procedures ("UCP") Compliance Officer:

Megan Bacigalupi, Chief of Staff
Lighthouse Community Public Schools 433
Hegenberger Road, Suite 222
Oakland, CA 94621

Please see the website for our Uniform Complaint Procedures Policy and form.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following

programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs;
- School Safety Plans; and/or
- State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

   Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Megan Bacigalupi
Lighthouse Community Charter Public Schools,
433 Hegenberger Road Suite 222 Oakland, CA
94621
510-998-7713
megan.bacigalupi@lighthousecharter.org

Only complaints regarding pupil fees or LCAP or noncompliance with Education Code section 243 or 244 compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.,

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon on our website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

Standardized Testing Notification

LCPS shall annually administer required state testing to the applicable grades, known as the California

Assessment of Student Performance and Progress ("CAASPP"). Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse his or her child from any or all parts of CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for

all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school

K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to*

any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Use of Security Cameras on Campus

LCPS uses security cameras on its campuses for the safety and security of all students, staff, and families. Notice is posted at all campus and facility entrances disclosing the use of security camera equipment on the premises. More information on the use of security camera equipment at LCPS may be found on the website in the LCPS School-Site Camera Surveillance Policy.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the AP of Culture of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school (or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school) are required to present proof of having received an oral health assessment completed by a dental professional that was performed within the last 12 months before the student's initial enrollment in public school. Please contact the office if you have questions about this requirement.

Mental Health Services

LCPS recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at LCPS and in our community, or both, as provided, is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact an LCPS clinician, or to contact their crew leader who will contact an LCPS clinician on their behalf. Students can reach out to their Principal or Assistant Principal to schedule or contact our Senior Director of Special Educaion and Special Projects who overseas our cousneling program erin.wesseldine@lighthousecharter.org

- Our LCPS counselors support students by providing individual sessions, group sessions, or parent consultations whenever a student is having a difficult time due to academic stress, transition or changes in their environment, or social concerns, including isolation. Counseling services, whether provided by LCPS or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Erin Wesseldine, Director of Special Education, at erin.wesseldine@lighthousecharter.org or 510-562-8801 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact your site's AP of Culture of Students.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Available in the Community:

ALAMEDA COUNTY
Mental Health Resources
acoe.org/mentalhealth
View our resources online
North Alameda County
continued
OAKLAND (continued)
Pathways Counseling Center, Girls Inc.
English and Spanish
510-357-5515
UCSF Benioff Children's Hospital Psychiatry Youth Uprising/Castlemont Health Center
English, Spanish, and language interpreters as needed
510-428-3556
Chappell Hayes/McClymond's Health Center
English, Spanish, and language interpreters as needed
510-835-1393
West Coast Children's Clinic
English and Spanish
510-269-9030
La Clinica de la Raza
English and Spanish
510-535-6200
Multi-lingual Counseling Center
English, Spanish, Farsi, Hindi, Dari, Korean
510-451-0661
Native American Health Center
English and Spanish
510-434-5421
West Oakland Health Center
English, language interpreters as needed
510-835-9610
Youth Uprising
English
510-777-9909
South Alameda County
ALAMEDA
Alameda Family Services
English and Spanish
510-629-6300
Community Health for Asian Americans (CHAA)
Bengali, Bhutanese, Burmese, Cantonese, English, Hindi, Lao, Mandarin, Mien, Mongolian, Nepalese, Rakhaing, Russian, Spanish, Thai, Tibetan, Tongan, Urdu, and Vietnamese
510-835-2777
HAYWARD
Hayward Youth and Family Services
English and Spanish
510-293-7048
La Familia Counseling Services
English and Spanish
510-881-5921
NEWARK
Multi-lingual Counseling Center
English, Spanish, Farsi, and Dari
510-451-0661
SAN LEANDRO
Hively (formerly known as Family Service Counseling and Community Resource Center)
English and Spanish
510-483-6715
REACH Counseling Center
English, Spanish, and language interpreters as needed
510-481-4551
UNION CITY
Kaiser Permanente Union City Child and Family Services
English, Spanish, Cantonese, and language interpreters as needed
510-675-3080
Union City Youth and Families
English and Spanish
510-675-5217
CASTRO VALLEY
Eden Counseling Services
English, Spanish, Portuguese, Japanese
510-247-9831
Sequoyah Counseling Center
English
510-646-0123
FREMONT
City of Fremont Youth and Family Services
English, Spanish, Mandarin, Hindi, and Dari
510-574-2100
Hume Center
English, Cantonese, Hokkian, Malay, Mandarin, and Punjabi
510-745-9151
Kaiser Permanente Fremont Child and Family Services
English, Spanish, Mandarin, Taiwanese, Urdu, Punjabi, Hebrew, Hindi, Cantonese, ASL, language interpreters as needed
510-248-3060
ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent

The term "homeless children and youth[3]" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434(a)):

a. 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;
b. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
c. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
d. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison The CEO designates the following staff person as the School Liaison for homeless students ((42 U.S.C. § 11432(g)(1)(J)(ii):

Senior Director of Teaching and Learning
Aisha Ford
Aisha.Ford@lighthousecharter.org
Director of Student Services 433 Hegenberger Road, Suite 222
Oakland, CA. 94621
510-998-7901

The Charter School Liaison shall ensure that (42 U.S.C. 11432(g)):

a. Students experiencing homelessness are identified by Charter School personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by LCPS.
b. Students experiencing homelessness enroll in, and have a full and equal opportunity to succeed at LCPS.
c. Students and families experiencing homelessness receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by LCPS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
d. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
e. Public notice of the educational rights of children experiencing homelessness is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of youth experiencing homelessness and unaccompanied youth.

[3] Homeless children and youth will be referred to as children and youth experiencing homelessness to conform to "person-first" language

f. Enrollment/admissions disputes are mediated in accordance with law, LCPS's charter, and Board policy.
g. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
h. Charter School personnel providing services receive professional development and other support.
i. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to children and youths experiencing homelessness.
j. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at : https://www.cde.ca.gov/sp/hs/:

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying children and youth experiencing homelessness. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a child or youth experiencing homelessness or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of children and youths experiencing homelessness and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with students experiencing homelessness and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding the education and placement of a student experiencing homelessness will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Students experiencing homelessness have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a student experiencing homelessness seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any student experiencing homelessness seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Students experiencing homelessness have the right to remain in their school of origin following the termination of the child's status as a student a student experiencing homelessness as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to students experiencing homelessness. Notwithstanding any other law, if the student experiencing homelessness will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[4] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied student experiencing homelessness shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Students experiencing homelessness who transfer to LCPS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless LCPS makes a finding that the student is reasonably able to complete LCPS's graduation requirements by the end of the student's fourth year of high school.

To determine whether a student experiencing homelessness is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into LCPS, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

LCPS shall notify and consult with students who are exempted from LCPS's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the student, including but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an

[4] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

informed decision on whether to accept the exemption.

LCPS shall not require any student who would otherwise be entitled to remain in attendance LCPS to accept the exemption from LCPS's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. LCPS shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from LCPS's additional graduation requirements will continue to apply while the student is enrolled in LCPS or if the student transfers to another school even after the student no longer meets the definition of a child experiencing homelessness.

If a student experiencing homelessness who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer experiencing homelessness.

LCPS shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from LCPS's additional graduation requirements.

If a student who is exempted from LCPS's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at LCPS, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If LCPS determines the student is reasonably able to complete LCPS's additional graduation requirements by the end of the student's fifth year of high school, LCPS shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at LCPS for a fifth year to complete LCPS's graduation requirements, consistent with the law regarding continuous enrollment and satisfactory progress for Charter School student over age 19..
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete LCPS's additional graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at LCPS for a fifth year to complete LCPS's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a student experiencing homelessness **is not reasonably able to complete the Charter School's additional graduation requirements but is**

reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the student experiencing homelessness and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a student experiencing homelessness is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation

   requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
   i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
   ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based

on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: LCPS will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a student experiencing homelessness.

LCPS will provide students experiencing homelessness credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, LCPS shall not require the student to retake the portion of the course the student completed unless LCPS, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any student experiencing homelessness who enrolls at LCPS, a copy of LCPS's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the LCPS website or at the main office.

<u>Education of Foster and Mobile Youth</u>

- *"Foster youth"* means any of the following:

1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").

2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).

3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.

4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:

    a. The nonminor has attained 18 years of age while under an order of foster care

placement by the juvenile court.

b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.

c. The nonminor is participating in a transitional independent living case plan.

5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[2]

6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.
- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an

individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The CEO or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Senior Director of Teaching and Learning
Aisha Ford
Aisha.Ford@lighthousecharter.org
433 Hegenberger Road, Suite 222
Oakland, CA. 94621
510-998-7901

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: LCPS will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in LCPS as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to

remain in LCPS as the school of origin, the foster youth has the right to remain in LCPS pending the resolution of the dispute. LCPS will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to LCPS (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to LCPS any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless LCPS makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into LCPS, LCPS shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

LCPS shall notify and consult with students who are exempted from LCPS's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

LCPS shall not require any student who would otherwise be entitled to remain in attendance at LCPS to accept the exemption from LCPS's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. LCPS shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, LCPS shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from LCPS's additional graduation requirements will continue to apply while the student is enrolled in LCPS or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

LCPS shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from LCPS's additional graduation requirements.

If a student who is exempted from LCPS's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at LCPS, LCPS shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH for the student.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete LCPS's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. LCPS shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete LCPS's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then LCPS shall do the following:

a. Within the first 30 calendar days of the *following* academic year, LCPS shall reevaluate eligibility;
b. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete LCPS's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
c. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete LCPS additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the LCPS shall: provide written notice to the pupil and the pupil's ERH of the pupil's options to:

i. Receive an exemption from all coursework and other requirements adopted by the governing board body of LCPS that are in addition to the statewide coursework

requirements specified in Section 51225.3, **or**

ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the LCPS's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: LCPS will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

LCPS will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, LCPS shall not require the student to retake the portion of the course the student completed unless LCPS, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When LCPS receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), LCPS shall provide these student records within five ((5) business days. LCPS shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

LCPS shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change of the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left LCPS.

In accordance with LCPS's Educational Records and Student Information Policy, under limited circumstances, LCPS may disclose student records or personally identifiable information contained in

those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If LCPS intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, LCPS will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If LCPS intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, LCPS will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

English Learners

LCPS is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. LCPS will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. LCPS will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Pregnant and Parenting Students

LCPS recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. LCPS will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless LCPS determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Megan Bacigalpi, Chief of Staff
Lighthouse Community Charter Public Schools 433
Hegenberger Road Suite 222
Oakland, CA 94621

A copy of the UCP is available on the website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief of Staff.

Parent and Family Engagement

LCPS aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). LCPS staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the LCPS's complete Policy is available on the LCPS website.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Involuntary Removal Process

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 (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). 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 child or youth experiencing homelessness, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and

shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing 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 child or youth experiencing homelessness, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. LCPS does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test,

questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if LCPS has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. LCPS believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, LCPS will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available upon request for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on LCPS's website for your review.

Animal Dissections

Students at LCPS may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, LCPS will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, LCPS may charge for the prospectus in an amount not to exceed the cost of duplication.

College Preparatory Course Offerings

Charter School offers the following courses for students in grades 9-12:

Graduation Pathways: Prescribed Course of Study

	LCPS College Preparatory Diploma **180 A-G Units + 40 additional units(can be A-G or non A-G) = 220 Total Units**	**LCPS State Basic Diploma (EC Section 51225.3)** **130 Units Required**	**LCPS Certificate of Completion (EC Section 56390)**
English	Four years (40 units)	Three years (30 units)	LCPS may award a student with a disability a COC if the following requirements, (a), (b), or (c), are met. (a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school LEA/district in which the individual attended school or the school LEA/district with jurisdiction over the individual and identified in his or her IEP. (b) The individual has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team. (c) The individual has satisfactorily attended high school, participated in the instruction under his or her IEP, and has met the objectives of the statement of transition services.
Math	Three years required (30 units); four years recommended (40 units)	Two years (20 units), including one year of Algebra I (EC Section 51224.5)	
Science	Three years required (30 units), including one year (10 units) of biological science and one year (10 units) of physical science; four years recommended (40 units)	Two years (20 units), including biological and physical sciences	
History	Three years required (30 units) including: • one semester (5 units) of Ethnic Studies • one year (10 units) of US History and geography • one semester (5 units) of US Government • one semester (5 units) on Economics	Three years (30 units), including United States history and geography; world history, culture, and geography; a one semester course in American government and civics, and a one semester course in economics.	
Language other than English	Two years or equivalent required (20 units)	One year (10 units) in visual or performing arts, foreign language, or career technical education/	
Visual and Performing Arts	One year required (10 units)		
Career Technical Education	One year required (10 units required)		
Electives and additional courses	College Preparatory Electives (10 units required)		
Physical	None required.	Two years (20 units)[1], unless	

- A complete list of college prep courses at LCPS can also be found on the UCOP website at https://hs-articulation.ucop.edu/agcourselist/institution/5772/schools

Teacher Qualification Information

As LCPS receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending LCPS may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, LCPS will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal or Head of School to obtain this information.

Lighthouse TK-5 Shaina Hurley shaina.hurley@lighthousecharter.org

Lighthouse 6-12 Alicia Blacknell alicia.blacknell@lighthousecharter.org
Lodestar TK-12 Latora Baldridge latora.baldridge@lighthousecharter.org

Cal Grant Program Notice

LCPS is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if over age 18 years of age) or parent/guardian (if student is under 18 years) of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth-grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because LCPS has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. The information sheet is available here:

http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet.pdf(English)
http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet_SP.pdf (Spanish)

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:
https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Opioid Information Sheet ***(for schools that offer athletics)***

Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at: https://www.cifstate.org/sports-medicine/CDC-Patient-Opioid-Factsheet-Pl

Prescription opioids can be used to help relieve moderate-to-severe pain and are often perscribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to workwith your health care provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription Opiod Ricks of addiction and overdose, especially with prolonged use. An opioid overdose, oftenmarked by slowed breathing, can cause sudden death. The use of prescriptiono pioids can have a number of side effects as well, even when taken as directed:

- Toleirance--meaning you might need to take more of a medication for the same pain relief
- Physical dependence---,meaning you have symptoms of withdrawal when a medication is stopped
- Increasedse,nsitivifyto pain
- Constipation
- Nausea, vomiting,:and dry mouth
- Sleepinessanddilliiness
- Confu sion
- Depression
- Low levelsof testosteronethat cain resuIt inIowersex drive, energy, and stre,ngth
- Itchingand sweating

As many as **1in4** PEOPLE* receiving prescription opioids longterm ina primacycare setting strugg les.with addiction.

RISKS ARE GREATER WITH:

- Historyof drug misuse, substanee use disorder
- Mental health conditions(such :as depression or anxiiety)
- Sleep apnea
- Older age (65 years or olderl
- Pregnancy

Avoid alcohol whiletakingprescriiptionopioi ds. Also,unless specificallyadvi,sedhyyourhe althcare provider, medications toavoidinclude,

- Benzodiazepines (such as Xanar or

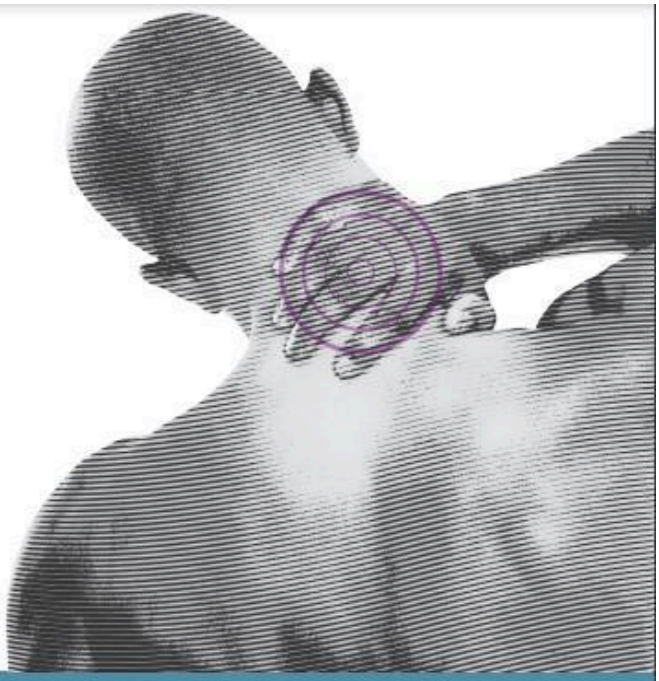
ValIium)

- Muscle relaxants(suchas Soma or Flexeril)
- Hypnotics(such as Ambien or Lunesta)
- Other prescription opioids

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.



Be Informed!

Make sure you know the name of your medication, how much and how often to take it, and its potential risks & side effects.

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider within ____ days.
  - Work together to create a plan on how to manage your pain.
  - Talk about ways to help manage your pain that don't involve prescription opioids.
  - Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
  - Never sell or share prescription opioids.
  - Never use another person's prescription opioids.
- Store prescription opioids in a secure place and out of reach of others (this may include visitors, children, friends, and family).
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Sudden Cardiac Arrest Prevention

LCPS is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below: https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf.

Location of All Automated External Defibrillator(s) on Campus
[INSERT LOCATIONS OF ALL AEDs ON CAMPUS]

Lost or Damaged School Property

If a student willfully damages LCPS's property or the personal property of a LCPS employee, or fails to return a textbook, library book, computer/tablet or other LCPS property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, LCPS may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, LCPS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Safe Storage of Firearms
The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available online on our website https://lighthousecharter.org.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available online on our website https://lighthousecharter.org.
The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the front desk. The Charter Schoo completed the AHERA Asbestos Survey at the Lighthouse facility on May 5, 2025 and at the an Asbetsos and Lead Paint Survey by Partner Engineering and Science, Inc on February 22 2017.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

Appendices

Appendix A: Commitment to the Education of All Immigrant Children

Originally ratified: 6/18/2008
Updated and ratified: 12/14/2016
Updated and ratified: 2/5/2025

Lighthouse Community Public Schools is committed to serving all students, regardless of their first language, ethnicity, income, race, sexual orientation, ability, and immigrant status. In February of 2025, the Lighthouse Community Public Schools Board of Directors updated and ratified a policy stating its commitment to immigrant children. The policy is stated below:

Commitment to the Education of All Immigrant Children

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

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

WHEREAS, there are no numbers of how many undocumented children are enrolled in Lighthouse Community Public Schools, however, approximately 47% of the students are English Language Learners;

WHEREAS, recent executive orders and federal law enforcement action have raised concerns amongst immigrant communities about their ability to access school safely without interaction with federal immigration law enforcement; and

WHEREAS, in May of 2007 and again in November 2016, the Oakland City Council passed a resolution affirming Oakland's City of Refugee ordinance forbidding city resources from being used to enforce federal immigration laws or to gather or disseminate information regarding the immigrant status of residents of the City unless such assistance is required by federal or state statute, or regulation or court decision,

WHEREAS, on January 21, 2025 the California Department of Education issued a reminder to all Charter and District schools that they have an obligation to Protect Immigrant Families' Rights to Access Public Education and that All children in the United States, regardless of immigration or citizenship status, have a right to a free and appropriate public education.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lighthouse Community Public Schools, in solidarity with immigrant community organizations and consistent with the Oakland City Council's designation of Oakland as a City of Refuge, in light of the increasing tensions in immigrant communities, and the possible effect on the educational rights of immigrant students by the enactment of the aforementioned laws and ordinances, restates its position that all students have the right to attend school regardless of the immigration status of the student or the student's family members; and

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

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

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

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

3. If parents and/or students have questions about their immigration status, school personnel shall not refer them to Immigration and Customs Enforcement ("ICE");

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

5. If ICE officers attempt to come onto campus without advance notice, school personnel should request the person's identification and ask whether the officer has a judicial warrant; copies of identification and any provisioned warrants should be forwarded to the school Directors and CEO or his or her designee, who in consultation with legal counsel shall determine whether access can be granted; and

6. All requests for documents by ICE should be forwarded to the CEO or his or her designee, who in consultation with legal counsel, shall determine whether the documents can be released to ICE.

Appendix B: G-Suite for Education Notice to Parents and Guardians

(Adopted June 2018)

At LCPS, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.
The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

G Suite for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.
Using their G Suite for Education accounts, students may access and use the following "Core Services" offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail (including Inbox by Gmail)
- Calendar
- Classroom
- Contacts
- Drive
- Docs
- Forms
- Groups
- Jamboard
- Keep
- Meet
- Sheets
- Sites
- Slides
- Voice/ Chat
- Tasks

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, LCPS may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In G Suite for Education **Core Services**, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with a G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a G Suite for Education account.

Can my child share information with others using the G Suite for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, or individuals outside of Google unless one of the following circumstances applies:

With written parental or guardian consent. Google will share personal information with companies, organizations, or individuals outside of Google when it has parents/guardians' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.

With LCPS. G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.

For external processing. Google may provide personal information to affiliates or other

trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.

For legal reasons. Google will share personal information with companies, organizations, or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:

- meet any applicable law, regulation, legal process or enforceable governmental request.
- enforce applicable Terms of Service, including investigation of potential violations.
- detect, prevent, or otherwise address fraud, security or technical issues.
- protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting your child's principal.

If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services, or delete your child's account entirely. You and your child can also visit https://myaccount.google.com while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's G Suite for Education accounts or the choices available to you, please contact your student(s)' principal. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the G Suite for Education Privacy Center (at https://www.google.com/edu/trust/), the G Suite for Education Privacy Notice (at https://gsuite.google.com/terms/education_privacy.html), and the Google Privacy Policy (at https://www.google.com/intl/en/policies/privacy/).

The Core G Suite for Education services are provided to us under Google's Apps for Education agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Data Processing Amendment (at https://www.google.com/intl/en/work/apps/terms/dpa_terms.html)].

Appendix C: Gender Identity Inclusiveness and Nondiscrimination Policy

Adopted August 3, 2021

The Board of Directors of Lighthouse Community Public Schools ("Charter School") is committed to fostering an environment of inclusiveness, supporting students' preferred form of self-identification, and ensuring that every student shall have equal access to educational programs and activities.

The purpose of this policy is to delineate state and federal law as well as Charter School's practices relating to recognition and protection of each student's gender identity. This is consistent with Charter School's goals of reducing stigmatization and ensuring equal access for students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to gender identity and expression and students. While the needs of each student are unique, in all cases, the goal is to ensure the opportunity of all students to thrive and retain equal access school programs and activities in accordance with their gender identity without fear of harassment, discrimination, intimidation, bullying, or stigmatization.

This Policy shall apply to all Charter School programs and activities, including those that occur during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Definitions

(Intended as functional descriptors, not to label):

- *"Gender"*: A person's actual or perceived sex, and includes a person's gender identity and gender expression.

- *"Gender Expression"*: A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body

- *"Gender Identity"*: A person's gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person's physiology or assigned sex at birth.

- *"Gender Nonconformity"*: refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes "typically" associated with one's legal sex assigned at birth, such as "feminine" boys, "masculine" girls and those who are perceived as androgynous. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.

- *"Transgender"*: describes people whose gender identity or gender expression is different from that traditional associated with their assigned sex at birth. "Transgender boy" and "transgender male" refer to an individual assigned the female sex at birth who has a male gender identity. "Transgender girl" and "transgender female" refer to an individual assigned the male sex at birth who has a female gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one's

recognition as transgender.

Guiding Principles and Requirements

Charter School shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected.

The Charter School shall:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.

2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical (instructional) tool.

3. Permit all students to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity including, but not limited to, intramural and interscholastic athletics.

4. Provide all students access to facilities that best align with students' gender identity.

Privacy and Confidentiality

All persons, including students, have a right to privacy. This includes student's right to keep their actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis.

Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

In situations where students have not publicly disclosed their gender identity; school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

There will be instances when school personnel may find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression). In such cases, school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

Preferred Names and Pronouns

Charter School recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the school to establish mechanisms to acknowledge and support students' self-identification."

Charter School shall accept and respect a student's assertion of their gender identity where the student expresses that identity at school or where there is other evidence that this is a sincerely held part of the student's core identity.

Charter School shall not require a student to provide any particular type of diagnosis, proof of medical treatment, or meet an age requirement as a condition to receiving the protections afforded under California's antidiscrimination statutes. Similarly, there is no threshold step for social transition that any student must meet in order to have his or her gender identity recognized and respected by a school.

Charter School supports student self-identification by honoring the name and pronouns that students wish to go by, in accordance with the following:

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

2. Students may request a meeting with a school counselor to discuss a support plan/Student Safety Plan. The counselor will work with school administration and staff to ensure the desired name and pronouns are used.

3. Charter School shall modify its student information system to prevent disclosure of confidential information and ensure, to the best of our abilities, that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

4. All members of the school community must use a student's chosen name and pronouns. The school shall implement safeguards to reduce the possibility of inadvertent slips or mistakes, particularly among temporary personnel such as substitute teachers. Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of this Policy and may constitute discrimination under State law.

5. There may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.

6. If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians.

7. If a member of the school community, including staff and students, intentionally uses a student's incorrect name and pronoun, persistently refuses to respect a student's chosen name and pronouns, or targets a student based on that student's chosen name and pronouns, that conduct

should be treated as harassment, discrimination, and/or bullying and investigation in accordance with the school's *Title IX* Policy Prohibiting Discrimination on the Basis of Sex (See Appendix F)*, Harassment, Discrimination, Intimidation, and Bullying Policy*.

Equal Access to School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. These activities and programs may include, but are not limited to cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.

Participation in sex-segregated school programs and activities, including competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity. Students who identify as nonbinary should be granted the opportunity to participate in sex-segregated programs and activities that they find best align with their gender identity.

Student Records

Charter School shall use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so.

- *Official Records*

  Charter School shall change a student's name and gender on official records only upon receipt of documentation that such change has been made pursuant to a court order. Certain education records may still require a school to use a student's legal name. For example, birth certificates, passports, standardized testing documentation, transcripts, financial aid documents, immunization and other health records, etc.

- *Unofficial Records*

  Charter School may change a student's name, gender, or pronoun designation on unofficial student records in the absence of a court order indicating legal name change.

  Unofficial student records include school-issued identification cards, athletic rosters, certificates, playbills, diplomas, attendance lists, etc.

  The school may include an "also known as" or a "prefers to be called" field in its electronic data system and list the preferred name/gender identity/pronoun of the student alongside the legal name/assigned sex. This way the preferred name may be cross-referenced with the legal name and administrators will know to use the preferred name when addressing the student.

Nothing in this section changes the obligation of Charter School personnel to **address** the student with the name and pronouns consistent with the student's gender identity. Thus, while a student's records may still indicate the name/sex assigned at birth, upon request of the student, the student should be referred to day-to-day by the name and pronouns that correspond to their gender identity.

Restroom Accessibility

Charter School maintains separate restroom facilities for male and female students. Students shall have access to restrooms that corresponds to their gender identity. Students who identify a as nonbinary shall be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

Locker Room and Changing-Area Accessibility

Charter School maintains separate locker room facilities and changing areas for male and female students. Students shall have access to the locker room and changing areas facility that corresponds to their gender identity, with the goals to provide equal opportunity to participate in physical education classes, competitive athletics, and extracurricular activities (such drama/theater). Students who identify as nonbinary should be granted access to the locker rooms/changing facilities with which they find best aligns with their gender identity, including access to reasonable accommodations as indicated below.

If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:

a) Assignment of a student locker or changing areas in near proximity to the coaches'/staff person's office or a supportive peer group.
b) Use of a private area within the public area of the locker room facility or changing area (e.g., nearby restroom stall with a door or an area separated by a curtain).
c) Use of a nearby private area (e.g., nearby restroom or a health office restroom).
d) A separate changing schedule.

Any alternative arrangement should be provided in a way that protects the student's privacy and confidentiality.

Student Support/Safety Plan

Charter School shall, wherever possible, meet with a gender-nonconforming student, relevant school personnel, and parents, to discuss and draft a Student Support/Safety Plan. The purpose of the plan shall be to memorialize any specific wishes/needs of the student regarding navigating their gender-confirming status during the regular school-day, and discuss general welfare and safety issues. The plan may include but is not limited to the following, and shall be tailored to the needs of the individual student:

1. Preferred Name/Pronouns
2. The names and contact information of "safe" adults with whom the student can share any concerns, including instances of bullying, discrimination, intimidation, or harassment
3. Assurances that all staff would receive training and instruction regarding Title IX, and that teachers shall teach about anti-bullying and harassment
4. Assurances that the physical education ("PE") teacher or athletics coach would be the first to enter and last to leave the locker room
5. Assurances that student's assigned locker would be in direct sight of the PE teacher/athletics coach's office
6. Assurance regarding access to the student restroom facilities and locker rooms that correspond to

the student's gender identity or biological sex.
7. Accommodations for student's use of an alternate restroom (i.e. in the health office or elsewhere) if the student is uncomfortable using student restrooms
8. Accommodations for the student's use of a private changing area if the student is uncomfortable changing in a locker room with other peers.
9. Any other accommodation appropriate for the student

Dress Code

All Charter School students have the right to dress in accordance with their gender identity within the parameters of the dress code as it relates to the school uniform or safety issues. A copy of the Charter School Dress Code is available for review at the main office.

General-Segregated Activities

In rare situations permitted by law, students may be segregated by gender, such as for health education classes. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their consistently asserted gender identity.

Harassment, Bullying, and Student Safety

Charter School shall ensure that all staff who regularly interact with students receive professional development and training opportunities as required and recommended by the California Department of Education ("CDE") and the Charter School's Title IX Policy Prohibiting Discrimination on the Basis of Sex.

Charter School shall also inform staff about the groups of students determined by Charter school and available research, to be at elevated risk for bullying. These groups include but are not limited to: Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ.

School staff shall take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX Coordinator in cases where they may be a target or witness. School staff and families shall work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression, in accordance with the school's *Title IX Policy Prohibiting Discrimination on the Basis of Sex or the Harassment, Discrimination, Intimidation, and Bullying Policy*. A copy of that policy is available for review on the LCPS website.

Charter School personnel shall immediately intervene, when it is safe to do so, whenever they witness acts of discrimination, harassment, bullying or intimidation on the basis of a student's gender identity or expression. Charter School may provide interim safety and emotional support measures as needed. Interim safety measures may include increased monitoring of the parties to a harassment, discrimination, intimidation, or bullying complaint, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, provision of safety plans, training and educational materials to address gender-inclusiveness, and provision of support resources (e.g., academic support, counseling, health and mental health services).

Appendix D: Professional Boundaries: Staff/Student Interaction Policy

Professional Boundaries: Staff/Student Interaction Policy
Revised and Board Approved August 1, 2019

Traduccion en Espanol ubicada en la pagina numero 6

LCPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment & Harassment, Discrimination, or Humiliation

Corporal punishment, harassment, discrimination, or humiliation 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 this 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 property.

Harassment and discrimination include but are not limited to verbal conduct such as epithets, derogatory jokes or statements or slurs, physical conduct such as assault or unwanted touching, or any other form of inappropriate conduct towards a student on the basis of race, gender, or any of the protected classes as outlined in LCPS's Harassment & Discrimination Policy below. Humiliation includes any verbal or physical conduct which has the primary purpose or outcome of shaming or embarrassing a student, particularly when intentionally or negligently made public or brought to the knowledge of a student's peers or other staff members.

For clarification purposes, the following examples are offered for direction and guidance of School personnel. The following examples are not an exhaustive list:

A. Examples of PERMITTED actions

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
7. Verbally redirecting unacceptable or undesirable student behavior and positively reinforcing desirable and acceptable student behaviors.
8. Using the School's system of known consequences consistently and equitably for all students and communicating privately to students to the extent possible when disciplining their behavior.
9. Maintaining a calm, respectful, and professional tone and language with students at all times.

B. Examples of PROHIBITED actions (Violations of this Policy)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
4. Using racial slurs, epithets, or derogatory language directed at students when attempting to discipline their behavior or for any other reason.
5. Engaging in physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with a student's learning because of race, gender, disability, or any other protected basis.
6. Providing different and/or more severe consequences to certain students on the basis of their race, gender, disability or any other protected basis.
7. Using verbal or physical means to shame or humiliate a student in front of their peers or other staff members.
8. Using an unprofessional, disrespectful, or emotionally escalated tone or language with students when attempting to provide discipline that creates fear, emotional harm, or embarrassment.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

1. Giving students a ride to/from school or school activities.
2. Being alone in a room with a student at school with the door closed.
3. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages, letters, or other forms of social media and communications to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.

2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
3. Emails, text, phone and instant messages, and other forms of social media and communications to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a student.
8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if conflict arises with the student.
11. Informing your supervisor and the Director of Talent & HR about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs student.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth your job and career.

Appendix E: Suicide Prevention Policy

SUICIDE PREVENTION POLICY

Adopted/Ratified:August 4, 2024
Revision Date: July 9, 2025

The Board of Directors of Lighthouse Community Public Schools ("LCPS" or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with LCPS and community stakeholders, LCPS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the LCPS' strategies for suicide prevention and intervention. LCPS shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. LCPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for LCPS. The suicide prevention point of contact for LCPS and the Senior Director of Special Education and Special Projects shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, LCPS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents and high school students. The SPCT includes the following individuals:

Lodestar:
- Erin Wesseldine, Senior Director of Special Education
- Director of Student Services
- Dr. Latora Baldridge, Head of Schools
- XXX, School Counselor
- Ha-Yovel Yisrael, MTSS District Coordinator

Lighthouse:
- Erin Wesseldine, Senior Director of Special Education

- Director of Student Services
- Alicia Blacknell, Principal
- XXX, School Counselor
- Ha-Yovel Yisrael, MTSS District Coordinator

To ensure the SPCT reflects the student body's perspective, LCPS has designated the following volunteer student representatives to provide consultative insights:

1. 8th grade student at Lodestar Student Representative
2. 12th-grade student at Lodestar, Student Representative

LCPS designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Director of Student Services
- Secondary Liaison: Senior Director of Special Education, Erin Wesseldine, erin.wesseldine@lighthousecharter.org

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

Employees of LCPS shall act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Suicide Awareness and Prevention Training for School Staff

LCPS, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social

workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with Seneca, Healing Aguas, and Safe Schools Vector Training to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.

3. Charter School shall ensure that training is available for new hires during the school year.

4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:

    a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.

    b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.

    c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.

    d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:

    a. The impact of traumatic stress on emotional and mental health.
    b. Common misconceptions about suicide.
    c. Charter School and community mental health and suicide prevention resources.
    d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
    e. Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
    f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
    g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
    h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
    i. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
        - Youth affected by suicide.
        - Youth with a history of suicide ideation or attempts.

- Youth with disabilities, mental illness, or substance abuse disorders.
- Lesbian, gay, bisexual, transgender, or questioning youth.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Youth who have suffered traumatic experiences.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Ask Suicide-Screening Questions (ASQ) Toolkit.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. LCPS includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the LCPS Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.

3. LCPS shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome

4. LCPS shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to approach and talk with their child(ren) about thoughts of suicide.
    c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    d. Charter School's referral processes and how they or their children can reach out for help, etc.

8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.

9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, LCPS along with its partners has carefully reviewed and will continue to review
potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.
. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with LCPS and is characterized by caring staff and harmonious interrelationships among students.

LCPS' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

LCPS provides instruction to middle and high school students on general mental health and suicide prevention. The Charter School's instructional curriculum shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

a. Coping strategies for dealing with stress and trauma.
b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
e. Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). LCPS maintains a list of current student trainings, which is available upon request.

LCPS has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

LCPS supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School will include the following information on all student identification cards:

1.
   - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
     - Call or Text "988"
     - Call 1-800-273-8255
   - National Domestic Violence Hotline: Call 1-800-799-7233
   - Crisis Text Line: Text "HOME" to 741741
   - Teen Line: Text "TEEN" to 839863
   - Trevor Project: Text "START" to 678678
   - Trans Lifeline: 1-877-565-8860
   - Local suicide prevention hotline telephone number

2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: "*If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support*."

LCPS shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Senior Director of Special Education and Special Projects or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at LCPS or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

LCPS shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. providing immediate first aid as needed, until a medical professional is available.
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
    e. Moving all other students out of the immediate area.
    f. Not sending the student away or leaving him/her alone, even to go to the restroom.
    g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
    h. Promising privacy and help, but not promising confidentiality.
    i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for

mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification**.

4. After a referral is made, LCPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow up care is still not provided, LCPS should consider contacting Child Protective Services to report neglect of youth.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at LCPS.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on the LCPS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in LCPS' safety plan. After consultation with the Senior Director of Special Education and Special Projects or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Senior Director of Special Education and Special Projects or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. LCPS staff may receive assistance from LCPS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the LCPS campus and unrelated to school activities, the Senior Director of Special Education and Special Projects or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like LCPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to

involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in LCPS activities to notify a teacher, the Senior Director of Special Education and Special Projects, another LCPS administrator, psychologist, LCPS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. LCPS shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

LCPS shall implement the following steps upon the student's re-entry:

1. The Senior Director of Special Education and Special Projects shall obtain a written release of information signed by parents/ guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/ caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/ guardians/caregivers/families to develop a safety plan.
4. School- based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/ families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/ families local emergency numbers for after school and weekend emergency contacts.

Messaging About Suicide Prevention

LCPS along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

<u>Responding After a Suicide Death (Postvention)</u>

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. LCPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Senior Director of Special Education and Special Projects to conduct an initial meeting of the Suicide Prevention Crisis Team to:

    a. Confirm death and cause.
    b. Identify a staff member to contact deceased's family (within 24 hours).
    c. Enact the Suicide Postvention Response.
    d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:

    a. Notification (if not already conducted) to staff about suicide death.
    b. Emotional support and resources available to staff.
    c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
    d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:

a. Review signs of emotional distress and suicide ideation.
b. Review of protocols for referring students for support/assessment.
c. Develop and provide supports to staff in responding to student reactions.
d. Talking points for staff to notify students.
e. Share school and community-based resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.

5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.

7. Consider (in consultation with the family) funeral arrangements for family and school community, such as:

    a. If possible, suggest the funeral occur outside of school hours.
    b. Encourage parents/guardians of students to attend funeral/memorial with their children.
    c. Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
    d. Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
    e. Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.

8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.

10. Utilize and respond to social media outlets:

    a. Identify what platforms students are using to respond to suicide death.
    b. Identify and encourage staff and students to monitor social media outlets.

11. Include long-term suicide postvention responses:

    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

d.

Appendix F: Title IX Prohibiting Discrimination on the Basic of Sex

Adopted/Ratified:August 4, 2024
Revision Date: July 9, 2025

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Lighthouse Community Public Schools ("LCPS" or "Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within LCPS's education program or activity.

LCPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[5]

This Policy applies to conduct occurring in LCPS' education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom LCPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the LCPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by LCPS.

Prohibited Sexual Harassment
Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of LCPS conditioning the provision of an aid, benefit, or service of LCPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to LCPS's education program or activity; or

[5] LCPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through LCPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in LCPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that LCPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in LCPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to LCPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or LCPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of LCPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Megan Bacigalupi
Chief of Staff
433 Hegenberger Road Suite 201, Oakland, CA 94621
917-733-3821
megan.bacigalupi@lighthousecharter.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Giselle Hendrie
510-916-9800
Director of Student Services
433 Hegenberger Road Suite 201, Oakland, CA 94621

The Coordinator is responsible for coordinating LCPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to LCPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within LCPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. LCPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
LCPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
LCPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment
LCPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

LCPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

<u>Supportive Measures</u>

Once notified of sexual harassment or allegations of sexual harassment occurring in LCPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes

in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. LCPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair LCPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

LCPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with LCPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

LCPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by LCPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

LCPS will treat complainants and respondents equitably. LCPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

LCPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

LCPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by LCPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

LCPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[6] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

LCPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

[6] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in LCPS's education program or activity; or
- Did not occur against a person in the United States.

LCPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by LCPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent LCPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable LCPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- LCPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that LCPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

LCPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with LCPS's policies.

LCPS may remove a respondent from LCPS's education program or activity on an emergency basis, in accordance with LCPS's policies, provided that LCPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under LCPS's Title IX grievance procedures, LCPS may offer an informal resolution process to the parties. LCPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, LCPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. LCPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless LCPS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, LCPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after LCPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of LCPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that LCPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of LCPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the LCPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or LCPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from LCPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by LCPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

LCPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

LIGHTHOUSE
Community Public Schools

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I hereby authorize LCPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from LCPS.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by LCPS</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Appendix G: LCPS Board Policy: LCPS Suspension and Expulsion Policy and Procedures

(Board Adopted: (09/2020; Amended July 9, 2025)

"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 ten (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 (ten) 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

Lighthouse Community Public Schools ("LCPS" or "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 ten (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 ten (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 (5) 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 student 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.)

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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 the Charter Petition. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

OVERALL VISION OF DISCIPLINE

The overall goal of discipline at LCPS TK-12 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 the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, LCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in LCPS' TK-12'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 LCPS TK-12 Student and Family Handbook will be made available on request.) Each student and their 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.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is the largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. 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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[7] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal, CEO, or designee'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 the Charter School 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 general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the

[7] The Charter School shall ensure that the educational rights holder of a child or youth's experiencing homelessness; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School 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, requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Procedures

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
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 intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any 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 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. For grades 9 - 12 only: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
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 of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
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 the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "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 policy, "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 their own safety or for their 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 their immediate family.
r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4-12, inclusive.
s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 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 provision shall apply to students in any of grades 4 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act,
    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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        c) Causing a reasonable student to experience substantial interference with their academic performance.
        d) Causing a reasonable student to experience substantial interference with their 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 schoolsite, 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 as listed in subparagraph (1) above.
        ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    c) An act of cyber sexual bullying.
        i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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 policy, "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 student 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, except that a student 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 (3)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
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 intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any 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 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their 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 their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.

r. 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 provision shall apply to students in any of grades 4 to 12, inclusive.

s. 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 provision shall apply to students in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii) Causing a reasonable student to experience substantial interference with their academic performance.
        iv) Causing a reasonable student to experience substantial interference with their 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 schoolsite, 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:
        i) A message, text, sound, video, or image.
        ii) A post on a social network Internet Web site including, but not limited to:
            a) 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 as listed in subparagraph (1) above.
            b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c) 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii) An act of cyber sexual bullying.

a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). 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.

b) For purposes of this policy, "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.

u. A student 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, except that a student 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 (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade

longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, email, 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 the suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. 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.

3. Suspension Time Limits/Recommendation for 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, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student 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 student and the student's parent/guardian, unless the student and the student's parent/guardian fail to

attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's Board of Directors. 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.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of 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 that shall be examined only by the Charter School 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 student.

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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the

threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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 expelled student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the

provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

(a) notice of the specific offense committed by the student; and
(b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students 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. 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 expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action

taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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 of the discipline of any student with a disability or student that the Charter School or the 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/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian 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/guardian, 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/guardian 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/guardian, 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 failure to implement the IEP/504 Plan, 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/guardian 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/guardian 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, CEO, 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 Charter School'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/guardian 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 that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix E: **TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Lighthouse Community Public Schools ("LCPS" or "Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within LCPS's education program or activity.

LCPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[8]

This Policy applies to conduct occurring in LCPS' education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom LCPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the LCPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by LCPS.

Prohibited Sexual Harassment
Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of LCPS conditioning the provision of an aid, benefit, or service of LCPS on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to LCPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through LCPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

[8] LCPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in LCPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that LCPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in LCPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal

access to LCPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or LCPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of LCPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Megan Bacigalupi
Chief of Staff
433 Hegenberger Road Suite 201, Oakland, CA 94621
917-733-3821
megan.bacigalupi@lighthousecharter.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Giselle Hendrie
510-916-9800
Director of Student Services
433 Hegenberger Road Suite 201, Oakland, CA 94621

The Coordinator is responsible for coordinating LCPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to LCPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within LCPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. LCPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
LCPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally

identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
LCPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment
LCPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

LCPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in LCPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. LCPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair LCPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

LCPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with LCPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

LCPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by LCPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

LCPS will treat complainants and respondents equitably. LCPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

LCPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

LCPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by LCPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

LCPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[9] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal
LCPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in LCPS's education program or activity; or
- Did not occur against a person in the United States.

LCPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:
- The respondent is no longer enrolled or employed by LCPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent LCPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable LCPS policy.

Notice of the Allegations
Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:
- LCPS's grievance procedures and any informal resolution process;

[9] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that LCPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal
LCPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with LCPS's policies.

LCPS may remove a respondent from LCPS's education program or activity on an emergency basis, in accordance with LCPS's policies, provided that LCPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution
At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under LCPS's Title IX grievance procedures, LCPS may offer an informal resolution process to the parties. LCPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, LCPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:
- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation
In most cases, a thorough investigation will take no more than thirty (30) business days. LCPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:
- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in

that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless LCPS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, LCPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after LCPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:
- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of LCPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that LCPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of LCPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the LCPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or LCPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from LCPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by LCPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

LCPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

LIGHTHOUSE
Community Public Schools

WHERE OAKLAND SHINES

Employee Handbook 2025-2026

Lighthouse Home Office
433 Hegenberger Road, Suite 222
Oakland, CA 94621

Lighthouse: A Lighthouse Community Public School
444 Hegenberger Road
Oakland, CA 94621

K – 8th Grade Phone: 510-562-8801
9 – 12th Grade Phone: 510-562-8225
Fax: 510-271-8803

Lodestar: A Lighthouse Community Public School
701 105th Avenue
Oakland, CA 94603

Phone: 510-775-0255

https://lighthousecharter.org/

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONICALLY SIGNED COPY OF THIS STATEMENT TO THE CHIEF OPERATING OFFICER VIA THE LCPS HUMAN RESOURCES INFORMATION SYSTEM (HRIS).

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date electronically and submit to the School through the School's HRIS, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

Welcome and Our Mission

On behalf of the Board of Directors, faculty, families, and students of Lighthouse Community Public Schools ("LCPS" or "School"), we would like to welcome you to our community of learners. We believe that each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at LCPS and to engage in our collaborative process of learning for all. We are excited to learn and grow with you. The mission of LCPS is to prepare a diverse, K-12 student population for college and the career of their choice and to be lifelong change makers in their communities by equipping each child with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner. At LCPS, we believe that an exceptional education brings out each child's unique light and potential. Inequity in our public schools severely limits the potential of our children, their families, and the future of Oakland. We are an innovative model for public education that puts each child at the center of their own learning. The Lighthouse community is equal parts love and rigor where children discover their unique light within. Lighthouse Community Public Schools is a beacon for public education and each graduate fulfills the promise of a better, brighter Oakland. This handbook is a guide for all LCPS employees as we seek to carry out our important work and achieve our mission.

Charter School Background

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California can vary. At the end of the term, the entity granting the charter may renew the school's charter. Charter schools are accountable to their sponsor - in our case, the Oakland Unified School District - to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

Mission and History of Lighthouse Community Public Schools

The mission of LCPS is to prepare a diverse, K-12 student population for college and the career of their choice and to become lifelong change makers in their communities by equipping each child with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner. In order for every child to reach his or her fullest potential, we prioritize the following tenets:

- Holding every student to high expectations
- Providing a rigorous curriculum
- Serving the Whole Child
- Involving Families
- Fostering a Professional Learning Community

The vision of LCPS was borne out of the belief that every child has the right to an excellent education. This vision has inspired teachers, parents, and community members to design a school

where every child is held to high expectations, is small enough so that every child is known well, where families are an integral part of the school, and where teachers are constant learners. LCPS was unanimously approved by the Oakland Unified School District in June of 2001. In 2002, LCPS opened with 92 students in grades K and 6 and has added about 90 students each year. In 2005, the K – 12 charter was amended to a K – 8 charter and a 9 – 12 charter. The 9 – 12 charter received its first renewal in 2009-2010; the K– 8 received its second renewal in 2010-2011 and its third renewal in 2015-2016. In 2008-09, the Lighthouse received a six-year accreditation from WASC and graduated its first class of seniors, with 21 of 21 with plans to attend a four-year college. In our 2016, we opened a second site, Lodestar, which is in its tenth year of operation enabling us to further serve the East Oakland community.

General Professional Expectations

At LCPS, we consider the work we do of utmost importance. Therefore, we have very high expectations for the professionalism and performance of each one of our employees. All employees should treat all individuals, students, teachers, directors, volunteers, and family members, with respect and approach all situations as opportunities to learn.

Response to Inquiries

At LCPS, strong communication with students and their parents/guardians is vital to the success of our students. Therefore, teachers, staff members, and administrators will be held to the expectation that they respond to inquiries, questions, emails, phone calls, etc. to parents within forty-eight (48) hours of receiving them.

Purpose of Handbook

This Handbook is designed to help employees get acquainted with LCPS. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. LCPS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior

written approval of the Chief Operating Officer.

Employees must sign the acknowledgment form at the beginning of this Handbook electronically, and return it to the Chief Operating Officer via the School's HRIS system. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

LCPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault, and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. LCPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. LCPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents, whether single or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Licensure and Certification

Teacher Certification and Licensure

All School teachers are required to hold a current California Commission on Teacher Credentialing ("CTC") certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold, consistent with applicable law. Pursuant to AB 1505, please note that the credentialing flexibility previously afforded to noncore, noncollege prep charter school teachers has been eliminated. As a result, all teachers in charter schools must hold the appropriate credential for their assignments.

All LCPS teachers, pursuant to the California Education Code, must hold appropriate authorization to provide instructional services to any English learner (EL) in their classroom, including Integrated ELD and Designated ELD services. Due to LCPS' high level of EL students, all LCPS teachers must attain or maintain this authorization as a condition of employment. If a teacher does not yet possess appropriate authorization, they must work with LCPS' HR representatives and are solely responsible to complete all application and education and/or assessment requirements to

attain an Emergency EL authorization and fulfill all requirements to attain non-emergency EL authorization and/or make demonstrated progress that qualifies towards renewal of the emergency authorization.

Substitute teachers must possess the minimum of an active Emergency 30-Day Substitute Teaching Permit as required by law.

As a condition of initial and continuing employment, teachers must demonstrate they possess the applicable credential required for their position. Failure to do so may result in placement on an unpaid leave of absence or termination of employment.

Limited Assignment Option Policy

Current law provides various ways for local governing boards to assign credentialed teachers to serve in subject-matter areas in grades K-12. One legally permissible option is for the School to assign credentialed (non-emergency) teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and the teacher consents to the assignment. LCPS has adopted a policy and established the plan (Appendix C) to implement these options in order to provide greater flexibility in local teacher assignments in grades K-12.

Title I Paraprofessional, Instructional Aide and After School Program Staff Requirements

Paraprofessionals, also known as paraeducators, teacher aides, or instructional aides, are an important component of California's education system. A paraprofessional shall perform only duties that, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils.

Under the Every Student Succeeds Act, paraprofessionals whose duties include instructional support employed in Title I schools, must have:

- High school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- A. A. degree (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction. LCPS accepts either passage of the CBEST or passage of an approved district or county paraprofessional assessment. Candidates for employment or their hiring manager who are not sure if they meet these requirements should consult with a member of the HR team to ensure they have met these requirements prior to hire or placement in an instructional support role.

Additionally, the California Education Code requires that after school staff who directly supervise students must meet the School's qualifications for an instructional aide. Therefore, the above requirements for paraprofessionals must also be met by all after school staff who directly supervise students.

As a condition of initial and continuing employment, paraprofessionals and after school program instructional staff and site administrators must demonstrate they meet the above qualifications.

Failure to do so may result in placement on an unpaid leave of absence or termination of at-will employment. Paraprofessional and afterschool program staff must furnish documentation of meeting the above requirements to the Director of HR or their Designee either by providing copies of transcripts, degrees conferred, or proof of passage of a local assessment prior to being permitted to work directly with students in an instructional support or supervision capacity.

Other Staff and Consultant Requirements

All other staff and consultants must demonstrate the abilities necessary to effectively carry out their responsibilities but may not be required to possess a California teaching credential. As applicable, employment or service is contingent upon verification and maintenance of any applicable licensure and/or credentials specific to the employee's/consultant's role and responsibilities as set forth in their job description or service agreement, and are the employee's/consultant's sole responsibility to maintain. Failure to do so may result in placement on unpaid leave or termination of employment/services.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

LCPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School as per our Volunteer Policy will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or

neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Senior Director of HR.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) or a negative TB test within the last sixty (60) days. As an alternative, the school/school district previously employing the employee may verify that the employee has a certificate on file showing that the employee is free from infectious TB. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. LCPS shall reimburse employees for the costs of subsequent TB risk assessments/examinations.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

LCPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, LCPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will

give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

LCPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on LCPS website at: https://lighthousecharter.org/wp-content/uploads/2022/06/LCPS-Professional-Boundaries_-Staff_Student-Interaction-Policy-Revised-Translated-August-1-2019.pdf.

Corporal Punishment & Harassment, Discrimination, or Humiliation

Corporal punishment, harassment, discrimination, or humiliation 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 this 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 property.

Harassment and discrimination include but are not limited to verbal conduct such as epithets, derogatory jokes or statements or slurs, physical conduct such as assault or unwanted touching, or any other form of inappropriate conduct towards a student on the basis of race, gender, or any of the protected classes as outlined in LCPS's Harassment, Discrimination, and Retaliation Policy below. Humiliation includes any verbal or physical conduct which has the primary purpose or outcome of shaming or embarrassing a student, particularly when intentionally or negligently made public or brought to the knowledge of a student's peers or other staff members.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
7. Verbally redirecting unacceptable or undesirable student behavior and positively reinforcing desirable and acceptable student behaviors.
8. Using the School's system of known consequences consistently and equitably for all students and communicating privately to students to the extent possible when disciplining their behavior.

9. Maintaining a calm, respectful, and professional tone and language with students at all times.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
4. Using racial slurs, epithets, or derogatory language directed at students when attempting to discipline their behavior or for any other reason.
5. Engaging in physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with a student's learning because of race, gender, disability, or any other protected basis.
6. Providing different and/or more severe consequences to certain students on the basis of their race, gender, disability or any other protected basis.
7. Using verbal or physical means to shame or humiliate a student in front of their peers or other staff members.
8. Using an unprofessional, disrespectful, or emotionally escalated tone or language with students when attempting to provide discipline that creates fear, emotional harm, or embarrassment.

<u>Acceptable and Unacceptable Staff/Student Behavior</u>

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this

policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should

inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages, letters, or other forms of social media to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone, instant messages, and other forms of social media and communication to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing your supervisor and the Senior Director of People & Operations about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Staff to Staff Professional Communication & Interaction Policy

LCPS recognizes its responsibility to make and enforce rules and guidelines regarding employee behavior and professional demeanor in order for staff to work together to serve students to their full potential and capacity within a safe, professional and mutually respectful environment.

Objective and Purpose: This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects our core values as a community and the high standards of behavior and professionalism required of all school employees. and to specify the professional behavior and communication norms and boundaries for employees to work and interact professionally with

other staff member(s), their supervisors, and all stakeholders. Although this policy gives specific, clear direction and examples, ultimately each staff member is responsible and accountable for upholding these boundaries and acting in a professional manner with their colleagues at LCPS.

Professional Norms & Boundaries:

- Recognize and respect each person's strengths, diversity and culture.
- Promote a positive and inclusive work environment whether you are a new staff member or have longevity with LCPS.
- Keep the purpose of serving our students at the center of your actions and decisions.
- Recognize that all adults on our campuses are models for our students. Ensure your actions, communications, and interactions reflect a high level of professionalism, personal integrity, and respect for both staff, students, and our community at all times, even when feelings are heightened or there are differences of opinion.
- Refrain from engaging in name calling, personal attacks, gossip, rumors, speculation, and any derogatory, sarcastic and threatening remarks or conversations.
- Focus on fulfilling your responsibilities to the best of your abilities, rather than engaging in petty gossip, complaining, or inappropriate interactions that can distract and prevent yourself and others from fulfilling our collective duty to our students' learning.
- Respectfully share feedback directly in a manner that respects the privacy and dignity of the person receiving feedback and will best allow them to hear it.
- Recognize that intent does not always match impact. Be willing to accept responsibility that your impact may differ from your intent and to engage in mutual harm repair whenever possible to model for each other and our students what a restorative community does when harm is experienced.
- Disagreements must be set aside to show mutual respect.
- Approach situations as an opportunity to learn and start from a place of inquiry and seeking to understand rather than blame or assuming negative intent.
- Uphold the LCPS core values of love, community, integrity, social justice, and agency.
- Treat LCPS provided resources and property with responsibility and care.
- Comply with all LCPS policies and procedures.

Communication Guidelines:

Effective communication requires having a clear understanding of communication expectations and openness to exchange ideas and information in a manner that is efficient and enhances collaboration. Below is a chart to give an overview of expectations for staff to communicate to get productive outcomes and ensure mutual respect:

General Communication Expectations	**Expectations in Meeting Spaces**
• Slack should be used primarily for urgent issues that require immediate attention or as a short form of quick communication, not for feedback or lengthy directions or back and forth. • When matters need to be addressed in the moment, be concise and to the point to address them.	• Start meetings with a quick check-in or way to engage and connect the team. • Meeting agendas should be sent in advance if possible unless the meeting is called last minute. • Come prepared and ready to engage. • Stay on the topic of the agenda/meeting • Assign someone to take notes.

• Respond to fellow staff in a respectful, timely, and professional manner assuming positive intent.
  ▪ If unable to respond quickly due to another emerging issue respectfully say so ("I am handling another situation, please give me a moment or please contact XXX to support")
• Be aware of your surroundings when communicating with each other (students, other staff members, parents and visitors)
• Body language is important for effective communication. Pay attention to your facial expressions and nonverbal cues as they could appear disrespectful or rude.
• Recognize that people have differences in communication styles based on culture and personality. Do not automatically assume that a difference in communication style means that the other person is being rude or disrespectful.
• Supervisors are not expected to be present in situations that are the primary responsibility of an employee's role
• Follow-up in an email as needed with steps taken and any follow-up documentation needed - Include your direct supervisor for any further support.
• Debrief if needed following all the guidelines of professionalism
	• Use respectful language in meeting spaces.
	• Balance your participation - allowing each person to speak, listen and hear.
	• Listen actively to teammates without interruption.
	• All voices count and all opinions matter - Be respectful
	• Acknowledge if you don't have answers right away or are unable to respond due to other emerging issues (use phrases like)
	  ▪ I will respond back once I have more information
	  ▪ I was unaware of this and will get back to you
	  ▪ Please give me some time to look into this matter
	  ▪ Please contact XXX as I am handling another emerging matter
	• Separate your own personal feelings to what is best for the matter at hand
	• Share the notes of the meeting to make sure all was captured, and everyone is on the same page.
	• Ask questions for clarification to help avoid making assumptions.
	• End the meeting on a positive note.

<u>Examples of Specific Behaviors</u>

The following examples are not an exhaustive list:

Examples of PROHIBITED actions (Violations of this Policy)

1. Engaging in any verbal or physical behavior that would constitute harassment or sexual harassment under LCPS' Anti-Harassment and Discrimination policy. Using racial slurs, epithets, personal attacks or derogatory language directed at any staff member.

2. Making verbal or physical threats towards another staff member, including following them, invading or disrespecting their personal boundaries, or refusing to respect their request to end a conversation or leave a space.
3. Using an unprofessional, disrespectful, or highly escalated tone or language towards another staff member, including yelling, cursing or using derogatory language, or making threats even if not directed specifically at the staff member.
4. Taking pictures, videos, or making recordings of other staff without their consent and/or circulating it among staff/students (refer to our policy prohibiting all illegal recordings without another party's consent).
5. Engaging in gossip and circulating rumors about a fellow staff member or other conduct that could constitute bullying such as making fun of, joking about, or engaging in pranks or attempts to humiliate or harm other staff.
6. Using verbal means to shame or humiliate a staff member in front of other staff member(s), students, or in public meeting spaces. This includes giving highly public feedback to another staff member that would be better communicated in a more private setting.
7. Escalating situations with fellow staff when tensions are running high rather than de-escalating the situation and walking away.
8. Unreasonably refusing to speak, meet, or collaborate with a fellow staff member.
9. Violating staff or student privacy when speaking to fellow staff, students, or families.
10. Failing to report issues of misconduct related to other staff or students or engaging in retaliatory behavior related to a fellow staff member or in response or relation to allegations of misconduct.
11. Unreasonable demands and meeting impossible targets
12. Doing personal business during working hours

Examples of Cautionary Staff/Staff Behaviors

1. Engaging in conversations and interactions with only one or a subset of employees can lead to other staff feeling excluded or unwelcome, so exercise caution in appearing to have exclusive friendships, inside jokes, or appearing to gossip with fellow coworkers.
2. Being cautious about letting jokes and informal language and banter get out of hand as you may not be able to easily tell if you have offended a colleague or made them uncomfortable.
3. Making sure that invitations to spend time outside of work are mutually agreed upon and welcome by both parties and per our policies that coworkers should take extreme caution in avoiding overly personal relationships and conduct that can disrupt the workplace or lead to misunderstandings and allegations of harassment.
4. Contacting fellow staff on personal devices and sending messages via text, social media, and email that are overly familiar and/or use inappropriate language, memes, or content while serving in your capacity as an employee.
5. Exercising caution in divulging personal information and speaking about personal situations and matters with other staff. While sharing about our personal lives can deepen connections and relationships amongst coworkers, sharing overly explicit or too much detail may cause discomfort and may distract from engaging in the important work each member of our team does.
6. Taking responsibility for sharing feedback directly or reporting if another staff member makes you uncomfortable. If you choose not to share feedback or resolve conflicts directly, situations may blow out of proportion or may continue if the other person is unaware of how their behavior is affecting you.

7. Exercising caution and awareness about power differentials in your interactions with fellow employees–whether due to positionality (such as being a supervisor or leader), seniority, gender, race, age, physical ability or size, language, or many other factors, your actions and words can be perceived differently based upon these factors.

Acceptable and Recommended Staff/Staff Behaviors

1. Be welcoming, kind, respectful and professional in your interactions with all fellow employees and members of our community including students and families.
2. If you notice that you or a fellow staff member are becoming emotionally escalated or feel unable to maintain your professional demeanor, walk away from the situation or end the meeting or conversation and ask to resume at another time when you can show up in a professional manner.
3. Emails, text, phone and instant messages, and other forms of social media and communications between employees should maintain professionalism.
4. Maintain reasonable physical space between you and another staff member.
5. Stopping and giving feedback to other staff if they cross your own personal boundaries.
6. As much as possible, seeking to resolve conflicts and differences directly at the lowest level with fellow employees, offering feedback directly and kindly and allowing the other party to correct mistakes and move forward professionally.
7. Listening respectfully to fellow staff, even if you disagree, and avoiding frequent interruptions.
8. Responding in a timely and professional manner to communications.
9. Keeping your supervisor informed when a significant issue develops with another staff member.
10. Asking for advice from your supervisor, HR or administrators if you find yourself in a difficult situation related to boundaries with other staff.
11. Receiving any donation of a significant amount must be run by a proper process of involving Development and Finance Team in addition to your direct supervisor to avoid allegations of theft, bribery, or corruption.
12. Involving your supervisor if conflict arises with another staff member.
13. Informing your supervisor and the Director of HR about situations that have the potential to become more severe.
14. Making detailed notes about an incident that could evolve into a more serious situation later.
15. Recognizing the responsibility to stop unacceptable behavior of coworker(s).
16. Keeping your professional conduct a high priority.
17. Asking yourself if your actions are worth your job and career.

Duty to Report Suspected Misconduct:

All LCPS employees are required to report any suspected harassment, sexual harassment, discrimination or unprofessional conduct to a supervisor or the Director of HR to take appropriate action and conduct a thorough investigation as deemed necessary

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

LCPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. LCPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair

texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

LCPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Chief Operating Officer or designee.

When LCPS receives allegations of unlawful harassment, discrimination, or retaliation, the Senior Director of HR (if a complaint is about the Principal) or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. LCPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

<u>Prohibited Unlawful Harassment</u>

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

<u>Prohibited Unlawful Sexual Harassment</u>

LCPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Chief Operating Officer. See **Appendix A** for the general "Internal Complaint Form." See **Appendix B** for the "Harassment/Discrimination/Retaliation Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions, or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LCPS policy.

Title IX Notice of Nondiscrimination

LCPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Megan Bacigalupi Chief of Staff and Title IX Coordinator,
433 Hegenberger Road, Suite 201 Oakland, CA 94621
(917) 733-3821
megan.bacigalupi@lighthousecharter.org

A copy of LCPS's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within LCPS's education program or activities and for pursuing available remedies, is available on the LCPS website at: https://lighthousecharter.org/wp-content/uploads/2024/10/LCPS-Title-IX-policy-August-2024.pdf

Whistleblower Policy

LCPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

LCPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other LCPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Chief Operating Officer, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Children at Work

If there are extenuating circumstances under which an employee believes it's imperative to have his/her child at work, the employee must request permission by notifying his/her supervisor in writing (i.e., email) prior to doing so. The request should include: a) when that will occur, b) what the extenuating circumstances are that justify the need, c) what the supervision plan for the child is, and d) how this circumstance may or may not impact the employee's work. It is up to the supervisor's discretion to approve that request, based on the likelihood of the employee to execute his/her work successfully. If school is in session at this time, the child should not participate in recess or be in a classroom with LCPS students.

For employees with children in attendance at LCPS, the employee should alert his/her supervisor of any potentially unsupervised gap in his/her child's day and articulate a plan in writing to his/her supervisor. Common solutions may include: the child stays with the employee if it does not disrupt work, or the child waits in the dismissal area for the employee to conclude work.

Media Relations

It is our goal to give the press a clear, consistent, and up-to-date message about our school and its programs and services. Since information about our activities change often, it is easy to provide the press with information that may be inaccurate or misleading.

Employees must refer all inquiries from newspapers, magazines, social media, or radio and television reporters to the Chief Executive Officer and Chief of Staff.

Smoking

It is the policy of LCPS to prohibit smoking and vaping on all School premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

LCPS provides employees with meal and rest breaks according to applicable laws. All employees are encouraged to take appropriate meal and rest breaks. During meal and rest breaks, employees are relieved of all duties and should not engage in any work during those times.

Currently, nonexempt employees working at least five (5) hours on any given workday are provided with a thirty (30) minute meal break. Employees are required to take this meal break every day at the time scheduled by their supervisor, by no later than the end of the 5th hour of work. An employee working a shift of six (6) hours or less may voluntarily waive this meal period by mutual consent in writing with their supervisor, and the employee must record the waiver on his or her timesheet and submit the waiver to the Senior Director of HR to place in his or her personnel file.

A nonexempt employee working a shift of three and one-half (3 ½) hours or more also is given a ten (10) minute paid rest break for every four (4) hours or major fraction thereof worked in a workday. Rest breaks should be taken, insofar as practicable, within the middle of each work period. A full-time nonexempt employee who works an eight (8) hour day should typically take one (1) rest break mid-morning, and one (1) rest break mid-afternoon. Employees are expected to and should make every effort to take their rest breaks. Rest break time may not be combined with meal break time. Employees who work less than three and one-half (3 ½) hours in a day are not entitled to a rest break.

LCPS compensates all nonexempt employees for their rest and meal breaks at their regular rate of pay, even though employees are not engaging in work during those times. Meal breaks do not count towards an employee's hours worked for the purpose of calculating overtime. For record-keeping purposes, employees are required to sign off on their timesheets that their meal and rest breaks were taken each day during a pay period. If, despite being encouraged and provided the opportunity to take a meal break, an employee chooses without the supervisor's permission to engage in work, the employee will be compensated at their regular rate of pay and his or her supervisor will work with him or her to revise scheduling or duties to ensure that meal breaks are taken every day that the employee works at least five (5) hours. If, under rare and extenuating circumstances, an employee is required to work during a meal break, they will be paid for an additional hour for each day a meal break was missed. Any requests for the employee to work during a break made by someone other than the employee's direct supervisor must be reported by the employee to the supervisor and the Director of HR immediately so they can assess and ensure the employee is able to take mandatory breaks. Failure to communicate about missed breaks or accurately report that breaks were missed as part of timesheet verification can result in disciplinary action.

The Director of HR should be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

LCPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

LCPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Punctuality and Attendance

Any employee who is unable to report for work on any particular day must call their direct supervisor or the main office at least one (1) hour before the start of the scheduled workday. If an employee fails to report to work without notification to their supervisor for three (3) consecutive days, the School may consider that employee has abandoned his/her employment and has voluntarily resigned from employment.

If an employee is absent for medical reasons for more than seven (7) working days, the employee must, immediately upon his or her intended day of return to work, provide the Senior Director of HR with a physician's statement certifying that the employee is fit to return to duty.

Excessive unexcused absenteeism or tardiness and/or failure to communicate regarding the need to be absent/tardy pursuant to School policy will result in disciplinary action up to and including termination of employment.

Arrangement for Substitutes

Once teachers know of their anticipated absence, they are required to call their Supervisor and Office Manager and then make arrangements for substitutes using designated individuals from the LCPS Substitute Pool.

Job Share Policy

A job share is defined as an arrangement where two (2) employees are employed to share the duties and responsibilities of one full-time position on an hourly, daily, or weekly basis, and the salary and leave is allocated on a pro-rata basis. The position is held jointly and is conditional upon the offer of employment being offered to and accepted by both the job share partners.

Aims and Objectives

LCPS is committed to equality of opportunity for all staff regardless of the number of hours worked. In order to facilitate this, LCPS may create working arrangements, in accordance with managerial interests, whereby it can widen its recruitment pool, retain the valuable skills of existing employees who no longer want to work full-time, and enable staff to retain career development opportunities while working fewer hours.

Job Share Arrangements

a. A job share is where two (2) employees voluntarily share the duties and responsibilities of one (1) full-time position, dividing the hours between them. The full-time salary, benefits, and holiday/leave time are allocated on a pro-rata basis to each of the job sharers. Pro- rata share benefits will be made available to job-share employees if they work a minimum of 0.5FTE (note: this is an exception to the general personnel policy that states employees must work 0.6FTE to qualify for benefits, contingent on the fact that the position as a whole exceeds the 0.6 FTE threshold). Job-share employees will be expected to pay for their share of their benefits.

   Guidance on job share arrangements can be sought from the Chief Operating Officer when a position becomes vacant, or when a request to job share is received from an existing full-time employee.

   All full-time positions may be open to job sharing. Part-time and/or hourly positions are ineligible for job sharing. However, LCPS, in accordance with managerial interests, reserves the right to ensure that operational needs will not be adversely affected and shall not be obligated to approve all job-share proposals. Nevertheless, agreement to a job-sharing arrangement should not be unreasonably withheld.

b. The way in which the actual hours of a job share position are divided between the job share partners should be decided by the manager/supervisor in consultation with the job share partners, taking into account the following:

   i. the needs of the school,

   ii. any limitations on accommodation, equipment etc.,

   iii. the desirability of building in a handover period or liaison time (the total hours worked by the job share partners should not exceed the normal full-time hours of the post),

   iv. communication: between the job share partners, between the job share partners and their manager(s), between the job share partners and their colleagues and between the job share partners and their students or case, the need to ensure consistency of approach.

c. The overall duties and responsibilities of the whole position will be shared between the job share partners. The exact agreed upon working arrangements of the job share partners will

be decided by the manager, in collaboration with the job sharers.

Recruitment and Selection

When recruiting for a position, the School shall adhere to the normal approach of selecting the candidate (or job share partners) whose skills profile is the closest match to job requirements.

When a joint resume is received from job share partners, it must be assessed in the same manner as applications from other candidates. The normal practice will be to interview and test the job share partners separately in order to assess each one in light of the job requirements. It may also be appropriate to interview the job share candidates together in order to discuss their joint application. An offer made to job share partners is dependent upon both partners accepting the offer of employment.

Current Full-Time Employees

There may be occasions when a current full-time employee wishes to reduce his/her hours of work by sharing his/her position. Such applications to convert a full-time position to a job share position will be carefully considered. Examples of possible circumstances are employees returning from maternity, paternity or adoptive leave, employees having to care for elderly relatives, employees who may, due to a disability, now wish to work on a part-time basis, or employees who may wish to spend more time on leisure interests.

Implementation of Job Share Arrangements

Hours of work

The way in which the full-time hours are divided between the job share partners will be at the discretion of the manager to ensure that operational needs of the School are met. However, examples of how the working week can be divided are as follows:

- Half or split days, i.e., one partner working in the morning and the other partner working in the afternoon.

- Half or split weeks i.e., one partner working the first 2.5 days (Monday to Wednesday morning) and the other partner working the remaining 2.5 days (Wednesday afternoon to Friday) or overlapping when necessary.

- Two (2) days one (1) week and three (3) days the next i.e., with the job sharers alternating to work the extra day.

- Alternate weeks i.e., job share partners each work one (1) week on, one (1) week off. This normally is on a Wednesday PM to Wednesday AM basis.

This is not an exhaustive list but merely outlines a few examples. Ideally, the job share partners should work half-time. Sometimes it may be convenient to split the hours on an unequal basis, i.e., one (1) partner working two (2) days and the other partner working three (3) days per week. There may be a scenario in which one (1) person is receiving medical/dental benefits and the other is not,

depending on the scenario and time allotted to each person.

Terms and Conditions of Job Share Positions

A position is offered jointly to the job share partners. The offer to one candidate of the job share partnership is conditional upon the other candidate of the job share partnership accepting it. Job share agreements are in place from one (1) academic or fiscal year to the next and must be re-agreed upon by both parties, with supervisor and Chief Operating Officer approval each year.

Resignation and/or Termination of Job Share

If one job share partner leaves by choice or is terminated due to lack of satisfactory job performance and the remaining job share partner does not want to work full-time, the following procedure should be followed:

a. an assessment of the needs of the organization should be carried out to ascertain whether full-time coverage is required;

b. the vacant half of the job share position should be advertised;

c. the remaining job share partner should use any available contacts to assist in finding a partner;

d. if a suitable job partner cannot be found, an organization-wide search for alternative work should be implemented for the remaining job share partner; and

e. if all the above has been carried out and it is still not possible to either find a replacement job share partner or find the remaining job share partner a suitable alternative position, the remaining partner may be released from employment.

If one job share partner wants to return to full-time and the other wants to remain part-time, or both job share partners want to return to full-time, the following procedure should be followed:

a. an assessment of the needs of the organization should be carried out to ascertain whether full-time coverage is required; and

b. if only one full-time job is available, the supervisor will re-interview both employees and make an offer for one position to one employee based upon job performance, qualifications, experience, etc. Prior full-time status will not guarantee a right to return to full-time.

Conclusion

It is the goal of the LCPS job share policy to serve employees in their needs while not compromising student achievement. The job share arrangement may be terminated at any time should the supervising director believe the job share arrangement is having a detrimental effect on students, achievement of the job's duties, and/or achievement of the School's mission.

Flextime Policy

Flextime is a work schedule which allows employees to work hours that are not within the standard 8:00am to 5:00pm range, while maintaining a high level of service and ability to accomplish the job's duties.

Aims and Objectives

LCPS is committed to equality of opportunity for all staff regardless of the number of hours worked. In order to facilitate this, LCPS may create working arrangements, in accordance with managerial interests, whereby it can widen its recruitment pool, retain the valuable skills of existing employees who no longer want to work full-time or who may want to work full-time but with an alternative schedule, and enable staff to retain career development opportunities.

Eligibility

Eligibility for flextime scheduling will be at the supervisor's discretion. Because our mission and school goals rely on consistent adult presence, the more contact an employee has with students, the more restrictive the schedule is. As a result, it may be difficult for a teacher or employee with a consistent caseload of students to obtain a flextime schedule.

An employee must formally request a flextime schedule from their direct supervisor in writing. Supervisors will have to carefully examine the flextime schedules which the employee requests, so that they can coordinate work schedules which ensure ample employee coverage during peak hours.

Managing Flextime

It is the responsibility of the supervisor to verify and ensure the performance of employees with flex-time schedules. Flextime schedules will need to be made transparent to other employees, so that all employees stay aware of who is covering that individual's duties, if applicable. Positive, effective, and clear relationships among all employees involved are important for a successful flextime policy. Flextime is a privilege, not a right, and, if abused or in any way adverse to the School's interests, can be taken away at the discretion of the supervisor.

Flextime Options

At LCPS, there are a few types of flex schedules from which to choose: Peak-Hour Flextime, Compressed Work Week, and Reduced-Time options. It must be emphasized that because LCPS is a school that requires most employees to be face-to-face with students on a daily basis, flex-time options will be weighed with care for both the employee and the students that we serve. Once an employee signs up for a particular flex-time option, the individual is expected to work that schedule in a consistent manner. However, schedules can be changed. All flextime work options need to be approved by the direct supervisor and the Chief Operating Officer. In the case of the CEO desiring a flextime option, Board approval is required.

Peak-Hour Flextime: This flextime schedule shifts daily work hours while still working an eight (8) hour day. For instance, instead of the normal 8am-5pm work day, an employee could work from 7am-4pm, 7:30am-4:30pm, 9:00am-6:00pm, etc. Working any arrangement of hours within an eight (8) hour day constitutes a valid workday. It is important to remember that the level of

service must be maintained during peak work hours, which will be specific for each job. Therefore, supervisors will need to coordinate the schedules of all flextime participants to ensure ample coverage during these hours and duties.

Compressed Work Week: To maintain this flextime arrangement, an employee works their full work week in less than five (5) days. For instance, an employee may work four (4) 10-hour days, or on a two-week rotating basis; one (1) week, an employee works a regular 8am-5pm, five (5) day week and the next they work a compressed schedule, which is four (4), 9-hour days and one (1) 4-hour day. It is important to remember that this option is available only to employees who do not have a direct case load/classroom/crew of students that they see on a daily basis. Supervisor discretion will be required to determine if a compressed work week is allowable for a position. In all cases for nonexempt employees, LCPS shall comply with overtime laws as applicable.

Reduced-Time Options – These options permit employees to work part-time while juggling other responsibilities, such as caregiving. Reduced-time options include:

- **Part-time work opportunities.** Part-time workers should receive proportionate wages and benefits compared with full-time workers. Similarly, part-time workers should receive proportionate credit for relevant experience needed to qualify for promotions, training programs, or other employment opportunities.

- **Job sharing.** Job sharing programs permit two employees to share one full-time position. In general, employees participating in job sharing programs receive a proportionate share of the salary and benefits. (See complete Job Share policy herein for more information.)

Trial Period

Upon granting a flextime arrangement to an employee, the supervisor will revisit how the work arrangement is working after three (3) months. If job performance is not compromised, the flextime agreement may remain in place. If job performance is being compromised due to flextime, a plan to change the arrangement will be made and executed.

Telework Policy

Purpose

The School recognizes approved teleworking as a necessary or desired work arrangement for some employees during and outside of emergency school closure situations or other requirements for employees not to come onsite but still complete work. This policy details conditions and requirements which apply to all temporary telework assignments on a voluntary basis or for any other approved reason. LCPS is committed to equality of opportunity for all staff. In order to facilitate this, LCPS may create working arrangements, in accordance with managerial interests, whereby it can widen its recruitment pool, retain the valuable skills of existing employees who no longer want or are not able to work in-person full-time, and enable staff to retain career development opportunities.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Such approval for such arrangements is at the sole discretion of the supervisor and the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California, unless with explicit pre-approval;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee's ability to maintain availability during assigned work hours as outlined in their job description and as required by the School for collaboration, meetings, and synchronous teaching or working times;

- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework either on a temporary basis or longer must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Telework Scheduling and Trial Period

Employees and supervisors must determine the exact schedule for the teleworking employee and reserves the right to require the employee to come onsite either periodically or at regular intervals with advance notice of at least forty-eight (48) hours. Upon granting a Telework arrangement scheduled for more than three (3) months, the supervisor will revisit how the work arrangement is working after three (3) months. If job performance is not compromised, the Telework agreement may remain in place. If job performance is being compromised due to flex time, a plan to change the arrangement will be made and executed. In general, employees whose approved Telework site is within one hundred (100) miles of the School will be required to come into the office one (1) or more days per week unless subject to a requirement for Telework such as a disability accommodation, quarantine or isolation notice, mandatory school closure, or other requirement as subject to law or at the sole discretion of the School.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

Any technology equipment supplied by the School will be maintained by the School, subject to availability, including computer, monitor (as needed), mouse and keyboard (as needed), and other devices or supplies, upon request and subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must sign an inventory of all School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School. Other supplies can be arranged for pick up or use from the work site, such as copy machines, paper, pens, and other materials that would typically be available to employees while on School property. Additional supplies or materials needed for effective telework must be requested on a case-by-case basis by the employee in advance and approved by their manager for purchase, subject to availability and evaluation of appropriateness by the School, in conjunction with the IT and HR departments. Employees will not be reimbursed for supplies purchased at their own expense without supervisor pre-approval and should use the School's existing purchasing systems for such needs.

Any technology supplied by the employee, as approved by the School, shall be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. Employees who with approval and due to involuntary need supply personal technology for School-related use shall be eligible for reimbursement for the use of their technology pursuant to the "Reimbursement" section below. Employees who use their own technology without approval and on a voluntary basis shall not be eligible for reimbursement.

Reimbursement

The School shall reimburse employees for actual and necessary expenses incurred in the employee carrying out School business when such expenses are expressly authorized and preapproved by the School.

The School shall reimburse an employee's costs for utilities (Internet, cell phone, etc.) at $37 per month, based upon a reasonable percentage of work-related use, while the Telework Agreement is in place and when the reason for Telework is at the requirement of the School. Voluntary requests to Telework shall not be eligible for such reimbursement.

Employees who believe their expenses exceed the reimbursement the School provides shall be required to submit copies of their internet and/or cell phone bill for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;

- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of the School's Policy, please see the other sections of the Employee Handbook. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation and Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. Telework is a privilege, not a right, and, if abused or in any way adverse to the School's interests, can be taken away at the discretion of the supervisor.

Timecards/Records

By law, LCPS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time clock system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time clock indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information in their time clock system and remembering to record time worked. If an employee forgets to scan in or makes an error, the employee must contact their supervisor to make the correction and such correction must be initialed by both the employee and the Director of HR or their designee.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one can record hours worked under another's time clock system. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Time & Effort Recordkeeping Documentation for Federal & State Grant Funded Employees

Employees who receive compensation, whether partial or entirely, from federal or state categorical programs (e.g., Title I, Special Education, Title III, etc.) are required to complete additional supporting documentation which confirms that the activities or work performed by the employee was indeed for the funded program activity. Required supporting documentation will vary depending upon the funding source and/or nature of the employee's job duties. Please refer to the LCPS Time & Recordkeeping Documentation Policy (Appendix D) for all required practices by employee role and type.

Use of Email, Voicemail and Internet Access

LCPS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal files or email or voicemail messages without the latter's express permission.

4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. LCPS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for School-related communications as such communications may be discoverable as public records. School-related communications should only take place using School-issued devices and via the employee's LCPS email account.

Phone Policy

LCPS supports communication for professional purposes through one of multiple means:

- Primary usage is conducted via landline phones. Teachers and Administrators can utilize the phone that is stationed in their workspace for professional needs.

- All employees will be issued a School cellphone to be used for all School business. Such phones must be kept on during school business hours and are to be used only for School business. As a result of School-issued cell phones, employees are not to perform any School-related business whatsoever on their personal cell phones. As all School business is to be conducted on School-issued cell phones, LCPS will no longer reimburse employees for personal cell phone usage (see Appendix E for further information).

Personal Business

LCPS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Personal Property

Any personal property brought onto or stored on LCPS' properties by an employee is at the risk of the employee and is not the responsibility of the School to maintain or protect. LCPS assumes no liability whatsoever for the loss, damage or theft to the personal property of School employees. Should the employee end their employment with LCPS, it is the sole responsibility of the employee to collect and remove any personal belongings from the school by or before their termination date. LCPS will not be responsible for nor will it pay any costs incurred due to the loss, theft, or damage of any personal property an employee chooses to bring or leaves on its campuses.

Expectations of Privacy

All storage facilities, offices and workspaces, including desks and lockers, are the property of the School, and LCPS reserves the right to have access to these areas and to such property at any time, without advance notice to any employee. Therefore, employees should not expect that such property will be treated as private and personal to the employee. Likewise, electronic mail and voice mail are also company property and are to be used only for business purposes. Internet accounts for company business use are not intended for personal use. LCPS reserves the right to inspect, monitor and have access to company computers, electronic mail, voice mail messages and Internet communications.

To promote the safety of employees and company visitors, as well as the security of its facilities, LCPS reserves the right to conduct video surveillance of any portion of its premises at any time. Video cameras will be positioned in appropriate places within and around company buildings. The only exceptions to this policy include private areas of restrooms, showers and dressing rooms.

No Recording Policy

Unauthorized electronic surveillance of employees is disruptive to employee morale and inconsistent with the respectful treatment required of our employees. In addition, California is a two (2) party consent to recording state. For this reason, no employee may record conversations via an electronic, video, or other recording device of another employee without their full knowledge and consent. Pursuant to California law, please note that any individual who records confidential communications without the consent of both parties can be criminally prosecuted and

punished by a fine not exceeding two thousand five hundred dollars ($2,500) per violation, or imprisonment in a county jail not exceeding one year, or in the state prison, or by both that fine and imprisonment.

No employee may record, by any means, a conversation with another employee unless all of the following criteria are met:

1. A legitimate purpose for the recording.
2. A recording device in plain view.
3. Written authorization from the supervisor of the employee who wishes to record the conversation.
4. Documented consent by the employee being recorded either in writing or verbally at the start of the recording.

An employee's written notes of a meeting or conversation shall not be construed to be in violation of this policy. A violation of this provision may result in disciplinary action, including termination. LCPS retains the right to legitimately record public meetings and conversations for legitimate business purposes (such as sharing the recordings with absent members of staff or the community) if appropriate notice is given to participants at the start of the recording or if the meeting is evidently public in nature and a right to privacy regarding communications should not be expected (such as an LCPS Board of Directors or a community Town Hall meeting).

Social Media

If an employee decides to post information on the Internet or social media (i.e., TikTok, Facebook, Instagram, Snapchat, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of LCPS in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance that sets a good example for LCPS students. Any employees who perform operational duties or work directly with students must wear close-toed shoes with an appropriate heel or back strap to ensure safety when performing duties per the school's Illness Injury and Prevention Plan ("IIPP"). Inappropriate or unsafe footwear or other clothing or failure to wear assigned personal protective equipment ("PPE") may result in disciplinary action up to and including release from at-will employment.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.

2) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing.

3) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

4) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

5) Appropriate shoes must be worn at all times.

Health and Safety Policy

LCPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and the guidance specified in the LCPS Illness Injury and Prevention Plan and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Senior Director of HR and their supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e., core teachers, advisors, non-core teachers, administrators, aides) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. Failure to meet this requirement will result in withholding of the employee's paycheck until the obligation is met.

Security Protocols

LCPS has developed guidelines to help maintain a secure school site. Be aware of unknown persons loitering in parking areas, walkways, entrances, and exits and service areas of the school. Report any suspicious persons or activities to office staff. Employee desks, classrooms, or offices must be secured at the end of each day. When an employee is called away from his or her work area or classroom for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. **Employees should immediately notify a school administrator when keys are missing or if security access, codes or passes have been breached.**

Guests and Visitors

All guests and visitors must report to the main office to sign in and receive a guest pass to enter any LCPS facility.

Emergency Plans and Disaster Service Worker Responsibilities

Appropriate fire exit and earthquake preparedness drills will be administered at least two (2) times per year. California law provides that all school employees are considered disaster service workers when a local, state, or federal disaster declaration has been made. During a declared disaster, school employees are required by law, to serve as disaster service workers and cannot leave their school site until formally released up to seventy-two (72) hours. During an emergency, teachers must always have a roster of students under their direct supervision.

Occupational Safety

LCPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt about how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. LCPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or

injury occurring during work or on School premises to both their supervisor and the Director of HR so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Faculty and Staff Compensation

When appropriate for positions that are staffed by a multitude of individuals (i.e., teachers), the Chief Operating Officer shall propose a salary schedule in accordance with the terms of the Charter and will present it for approval to the Board of Directors. Individual faculty and staff salaries will be determined each year according to LCPS Salary Schedules. For unique positions, salaries will be determined based on the nature of the role and experience and qualifications of the individual.

Payroll Withholdings

As required by law, LCPS shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Senior Director of Finance or their designee to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Senior Director of Finance or their designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Senior Director of Finance or their designee and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. LCPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the immediate supervisor with approval by the Senior Director of HR or Senior Director of Finance or their designee. LCPS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the 15th and the last day of each month. If a payday falls on a weekend or holiday, then payroll will be processed on the last business day prior to that weekend. If an employee has any payroll questions or observes any error in his or her check, it should be reported immediately to the Staff Accountant.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Senior Director of Finance or their designee will discuss the situation with the employee.

State Disability Insurance

LCPS employees contribute a percentage of their salary toward State Disability Insurance ("SDI"). The SDI Program provides temporary wage replacement benefit to workers for non-work-related-disabilities.

Within SDI are two (2) benefit programs: Disability Insurance ("DI") and Paid Family Leave ("PFL"). DI benefits are paid to eligible California workers experiencing a loss of wages when they are unable to perform their regular or customary work due to a non-work-related illness or injury, pregnancy or childbirth. PFL benefits are paid to individuals unable to work because they need to care for a seriously ill family member, bond with a new minor child or to take time off for qualifying exigencies related to the covered active-duty status of their spouse, registered domestic partner, child or parent who is a member of the U.S. Armed Forces. "Qualifying exigencies" may include official military ceremonies; briefings; changes to child care or financial or legal arrangements as a result of military service; counseling; or spending time with the covered service member during rest and recuperation leave, among others.

The first seven (7) days of a claim is a waiting period for DI which no benefits are payable. There is no waiting period for PFL claims. Benefits begin with the eighth (8^{th}) day of disability. Employees cannot receive DI and Unemployment Insurance ("UI") or PFL benefits for the same period. DI is payable for a maximum of fifty-two (52) weeks. PFL is payable for a maximum of eight (8) weeks.

LCPS does not determine SDI eligibility. Please contact the Employment Development Department for more information regarding SDI as needed: www.edd.ca.gov.

Faculty and Staff Benefits

LCPS will attempt to provide health, dental, and vision insurance coverage for current staff that is reasonably comparable with coverage provided by the sponsoring district to its employees, provided such coverage is commercially or otherwise available at reasonable cost. LCPS will pay 100% of the cost of such coverage for full-time employees working at least thirty (30) hours per week in accordance with applicable law. LCPS will pay 75% of the cost of such coverage for part-time employees working at least 60% or twenty-four (24) hours per week. No staff member will receive paid health benefits beyond their separation from employment.

LCPS will cover children/dependents at 50% for full-time, regular employees who work at least thirty (30) hours per week, and at 37.5% for part-time employees working at least 60% or twenty-four (24) hours per week. LCPS does not currently pay for spouse or domestic partner benefits. If an employee wishes to have their spouse or domestic partner covered for Medical (currently through Kaiser Permanente) or Dental (currently through MetLife, a deduction equivalent to the spouse's/domestic partner's cost will be withdrawn from the employee's pay post-taxes.

Medical Plan

Eligibility

Employees are eligible for medical coverage as stated above. Medical benefits are currently provided under Kaiser Permanente which includes medical and vision coverage. This plan is subject to change during the School's Open Enrollment period, following appropriate notification to employees.

When Coverage Starts

Medical coverage begins on the first of the month following thirty (30) days of full employment. Enrollment forms must be submitted to the Senior Director of HR as soon as possible within thirty (30) days of eligibility or during the open enrollment period via the designated School enrollment process. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Cost of Coverage

The current costs for coverage under the plan are available from the Director of HR. These costs may change from time to time, particularly during the Open Enrollment period, which is currently July 1. Full-time, regular employees are not required to contribute toward the payment of their individual medical benefits. A part-time employee will pay a portion of their benefits each month, in line with information stated above. Additionally, the cost associated with dependent or spouse/domestic partner coverage is subject to change, and is available from the Senior Director of HR.

Staff who do not work during the summer months of June and July, but elect medical benefits during any open enrollment or benefits election period which would remain in effect during those unworked months are responsible for all employee premiums and any previously elected increases to premiums for such benefits. Staff can opt to have premiums owed withheld from any summer holdback pay. Otherwise, staff must contact the Director of HR and the Director of Finance to make alternative arrangements for payment of their owed premiums during the summer months in order to remain on benefits during that time.

Dental Plan

Eligibility

Employees are eligible for dental coverage, as stated above. LCPS currently offers Dental Coverage through MetLife Insurance.

This plan is subject to change during the School's Open Enrollment period, following appropriate notification to employees.

When Coverage Starts

Dental coverage begins on the first of the month following thirty (30) days of full employment.

Enrollment forms must be submitted to the Senior Director of HR within thirty (30) days of eligibility or during the open enrollment period t via the designated School enrollment process. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Supplemental Vision Plan

Eligibility

Employees are eligible for supplemental vision coverage, as stated above. LCPS currently offers Supplemental Vision Coverage through MetLife Insurance.

This plan is subject to change during the School's Open Enrollment period, following appropriate notification to employees.

When Coverage Starts

Supplemental vision coverage begins on the first of the month following thirty (30) days of full employment. Enrollment forms must be submitted to the Senior Director of HR within thirty (30) days of eligibility or during the open enrollment period via the designated school enrollment process. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Cost of Coverage

The current costs for coverage under the plan are available from the Senior Director of HR. These costs may change from time to time, particularly during the Open Enrollment period, which is currently July 1. Because LCPS provides basic vision coverage under its medical plan, the full cost of supplemental vision coverage for the employee, any dependents, and/or spouse/domestic partner must be paid by the employee.

Flexible Spending Account (FSA) Plan

LCPS administers a Flexible Spending Account Plan for Medical and Dependent Care and Parking and Transit. All employees are eligible to enroll in LCPS' pre-tax Flexible Spending Account Plans regardless of if they meet the eligibility thresholds for other health and welfare benefits as defined above. LCPS currently offers Medical and Dependent Care and Parking and Transit FSA through Thrivepass. Employees are allowed to contribute up to the current annual pre-tax limits for medical and dependent care FSA plans.

The FSA plan begins on the first day of enrollment once eligible. Enrollment forms must be submitted to the Senior Director of HR within thirty (30) days of eligibility or during the open enrollment period via the designated School enrollment process. This enrollment form serves as a request for coverage and authorizes the pre-tax payroll deductions necessary to pay for coverage. Upon enrollment, employee contributions will be automatically deducted per pay period during the plan year.

Retirement Plan

LCPS administers a defined contribution plan called the LCPS Retirement Plan. LCPS will annually contribute 8.00% of employee salaries to their individual retirement plans. All eligible staff will contribute an additional 8.00% of their salary, which will be automatically deducted. LCPS contributions vest 20% with each full year of employment and employees become 100% vested after five years of service.

Due to the nature of this plan, LCPS employees do not contribute to social security and are not eligible for social security benefits connected to their employment at Lighthouse.

403(b) Plan

In addition to its defined retirement contribution plan, LCPS administers a voluntary 403(b) plan called the Lighthouse Community Public Schools 403(b) Plan. Any employee shall be eligible to make contributions under the plan as long as she or he remains employed at the School. An employee may elect to reduce taxable compensation by filing a compensation reduction agreement with the Plan Administrator and the Senior Director of HR at any time. Employees may contribute up to the Maximum Permissible Amount each year as defined by law (currently $20,500 for 2022 with a catch-up limit of $6,500 for employees older than fifty (50) years of age).

COBRA Benefits

When coverage under the School's medical, dental, and/or supplemental vision plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage, the employee contribution, and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;

- The employee and his/her spouse become divorced or legally separated;

- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or

- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

LCPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. LCPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;

- LCPS stops providing group health benefits;

- The employee (or the employee's spouse or child) become entitled to Medicare; or

- The employee has been receiving extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Tuition Assistance

LCPS offers tuition assistance to employees to engage in credentialing or continued education and in support of professional growth related to their role and responsibilities. Tuition assistance is approved on a case-by-case basis. The amount and portion of assistance paid by LCPS is dependent on the program and the employee's role. This may, but is not required to, include: some or all portion of tuition and some or no supplementary costs. Any such training is a voluntary effort for which no wages will be paid. In some cases, the School will cover the full cost of tuition if such program is required for employment eligibility after the employee has been hired (e.g. induction for new teachers or administrators to attain their clear credential). To be eligible, the employee must make a request to their supervisor, the Chief Operating Officer, and the Senior Director of

Finance. The employee will be required to enter into a Tuition Assistance Agreement ("Agreement").

Depending on the length and cost of the program, tuition assistance may be dependent on continued employment with LCPS, after conclusion of the program, for an additional amount of time specified within the Agreement. If for any reason the employee voluntarily leaves LCPS or is released from at-will employment or terminated for good cause before that time, he or she agrees upon termination to repay the amount of the program cost subsidized by LCPS on a prorated basis of months completed from the beginning of the training to his or her release/termination date.

If the employee is obligated to refund tuition reimbursement under the terms of the Agreement, the employee must authorize the School in writing to withhold any amount due under the Agreement from the employee's final paycheck from the Employer. After any such deduction, any remaining balance owed to the Employer shall continue to be an obligation of the employee to LCPS and must be repaid within ten (10) business days of the date of termination.

A tuition agreement does not constitute an employment agreement, or any express or implied promise of continued employment. The employment relationship remains at-will, meaning that either the employee or LCPS have the right to terminate employment at any time, with or without advance notice or cause.

PERSONNEL EVALUATION AND RECORD KEEPING

Evaluation of Teachers and Staff

Formal and Informal Observations

The Management Team, using both formal and informal observations, will observe employees on an ongoing basis. Informal observations can occur during any time and may include a post-observation conference. Results of formal and informal observations, consisting of the employee's and his/her supervisor's observations and recommendations, may be put in writing and included within the employee's personnel file. Nothing in this section limits a member of the Management Team from conducting other observations of an informal or unannounced nature.

Evaluations of non-teaching staff will be conducted using formal and informal techniques, which may include check-ins, self-evaluations, and peer observations.

The Board of Directors evaluates the Chief Executive Officer on an annual basis. Portfolios of work and evidence are assembled and evaluated and the Board interviews members of the different school constituencies to assess the performance of the Chief Executive Officer.

Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one (1) week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the HR team advised of changes that should be reflected in their personnel file. Such changes include changes in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. LCPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources team. Only the Senior Director of HR or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an

arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS AND LEAVES

Holidays

See School Calendar for paid holidays.

Sick Leave

Sick leave is a benefit provided to employees as a cushion for incapacitation due to illness or injury. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address qualifying act of violence, including but not limited to domestic violence, sexual assault, or stalking committed against themselves or a family member.

Hourly employees working at least two (2) hours per week are entitled to accrue one (1) hour of paid sick leave for every thirty (30) hours worked (which includes overtime hours worked by nonexempt employees).

Salaried full-time employees accrue fifty-six (56) hours of sick time each year if working a 10- or 11-month schedule and accrue sixty-four (64) hours of sick time each year if working a 12-month schedule. Salaried exempt employees working on a part-time basis shall accrue sick time on a pro rata or proportional basis to the proportion of hours worked each week compared to the full-time equivalent. For example, an 11-month part-time exempt employee working 20 hours per week (or 50% full-time equivalent) shall accrue 50% of the fifty-six (56) hours totaling twenty-eight (28) hours.

Accrued sick time is subject to a cap based on the table below. Once the cap is reached, no further sick time will accrue until some sick time is used. When some sick time is used, sick time will begin to accrue again. There is no retroactive grant of sick time for the period of time the accrued sick time was at the cap.

Employee Type	Accrual Rules	Accrued Sick Time Cap
Hourly	1 hour of paid sick leave for every 30 hours worked	80 hours
Salaried 11-month	56 hours per year (pro-rated for part-time employees)	88 hours
Salaried 12-month	64 hours per year (pro-rated for part-time employees	96 hours

New employees shall not be permitted to utilize paid sick leave until they have completed ninety (90) days of employment at LCPS, absent prior supervisor approval. Sick leave must be taken by employees in increments of one (1) hour.

Sick leave may only be used for the purposes specified in this policy. Accordingly, LCPS retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability, especially for absences exceeding five (5) consecutive days. Pay for sick leave may be withheld if a satisfactory verification is not timely received.

Employees are not allowed to draw against unearned/unaccrued sick leave. LCPS does not pay employees upon separation of employment for unused sick leave.

All employees shall inform their supervisor, as well as the appropriate personnel per School guidelines, of an anticipated absence as soon as possible if a substitute is needed, and such leave (other than for unexpected circumstances) must be pre-approved by the supervisor. The Senior Director of HR may require an employee to verify the claimed reason for any absence.

Personal Necessity Leave

Employees may use a portion of their sick leave for personal necessity annually as follows: regular full-time employees may use up to three (3) days; and all other employees may use up to one (1) day of sick leave for personal necessity leave annually. Uses of personal necessity leave may include, but are not limited to: death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave); an accident involving the employee's person or property, or the person or property of an immediate family member; adoption of a child; the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours; attendance at conferences not otherwise approved by the employee's supervisor; personal legal matters; religious observances; and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least two (2) weeks in advance unless an emergency situation occurs. Personal necessity does not carry over from year to year, and is not paid out upon separation from employment, as this leave is part of the sick leave provided above.

Paid Time Off

For 12-month salaried employees, LCPS provides ten (10) days or eighty (80) hours of paid time off ("PTO"). PTO accrues each pay period and is accessible by the employee after that time. 12-month salaried employees who are at less than 100% full-time status are eligible for PTO at a pro-rated amount of hours corresponding to the percentage of their FTE (e.g., an employee working twenty (20) hours per week or 50% time would accrue five (5) days or forty (40) hours of PTO after one (1) year of service). Employees are generally encouraged to take this time during the summer unless their position is such that taking time off in the summer is not advisable or would interfere with LCPS operations. As such, employees may take these days at any point during the year with supervisor pre-approval. Employees must request to use PTO at least two (2) weeks in advance. Unused PTO carries over from year to year up to a cap of one and one-half (1 ½) times the annual accrual (totaling fifteen (15) days, or a proportionally less amount for part-time 12-month employees). Once the cap is reached no further PTO time will accrue until some is used. No PTO shall be retroactively granted for the time in which the employee was at the cap. Unused PTO is paid out upon separation from employment.

Unpaid Leave of Absence

LCPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act leave, California Family Rights Act leave and/or Pregnancy Disability Leave, the employee's medical, and dental benefits will remain in force provided the employee pays the appropriate premiums as before they went on leave. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused PTO, provided that the PTO was earned prior to the commencement of leave. No PTO is accrued during any type of unpaid leave of absence. If any employee fails to return from leave and is subsequently terminated, the employee will be liable for any medical and dental premiums paid on their behalf by LCPS as outlined below.

Exhaustion of Paid Leave

Employees who continue to be absent from work despite exhausting either their sick leave and/or PTO may have deductions made to any available paid leave, or to their pay in cases of partial or full day absences for nonexempt employees, or full days absences for exempt employees.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

  To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

  The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School,

they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance and/or paid family leave benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

  The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

  If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

  LCPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

  1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

  2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

  An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

  1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

  2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Director of HR. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against

the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each eligible female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time an eligible female employee is actually disabled by pregnancy, childbirth, or related medical conditions. An eligible female employee includes a transgender employee who is disabled by pregnancy.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued PTO at the beginning of any otherwise unpaid leave period.

2. The receipt of PTO, sick leave, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. PTO and sick leave accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

  LCPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. LCPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

  1. The employee fails to return from leave after the designated leave period expires.

  2. The employee's failure to return from leave is for a reason other than the following:

     - The employee is taking leave under the California Family Rights Act.

     - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

     - There is a non-pregnancy related medical condition requiring further leave.

     - Any other circumstance beyond the control of the employee.

- Seniority

  An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications
  1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

  2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

  1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Human Resources Department. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

  2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice

is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

   a. The employer would not have offered a comparable position to the employee if they would have been continuously at work during the pregnancy disability leave.

   b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

      A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with LCPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

  No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

LCPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Director of HR;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director of HR; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. LCPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the supervisor and to the Director of HR and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

LCPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO as wage replacement during time served, provided such PTO accrued prior to the leave.

Except for employees serving in the National Guard, LCPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

LCPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Employees who have worked for more than six (6) months are entitled to a leave of up to five (5) workdays of bereavement leave without loss of pay. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member. If an employee requires more than five (5) days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued PTO or other forms of accrued leave including religious observance leave and the use of up to three (3) days of personal necessity leave for bereavement. Bereavement pay will not be used in computing overtime pay.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Religious Observance Leave

Employees who have worked for more than ninety (90) days are entitled to up to two (2) days of leave without loss of pay for religious observances falling outside those holidays and religious observances occurring when school is not in session (such as holidays, weekends, or breaks when the school is not operating). Employees must request religious observance leave at least two (2) weeks in advance. Religious observance leave does not carry over from year to year, and is not paid out upon separation from employment. If an employee requires more than two (2) days off for religious observance, the employee may request additional unpaid leave or request the opportunity to use one or more days of accrued sick time for personal necessity leave as stated above.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Senior Director of HR and their supervisor at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, LCPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of LCPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., PTO or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12)-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

LCPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking, or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling or mental health services for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide LCPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide LCPS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, LCPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Director of HR.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Senior Director of HR thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Director of HR.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.

23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.
27. Allowing a visitor onto campus without prior authorization and without the appropriate clearances.
28. Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
29. Failure to appropriately supervise students.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. LCPS shall not provide workers' compensation coverage or any other benefit

for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Senior Director of HR regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused PTO (applies to 12-month employees who work a full-time salaried schedule only). If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Senior Director of HR, Chief Operating Officer or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Chief Operating Officer or designee:

1. The complainant will bring the matter to the attention of the Chief Operating Officer as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Chief Operating Officer or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Chief Operating Officer, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the School's Ombudsperson (the Chief of Staff) or Board President (if the complaint

concerns the Chief of Staff) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Chief of Staff (or designee) shall abide by the following process:

1. The Chief of Staff or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Chief of Staff (or designee) finds that a complaint against an employee is valid, the Chief of Staff (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chief of Staff (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Chief of Staff's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Chief of Staff) or the Chief of Staff or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

LCPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____
Date of Alleged Incident(s):_____
Name of Person(s) you have a complaint against: _____
_____
List any witnesses that were present: _____
_____
Where did the incident(s) occur? _____
Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____
_____
_____
_____
_____
_____
_____
_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

APPENDIX B

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination or harassment.

If you are an employee of the School, you may file this form with the Chief Operating Officer, Director of HR, Chief Executive Officer, LCPS Ombudsman, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

LCPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

Received by:_____ Date: _____

APPENDIX C

LCPS Limited Assignment Option 44258.3 Board Policy

Current law provides various ways for local governing boards to assign credentialed teachers to serve in subject-matter areas in grades K-12. One option pursuant to the California Education Code allows local school districts to assign credentialed (non-emergency) teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and the teacher consents to the assignment. This policy is to establish the district's plan (detailed below) to implement these options.

LCPS District Plan Education Code §44258.3

Purpose: It is the intent of LCPS to facilitate the assignment of teachers in accordance with EC §44258.3 when they consent to such assignments and when it has been verified that they are qualified for the requested assignment(s).

The following procedures are intended to provide for the implementation of this policy:

1. Site Administrator identifies a subject-matter assignment need at a local school site.
2. Site Administrator determines whether any existing staff have the appropriate credential and are interested in the assignment or whether EC §44258.3 should be used.
3. Site Administrator identifies consenting teacher for possible assignment pursuant to EC §44258.3 or a teacher may request to fill the assignment.
4. Teacher submits a petition form to teach in the position. The petition denotes criteria upon which petition is based, teacher consent, site administrator's recommendation of assignment, and that the assignment is for one year and may be extended for additional time if the teacher and school district consents.
5. A review panel, selected by LCPS, will consist of site administrators, teachers, and district level administrators. This Assignment Review Panel conducts, prior to the beginning of the assignment, an assessment in accordance with EC §44258.3. This assessment must determine evidence of the candidate's knowledge of the subject matter to be taught and at the grade level to be taught.

One or more of the following criteria may be used in the review:
a. Successful prior teaching experience of the subject
b. Successful completion of intensive professional development in the subject to be taught
c. Review of portfolio containing evidence of demonstrated knowledge
d. Results of oral interviews
e. Practical experience
f. Passage of an examination that is valid for the subject and grade level
g. Observation over time of the teacher in the subject in the grade level currently being taught
h. Observation of a demonstration lesson in the subject and at the grade level to be taught
i. Professional Growth Plan - The petitioning teacher and administrator have come to mutual agreement that a professional growth plan is necessary for the teacher to serve in the position
j. Successful completion of college or university course work in the subject to be taught
k. Successful prior work experience in the content area

6.The Assignment Review Panel makes a final disposition on whether to recommend that a teacher be assigned under EC §44258.3. The Assignment Review Panel informs the designee of LCPS of the results of the review.

Note:
• Teaching assignments made pursuant to EC §44258.3 must be included in the annual report to the Commission on Teacher Credentialing as required by EC §44258.9 during the year the school district is monitored by the county office of education.
• The school district is also responsible for reporting to their county office of education during assignment monitoring activities instances when this assignment option is used. This reporting would most likely occur during the assignment monitoring activities in accordance with EC §44258.9. A school district may forward a copy of their board approved policies that may assist the county office of education during the monitoring process.

LCPS Petition to Teach Departmentalized Subjects Under EC §44258.3
This form is to be used by a credentialed teacher and a site administrator to request verification of adequate knowledge to teach specified subjects in a departmentalized setting in kindergarten or any of grades 1 through 12 in accordance with EC §44258.3.
Teacher: _____ SSN: _____
School: _____
Subject(s) being requested: _____

Initial Request Subsequent Request

Briefly describe why you feel you have adequate subject-matter knowledge to teach the requested subject(s).

_____

_____

Check the additional criteria upon which this petition is based. Attach appropriate evidence for each criterion checked.

College/university course work

Relevant on-the-job experience or previous teaching in the subject area

Relevant volunteer experience

Subject-matter examination

Demonstrated competency in the subject to be taught

Portfolio related to subject(s)

Relevant professional growth activities

Recommendations from other subject-matter specialists or experts

Other (specify) _____

_____

_____

Describe any other circumstances or criteria to be considered regarding this petition. Attach any documentation that helps to substantiate this information.

_____

_____

If approved, I consent to the assignment under EC §44258.3.

_____ _____

Teacher's signature Date

If approved, the teacher will be assigned to teach the subject area(s) requested on the front page of this form.

_____ _____

Administrator's signature Date

Assessment of Adequacy of Subject-Matter Knowledge

This form is to be used in assessing the adequacy of subject-matter knowledge of the subject(s) a teacher is petitioning to teach in a departmentalized setting, in kindergarten or in any of grades 1 through 12, in accordance with EC §44258.3. Teacher: _____

SSN: _____ Subject(s) being requested: _____

Assessment Team Leader: _____

Assessment Team Members: _____

Subject-Matter Specialist on Team/Consulted:_____

The assessment of the petitioner's adequacy of knowledge of the subject-matter and appropriate state framework for the subject(s) being requested yielded the following:

Course of Study: State Framework(s): _____

_____

The following methods were used to determine the adequacy of subject-matter knowledge of the petitioning teacher:

Successful prior teaching of the subject

Successful completion of intensive professional development in the subject

Review of a portfolio containing evidence of demonstrated knowledge

Results of a semi-structured interview

Successful completion of college or university course work in the subject

Passage of an examination related to the course, grade level and state framework for the subject to be taught

Observation of the teacher in the subject and grade level currently being taught

Observation of a demonstration lesson in the subject to be taught at the grade level to be taught

Successful prior work experience in the content area

Proof of professional performance in the content area

Other (specify) _____

Based upon the assessments indicated, we recommend the following action:

APPROVAL of the petition based upon verification of adequate knowledge at a level justifying: Clear verification Approval with professional growth/support plan

DISAPPROVAL of the petition The panel recommends that the following elements be included in the professional growth/support plan:

APPENDIX D
LCPS Time & Effort Recordkeeping Documentation Policy

Policy:
Lighthouse Community Public Schools (LCPS) requires its employees to adhere to the practices outlined below. These practices are in accordance with federal and state regulations surrounding time and effort documentation for any employees who receive payment (compensation) from federal or state grant funds.

The required documentation may vary depending upon the funding source(s) or nature of the duties performed. Payroll records, including timecards for partially-funded positions, must reflect actual hours worked on each program as indicated in the time and effort documentation completed within the appropriate timeline.

Practices:

A. Determining required time & effort documentation

Employees who receive compensation, whether partial or entirely, from federal or state categorical programs (e.g., Title I, Special Education, Title III, etc.) are required to complete additional supporting documentation which confirms that the activities or work performed by the employee was indeed for the funded program activity. Required supporting documentation will vary depending upon the funding source and/or nature of the employee's job duties.

B. Determining the appropriate employees

a. Employees funded from a single categorical program – periodic (semiannual) certification

If an employee's position is funded solely (100%) from a single categorical program, the minimum requirement for documenting his/her compensation is by completing a Time & Effort – Periodic (Semiannual) Certification Form. This Form must be completed by the employee, his/her supervisor who has firsthand knowledge of the work performed by the employee, and the Senior Director of Finance or their designee, affirming the employee exclusively performed duties supporting the single categorical program during the period covered by the certification.

For example, a Special Education Teacher whose salary is 100% funded using Special Education entitlement dollars would need to complete a Time & Effort – Periodic (Semiannual) Certification Form.

b. Employees funded from multiple categorical programs – monthly certification

If an employee's position is funded from multiple federal and/or state categorial sources (of which at least one is federal), detailed documentation supporting the appropriate distribution of the employee's compensation must be recorded through a monthly certification. The employee must complete a Time & Effort - Monthly Certification Form

and have it signed by his/her Supervisor and the Senior Director of Finance or their designee.

For example, a teacher whose salary is funded fifty percent (50%) using Title I dollars would need to complete a Time & Effort – Monthly Certification Form confirming the duties he/she performed accurately correspond to the funding split (50% Title I/50% general funds).

C. Time Accounting Reporting

1. At the end of each month, the LCPS Finance Team, in coordination with the HR Team, shall prepare a Time & Effort – Monthly Certification Form for each employee funded by multiple categorical programs.

2. In January & May of each fiscal year, the LCPS Finance Team, in coordination with the Senior Director of Finance or their designee, shall prepare a Time & Effort – Periodic (Semiannual) Certification Form for each employee funded solely by a single categorical program.

D. Reconciliation & Payroll Adjustments

On a quarterly basis, the Senior Director of Finance or their designee shall review all categorically-funded positions to ensure the appropriate employees are completing a Form. If, for any reason, a change to the employee's position is determined during the quarterly reconciliation process, the Senior Director of Finance or their designee will provide the necessary Form(s) to the impacted employee and his/her Supervisor to confirm all Time & Effort documentation aligns with actual duties performed.

E. Training

Staff paid solely or in part with federal or state categorical funds, as well as their supervisors, shall receive training at the start of each academic year. The annual training will include a review of this Time & Effort Recordkeeping Documentation Policy. For any new hires starting during the academic year, the Senior Director of Finance or their designee shall review this Policy with any employees to be funded using one or more categorical programs.

F. Retention of Documentation

Original copies of all Time & Effort Forms shall be retained by the LCPS Finance Team for no less than five (5) fiscal years from the end of the appropriate fiscal year. For example, all Forms signed during Fiscal Year 2019-2020 shall be retained by the LCPS Finance Team at least until June 30, 2025.

Time & Effort – Periodic (Semiannual) Certification Form

Employee Name: _____

School Campus: _____

School Department: _____

Funded Position: _____

Funding Source: _____

Fiscal Year: _____

Period Covered: _____

(Certification must be prepared at least semiannually e.g., July-Dec, Jan-June, and cover the entire period of the certification.)

Percentage of Effort: _____

Certification Statement

By signing below, I hereby certify, to the best of my knowledge, this Time & Effort – Semiannual Certification Form is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100% of these activities.

Required Signatures

_____ _____
Employee's Signature Date Signed

_____ _____
Supervisor's Signature Date Signed

_____ _____
Senior Director of Finance or their designee's Signature Date Signed

LIGHTHOUSE
Community Public Schools

Time & Effort – Monthly Certification Form

Employee Name: _____

School Campus: _____

School Department: _____

Funded Position: _____

Fiscal Year: _____

Type of Schedule: Daily: ____ Weekly: ____ Monthly: ____ Other: ____

	Source Name	**% Distribution of Time**
Funding Source #1:	_____	_____
Funding Source #2:	_____	_____
Funding Source #3:	_____	_____
Total Funding:	_____	_____

Certification Statements

I certify that I performed work consistent with the attached schedule(s) and as distributed in the above percentages during the certification period.

_____ _____
Employee's Signature Date Signed

I certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100% of these activities.

_____ _____
Supervisor's Name Date Signed

_____ _____
Supervisor's Signature Title

_____ _____
Senior Director of Finance or their designee Signature Date Signed

APPENDIX E

Staff Cell/Smart Phone Guidelines, Set Up, & Troubleshooting Information

Why Are We Providing Each Staff Member With A School Issued Cell/Smart Phone?

We believe that by providing a work issued cell phone to every staff member we will reduce barriers to and increase staff-to-staff and staff-to-family engagement, and allow all staff to continue to lean in to our LCPS Core Values of Community and Love:

- "We extend ourselves so that all feel a sense of belonging and acceptance: Love."
- "We are best when we respect, value and celebrate our diversity and strengthen our connections: Community."

Our goals are to remove the barriers for staff to reach one another via phone or text when needed and to remove the barrier for staff and families to communicate easily with one another via phone or text when needed. We know that many of us have made many efforts to stay in touch with staff and families since the start of the pandemic, while also worrying about personal cell phone data plan limitations, downloading work-related applications and expectations for their usage, privacy concerns about sharing personal cell phone numbers, as well as difficulties in maintaining appropriate boundaries of time and professionalism if using a personal cell phone for work business. This eliminates those barriers.

We believe that by providing a school issued cell/smart phone all staff will feel more empowered and supported in staying connected to our families and to one another while able to maintain appropriate boundaries with regards to when and how we communicate with other staff and families about work-related business.

Cell/Smart Phone Policy

School cellphones fall under Phone Policy and Use of Email, Voicemail, and Internet Access, and found in the Employee Handbook, acknowledged by all staff as part of their employment with LCPS. Please familiarize yourself with this agreement and abide by the usage guidelines in it. They are attached to these guidelines as an Appendix for your reference.

Usage Expectations:

Per the School-cell phone policy referenced above, representatives of our organization who are issued a cellular phone understand the phones are issued only to use for the following purposes:

● Send and receive phone calls and text messages for work purposes only.
● Do not conduct extended personal business on your LCPS-issued cell phone.
● Use organization-issued and required applications for work purposes.
● Access work-related documents.
● Use Slack and keep notifications on for at minimum the emergency, system outage and attendance channels. Your supervisor may also identify other school specific or department channels that require you to be alerted to incoming Slack notifications. These can be set to

“sleep”/silent mode when not during school business hours, unless otherwise required due to your role or for emergency situations.

● Your school-issued cell phone number will be shared with all staff, and with your students and families.

● You must include your school issued cell phone number in your email signature, see the LCPS signature template, p.1 (this has been provided to all staff members at the start of each year)

● You must customize and set up your school-issued cell phone voicemail, see the LCPS Voicemail greeting script, p.2

● Your phone should be turned on and able to receive calls and messages during your working hours and school business hours.

● You should respond to calls and text messages within 24-48 hours within school business hours and you will be notified if your role needs to maintain any on-call status for emergency matters outside of business hours.

● Nonexempt employees may not respond to messages or calls outside of normal working hours and should set all channels and notifications to silent mode when not clocked in. If you are regularly finding yourself being asked to respond or feel the need to respond outside your regular shift, please speak to your supervisor or HR to support you.

● Please note that because the cellphone is an LCPS issued device that all business conducted on it is subject to LCPS’ “Use of Email, Internet, and Voicemail Access” guidelines as found in the LCPS Employee Handbook.

● LCPS has a zero-tolerance policy regarding using a cell phone while driving. For the safety of our employees and others, it is imperative that you pull over and stop at a safe location to dial, receive, converse, send or respond to text messages or phone calls on the cell phone in any way.

LCPS reserves the right to amend or alter the terms of these expectations and policy, should the need arise.

LCPS TEACHER DEVELOPMENT AND EVALUATION FRAMEWORK

KEY EVALUATION DATES		
END OF CYCLE	**TEAM**	**1:1 COACHING**
2	Introduction to Evaluation Tool and Process	2x2 in TeachBoost
3	Evidence-Based Formative Feedback	Formative Feedback Session in TeachBoost Verbal Intent to Return in Talent Meeting
4	Intent to Return Process	Formal Intent to Return Addendums Signed
5	Summative Evaluation	Summative Evaluation in TeachBoost

PROFESSIONAL PRACTICES: Am I growing and contributing as a skillful and culturally responsive educator, colleague, learner, and community member? Do I model our core values?	
(A) **Purposeful & Self Aware**	PP1. Takes initiative to improve the community and assumes appropriate leadership roles where passion, community need, and skills overlap. PP2. Communicates clearly and in a timely fashion, privately and respectfully expresses disagreement, and exemplifies shared core values when engaging colleagues and the community.
(B) **Committed to Service and Justice**	PP3. Takes responsibility for student outcomes and courageously advocates for self and individual student needs within the school
(C) **Relationship Builder**	PP4. Engages in timely, respectful, and consistent two-way dialogue with families for the purpose of improving students' growth.
(D) **Lifelong Learner**	PP5. Systematically uses data with stakeholders to drive instruction, share progress, reach decisions in the grade/content team, and offer input into org-wide decisions. PP6. Implements, refines, and innovates practices within the classroom based on professional learning.
(E) **Professionally Proficient**	PP7. Manages professional responsibilities and fulfills professional commitments to students, families, and colleagues on or before established deadlines. PP8. Demonstrate evidence of internalization of Curriculum Map, Unit/Module plan, and Weekly Lesson plans

LCPS TEACHER DEVELOPMENT AND EVALUATION FRAMEWORK

4 = Skillful	**3 = Developing**	**2 = Emerging**	**1 = Novice**
All or almost all= 90%+	Most = 70%-89%	Some = 50%-70%	Few or None = Less than 50%

SAFETY | Can students focus on learning?				
1	**Fostering and managing a safe, positive learning environment**	**Teacher Evidence:** *1A.* Teaches core value-based norms, routines, and procedures 1B. Employs asset-focused language when describing student actions and behavior; *1C.* Anticipates, prevents, and addresses student behaviors that do not match teacher expectations.	**Student Evidence:** ●Almost all students are in the class focused on learning ●Make good decisions, show respect, solve problems with peers to improve learning ● Asks for help from teacher/peers or uses resources to persevere in independent learning	4 3 2 1
ON GRADE LEVEL | Are students getting access to grade level texts and tasks?				
2	**All students spend the majority of each lesson working with and practicing grade-level tasks and complex texts**	**Teacher Evidence:** 2A. Selects instructional materials and tasks from the approved curriculum that meets the grade-level standards. 2B Less than 20% of an instructional block addresses misconceptions to accelerate learning from previous lessons/grades 2C. More than 80% of an instructional block is spent reading, writing, or speaking about grade-level complex text(s) and/or complex task(s).	**Student Evidence:** ● Have many opportunities for academic discourse (i.e. discussion protocols, think-pair-share, table talk, etc.) ● Explain/display their thinking by citing evidence from the text/referring to the text (i.e. In the text, I see/I heard/it says) ● Use academic vocabulary in responses (words, phrases, sentences that matter the most)	4 3 2 1
TEACHING | Is the learning being skillfully orchestrated?				
3	**Demonstrating effective teaching practices**	**Teacher Evidence:** 3A. Previews new content by activating students' prior knowledge 3B. Skillfully enacts a lesson cycle using 4 out of 5 the following instructional routines during each lesson: 1. Facilitating unpacking/referring to learning targets, 2. Providing models, critiques, and descriptive feedback 3. Facilitating collaborative academic discourse and/or individual thinking routines (engagement strategies). 4. Checking for understanding daily, 5. Facilitating lesson summaries.	**Student Evidence:** Shares the connection between prior learning and the current lesson. Skillfully engages as a learner in 4 out of 5 ways: 1. Use academic vocabulary from the learning targets 2. Accurately describe the criteria for success from models and personal work. 3. Independently engage in focused academic discourse/thinking routine protocols 4. Shares understanding using descriptive detail and evidence from text or task. 5. Reflects on the connections between the target, text, and tasks to stamp the most important learning.	4 3 2 1

LCPS TEACHER DEVELOPMENT AND EVALUATION FRAMEWORK

ENGAGEMENT | Who is doing the work here?				
4	**Engaging students in actively processing new information**	**Teacher Evidence:** 4A. Maximizes instructional time such that students experience the critical moment for most lessons. 4B. Select, teach, and internalize a set of 3-5 routinized protocols for academic discourse and thinking routines 4C. Uses equitable and strategic participation techniques, so that all subgroups consistently engage in academic discourse	**Student Evidence:** ●Takes academic risks, participates actively, and works collaboratively ● Selects and/or utilizes an engagement strategy (thinking routines, text annotation, sketch, process charts, etc) during delivery of instruction ● Understands rubric/criteria for success to accurately reflect on progress and set goals.	4 3 2 1
LEARNING | Are all the students getting it?				
5A	**Recognizing individual student learning needs and developing strategies to address those needs**	**Teacher Evidence:** 5A1. Use LCPS tools to transparently communicate what students need to know and show to families, students, and leaders. 5A2. Use written tracking systems to record student progress on learning targets 5A3. Has visible systems for charting the progress of students' and cohorts' mastery of learning targets. *5A4: Demonstrates commitment to equity by* *a. Creating a language learning target and using integrated language development strategies in all lessons.* *b.* Implementing IEP-aligned modifications and accommodations for students with disabilities. *c.* Ensuring engagement and learning of Black students.	**Student Evidence:** ● Students' work meets 75% of the criteria for high-quality work from the know/show chart, model, or rubric. or Ss revise thinking/ work in response to "in the moment" feedback or small group intervention. Less than 10% variance in the performance between the dominant demographic group and multilingual learners, SWD, and Black students	4 3 2 1
LEARNING: TIER 1 INTERVENTION | Are students getting responsive and strategic support?				
5B	**Using multiple student data elements to modify instruction and improve student learning**	**Teacher Evidence:** 5B1. Based on interim and weekly summative assessment results, plans strategic tier 1 intervention that addresses incomplete work, inaccurate vocabulary, responses without evidence, or lacking craftsmanship, and misconceptions 5B2. Create a culture of feedback by providing in-the-moment feedback to not less than 50% of students per lesson. 5B3. Facilitates the process for students to set goals, monitor progress, communicate, and reflect	**Student Evidence:** ● Can explain what they need to learn next to improve their performance on assessments ● Can describe their status and how they can improve relative to the learning goal using the rubric ● Can explain the learning target for that day's lesson ● Can explain the meaning of the levels of performance articulated in the scale or rubric	4 3 2 1

Lodestar

Multi-Year Budget Assumptions Narrative

The following assumptions are unaudited statements based on the current financial position of Lodestar and an estimate of revenues and expenditures based on known charter rates and the current and future program of Lodestar. They are accurate to the best of the current information available as of July 1, 2025.

A. ENROLLMENT, UNDUPLICATED COUNT & AVERAGE DAILY ATTENDANCE

1. Enrollment
    i. FY26: based on the number of returning students, accepted offers, and historical enrollment trends.
    ii. FY27-FY29: Lodestar expects to enroll 732 which aligns to historical patterns and based on cohort movement, with expectation that any exiting students are replaced by new students.
2. Average Daily Attendance
    i. FY26-FY29: Lodestar is currently investing in increasing attendance.

Fiscal Year	FY26	FY27	FY28	FY29
Enrollment	732	732	732	732
ADA	673	673	685	685

3. Unduplicated Pupil Count
    i. Based on the 3-year rolling percentage in the LCFF Calculator, which expected to remain fairly steady through FY29.

A. REVENUES

1. LCFF Sources
    i. LCFF Revenue is based on FCMAT LCFF calculator v26.1c, and uses the CDE statutory COLA assumptions (below) and additional site assumptions as specified above.

Fiscal Year	FY26	FY27	FY28	FY29
Statutory COLA	2.30%	3.02%	3.42%	3.31%

2. Federal Revenues

   i. Every Student Succeeds Act (Titles I - IV)
      a. Based on current FY25 allocations (as of January 2025) and are assumed to remain flat for FY26-FY29.
   ii. Special Education - Federal
      a. The Federal Special Education (IDEA) and Federal Mental Health revenues are based on the El Dorado SELPA FY25 per ADA rates and are assumed to remain flat in future years.

Federal Sped	**Per-ADA**
IDEA	136.54 (after 3% admin fee)
Mental Health	$11.68

   iii. Child Nutrition - Federal
      a. Based on pro-rated FY25 Actuals. Assumed to remain flat in future years, and equal the corresponding Food Services expense.

3. Other State Revenues

   i. Special Education - State
      a. AB 602:
         a. FY26: Per El Dorado SELPA, AB 602 is funded at $917.53 per ADA in FY26; this rate is subject to an admin fee of 3%.
         b. FY27-FY29: This rate is assumed to increase each year by the projected CDE statutory COLA.
      b. Mental Health:
         a. FY26: Per CDE, Mental Health is funded at $82.62 per ADA in FY25 and this rate is assumed for FY26.
         b. FY27-FY29: The rate is assumed to increase each year by the projected CDE statutory COLA.
   ii. All Other State Revenues
      a. Mandated Block Grant, Lottery, SB740, and Prop 28 revenues are assumed to be ongoing and remain equal to the overall FY26 total in future years. If revenues were reduced, Lodestar would correspondingly reduce programmatic expenditures.
         a. Mandated Block Grant (HS) revenue is funded at $55.76 per ADA in FY25. The FY26 rate is assumed to increase by the projected CDE statutory COLA to $57.04.
         b. Lottery revenue is estimated to be funded at $273 per ADA in FY25 and this rate is assumed for FY26.
         c. Prop 28 funding is $184,931 in FY25 and assumed to remain at this amount.
      b. A table summary of State grants follows the written summary below. Where applicable, Lodestar intends to reduce associated expenditures once the grant revenues phase out.

a. Lodestar received a California Community Schools Partnership Program (CCSPP) grant and this revenue is confirmed at $300,000 per year from FY26 - FY29.
b. Lodestar received a Golden State Pathways Program (GSPP) implementation grant for Game Design and this revenue is confirmed at $117,00 from FY26-FY27.
c. Lodestar received the Expanded Learning Opportunities Program and this revenue is confirmed at $741,290 in FY26 and assumed at the same level in FY27-FY29 given that Lodestar has received this grant in multiple years.
d. Lodestar received a Literacy Coaches & Reading Specialists (LCRS) grant and this revenue is confirmed at $64,350 per year from FY26 - FY29.

Note that these grants below are included in deferred revenue and are correspondingly reduced from the fund balance in the year the revenue is recognized.

4. Other Local Revenues
   i. FY26: Grants and Fundraising: Lodestar is budgeted at $431,789 in local revenue for FY26. $431,789 is in confirmed local grants for FY26 (Measure G1 Middle School: $86,517; Measure G1 Bonus: $97,372; Measure H: $147,900 and OFCY: $100,000).

   ii. FY27-FY29: Lodestar is budgeted at $431,789 per year. All other revenues are assumed and are based on Lodestar's track record of securing both state and local grants.
      a. If actual grant and foundation revenues were less than budgeted, Lodestar would correspondingly reduce associated expenditures.

B. EXPENDITURES

1. FY26 total compensation is based on defined salary scales and health, and retirement rates. Per-capita increases in total compensation from FY27-FY29 are budgeted to increase each year in alignment with the projected CDE statutory COLA. Projected annual rate increases / rates for salary, health, and retirement are listed below.

Compensation	FY26	FY27	FY28	FY29
Salary	2%	2%	2%	2%
Health	5%	5%	5%	5%
Retirement	2%	2%	2%	2%

2. FTE staffing levels are based on programming need, total enrollment and total revenue, including aligning grant-funded positions with availability of grant funding.

3. Certificated Salaries
    i. FTE table by object code listed below.

Category	FY26	FY27	FY28	FY29
1100	61.0	61.0	61.0	61.0
1200	0	0	0	0
1300	14.5	14.5	14.5	14.5

4. Non-Certificated Salaries
    i. FTE table by object code listed below.

Category	FY26	FY27	FY28	FY29
2100	9.0	9.0	9.0	9.0
2200	0	0	0	0
2300	0	0	0	0
2900	17.0	17.0	17.0	17.0

5. Employee Benefits
    i. Retirement Benefits
        a. Lodestar provides retirement benefits to all employees and the benefits are 8% of salaries.
    ii. Health Benefits
        a. Lodestar provides comprehensive health benefits to full-time employees. See Compensation table above for projected annual increases in per-capita health benefits.
    iii. Other Benefits
        a. All employees receive defined Medicare and Unemployment benefits. These rates are projected to remain the same from FY26-FY29.

6. Books and Supplies
    i. All books and supplies are assumed to increase 3% per year from FY27-FY29.

7. Services and Operating Expenses
    i. Except where noted below, all services and operating expenses are assumed to increase 3% per year from FY27-FY29.
    ii. 5100: the amount is increased in FY26 to account for a one-time investment in FY27 and then is assumed to increase 3% per year from FY28-FY29.

8. Capital Outlay
    i. Expense reflects facility maintenance projects.

C. FUND BALANCE

1. The beginning Fund Balance of $4,068,848 is based on the FY24 Audit.
2. Lodestar is projected to have an operating reserve at the end of FY29 of approximately $3.3M.
3. Lodestar's reserve 5% of Total Expenditure.

D. CASH FLOW

1. The 2025-26 beginning cash, prior year accounts receivable, prior year accounts payable, and prior year deferred revenue are based on 2024-25 ending cash flow projections as of June 30, 2025.
2. Lodestar maintains a positive cash balance through 2028-29 and has a projected ending cash balance in June 2029 of $2.4M.

A. Contingency

If actual revenues are less than budgeted, Lodestar would correspondingly reduce associated expenditures. Depending on the level of revenue reductions, Lodestar has the ability to draw on reserves or rely on network support. The expectation if that situation occurs is that it would be temporary and allow time for Lodestar to make the necessary adjustments to be sustainable.

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Lodestar: A Lighthouse
(name continued) Community Charter School
CDS #: 01-61259-0134015
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 1783

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28	Totals for 2028-29
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	7,845,082	8,171,401	8,735,424	9,114,430
Education Protection Account State Aid - Current Year	8012	134,688	134,688	136,528	137,038
State Aid - Prior Years	8019	0	0		
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,585,447	2,585,447	2,585,447	2,585,447
Other LCFF Transfers	8091, 8097		0		
Total, LCFF Sources		10,565,217	10,891,536	11,457,399	11,836,915
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	962,777	646,778	646,778	666,182
Special Education - Federal	8181, 8182	91,235	94,045	94,045	96,866
Child Nutrition - Federal	8220	548,394	548,394	589,144	606,818
Donated Food Commodities	8221		0		
Other Federal Revenues	8110, 8260-8299		0		
Total, Federal Revenues		1,602,406	1,289,217	1,329,967	1,369,866
3. Other State Revenues					
Special Education - State	StateRevSE	668,324	613,716	613,716	632,127
All Other State Revenues	StateRevAO	2,923,669	3,110,142	3,014,173	3,104,599
Total, Other State Revenues		3,591,993	3,723,858	3,627,889	3,736,726

Description	Object Code	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28	Totals for 2028-29
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	431,789	431,789	431,789	444,743
Total, Local Revenues		431,789	431,789	431,789	444,743
5. TOTAL REVENUES		16,191,405	16,336,400	16,847,044	17,388,249
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	4,785,391	4,928,952	5,076,821	5,229,126
Certificated Pupil Support Salaries	1200	0	0		
Certificated Supervisors' and Administrators' Salaries	1300	1,766,018	1,818,998	1,873,568	1,929,775
Other Certificated Salaries	1900		0		
Total, Certificated Salaries		6,551,409	6,747,951	6,950,389	7,158,901
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	622,021	640,681	659,902	666,182
Non-certificated Support Salaries	2200	0	0		
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0		
Clerical and Office Salaries	2400	0	0		
Other Non-certificated Salaries	2900	801,078	721,664	743,314	765,613
Total, Non-certificated Salaries		1,423,099	1,362,345	1,403,216	1,431,795

Description	Object Code	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28	Totals for 2028-29
3. Employee Benefits					
STRS	3101-3102				
PERS	3201-3202				
OASDI / Medicare / Alternative	3301-3302	94,329	97,159	100,073	103,076
Health and Welfare Benefits	3401-3402	819,521	844,106	869,429	895,512
Unemployment Insurance	3501-3502	22,661	23,340	24,041	24,762
Workers' Compensation Insurance	3601-3602	160,005	164,805	169,750	174,842
OPEB, Allocated	3701-3702	621,688	640,339	659,549	679,335
OPEB, Active Employees	3751-3752	0	0	0	0
Other Employee Benefits	3901-3902	79,093	81,466	83,910	86,427
Total, Employee Benefits		1,797,296	1,851,215	1,906,752	1,963,954
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	150,232	153,237	156,301	160,990
Books and Other Reference Materials	4200	4,666	4,759	4,855	5,000

Materials and Supplies	4300	476,913	486,451	496,180	511,066
Noncapitalized Equipment	4400	316,612	322,944	329,403	339,285
Food	4700	521,126	531,549	542,179	558,445
Total, Books and Supplies		1,469,549	1,498,940	1,528,919	1,574,786
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	346,745	180,755	277,113	285,426
Travel and Conferences	5200	2,399	2,446	2,495	2,570
Dues and Memberships	5300	61,833	63,070	64,331	66,261
Insurance	5400	92,102	93,944	95,823	98,698
Operations and Housekeeping Services	5500	331,482	338,112	344,874	355,220
Rentals, Leases, Repairs, and Noncap. Improvements	5600	2,081,664	2,123,297	2,165,763	2,230,736
Transfers of Direct Costs	5700-5799	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	1,487,179	1,516,922	1,547,261	1,593,678
Communications	5900	132,649	135,302	138,008	142,148
Total, Services and Other Operating Expenditures		4,536,052	4,453,849	4,635,668	4,774,738
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)					
Land and Improvements of Land	6100-6170				
Buildings and Improvements of Buildings	6200				
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				
Equipment	6400				
Equipment Replacement	6500				
Lease Assets	6600				
Subscription Assets	6700				
Depreciation Expense (for full accrual only)	*6900*	414,000	422,100	422,100	422,100
Amortization Expense - Lease Assets	*6910*				
Amortization Expense - Subscription Assets	*6920*				
Total, Capital Outlay		414,000	422,100	422,100	422,100
7. Other Outgo					
Tuition to Other Schools	7110-7143				
Transfers of Pass-through Revenues to Other LEAs	7211-7213				
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				
All Other Transfers	7281-7299				
Transfers of Indirect Costs	7300-7399				
Debt Service:					
Interest	7438				

Principal	7439				
Total, Other Outgo		0	0	0	0
8. TOTAL EXPENDITURES		16,191,405	16,336,400	16,847,044	17,326,275
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(0)	(0)	0	61,974

Description	Object Code	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28	Totals for 2028-29
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				
2. Less: Other Uses	7630-7699				
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0)	(0)	0	61,974
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	4,068,848	4,068,848	4,068,848	4,068,848
b. Adjustments to Beginning Balance	9793, 9795				
c. Adjusted Beginning Balance		4,068,848	4,068,848	4,068,848	4,068,848
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,068,848	4,068,848	4,068,848	4,130,822
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				
Stores	9712				
Prepaid Expenditures	9713				
All Others	9719				
b. Restricted	9740				
c. Committed					
Stabilization Arrangements	9750				
Other Commitments	9760				
d. Assigned					
Other Assignments	9780				

e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	809,570	816,820	842,352	866,314
Undesignated / Unappropriated Amount	9790	3,259,278	3,252,028	3,226,496	3,264,509

2025-26 Budget Cash Flow Worksheet

Charter Name: Lodestar: A Lighthouse Community Charter School

		Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
	Actuals through Month of:																		
A.	**Beginning Cash**	**9110-9120**	3,072,273	3,072,273	3,315,670	2,586,897	1,478,341	1,211,682	1,500,670	916,510	1,408,546	1,071,047	2,040,126	2,299,552	2,135,873	3,072,273			
B.	**Receipts**																		
	LCFF Revenue																		
	State Aid - Current Year	**8011**		392,254	392,254	706,057	706,057	706,057	706,057	706,057	706,057	706,057	706,057	706,057	706,057	7,845,082	706,057	8,551,139	0
	Education Protection Account	**8012**		0	0	33,672	0	0	33,672	0	0	33,672	0	0	33,672	134,688	33,672	168,360	0
	State Aid - Prior Year	**8019**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	In Lieu of Property Taxes	**8096**		215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	2,585,447	215,454	2,800,901	0
	Other LCFF Transfers	**8091, 8097**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Federal Revenue	**8100-8299**		45,699	45,699	309,202	45,699	45,699	309,202	45,699	45,699	309,202	45,699	45,699	309,202	1,602,406	309,202	1,911,608	0
	Other State Revenue	**8300-8599**		212,950	200,778	252,179	664,749	200,778	252,179	200,778	200,778	252,179	432,764	200,778	521,102	3,591,993	521,102	4,113,095	0
	Other Local Revenue	**8600-8799**		9,091	42,270	45,956	47,800	40,427	36,740	36,740	44,113	38,583	45,956	44,113	0	431,789	0	431,789	0
	Interfund Transfers In	**8900-8929**		0												0	0	0	0
	All Other Financing Sources	**8930-8979**														0	0	0	0
	Total Receipts			875,448	896,455	1,562,521	1,679,759	1,208,415	1,553,305	1,204,729	1,212,102	1,555,148	1,445,931	1,212,102	1,785,488	16,191,405	1,785,488	17,976,893	0
C.	**Disbursements**																		
	Certificated Salaries	**1000-1999**		312,303	559,879	548,920	650,501	538,830	575,326	569,249	591,273	553,868	545,094	611,637	494,527	6,551,409	494,527	7,045,935	0
	Non-certificated Salaries	**2000-2999**		67,839	121,617	119,237	141,302	117,045	124,973	123,652	128,436	120,311	118,406	132,860	107,421	1,423,099	107,421	1,530,520	0
	Employee Benefits	**3000-3999**		85,676	153,596	150,589	178,457	147,821	157,834	156,166	162,208	151,947	149,540	167,795	135,667	1,797,296	135,667	1,932,963	0
	Books & Supplies	**4000-4999**		89,618	152,416	147,256	116,726	88,781	120,624	128,030	110,307	121,254	99,013	123,962	171,562	1,469,549	171,562	1,641,112	0
	Services & Other Operating Expenditures	**5000-5999**		276,625	470,461	454,533	360,297	274,039	372,330	395,189	340,484	374,275	305,624	382,634	529,561	4,536,052	529,561	5,065,613	0
	Capital Outlay	**6000-6999**		34,500	34,500	34,500	34,500	34,500	34,500	34,500	34,500	34,500	34,500	34,500	34,500	414,000	34,500	448,500	0
	Other Outgo	**7000-7499**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Interfund Transfers Out	**7600-7629**														0	0	0	0
	All Other Financing Uses	**7630-7699**														0	0	0	0
	Total Disbursements			866,562	1,492,469	1,455,035	1,481,783	1,201,016	1,385,586	1,406,787	1,367,209	1,356,155	1,252,176	1,453,389	1,473,239	16,191,405	1,473,239	17,664,644	0
D.	**Balance Sheet Items**																		
	Assets and Deferred Outflows																		
	Cash and Investments	**9110-9199**		25,373	271,648	98,290	84,617	316,922	96,742	479,322	63,637	582,663	734,689	31,628	31,628	2,817,159	31,628	2,848,787	
	Accounts Receivable	**9200-9299**		(211,246)	990,760	(580,731)	(335,115)	227,529	(489,524)	345,317	(399,009)	360,581	181,774	175,733	175,733	441,803	175,733	617,536	
	Due From Other Funds	**9310**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Stores	**9320**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Prepaid Expenses	**9330**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Other Current Assets	**9340**		(17,850)	89,340	0	0	0	0	0	0	(8,266)	0	(52,359)	(52,359)	(41,493)	(52,359)	(93,852)	
	Lease Receivable	**9380**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Capital Assets (accrual basis only)	**9400-9489**		(13,263)	(669,006)	3,084	(83,684)	(135,510)	(3,107)	2,926	3,129	3,084	3,084	3,084	3,084	(883,096)	3,084	(880,013)	
	Deferred Outflows of Resources	**9490**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Liabilities and Deferred Inflows																		
	Accounts Payable	**9500-9599**		(289,999)	(91,100)	(9,832)	10,313	(63,345)	(898)	(8,671)	0	0	0	0	0	(453,533)	0	(453,533)	
	Due To Other Funds	**9610**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Current Loans	**9640**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Unearned Revenues	**9650**		(161,497)	906,601	746,516	120,142	190,698	356,887	142,143	(149,852)	167,977	853,875	80,479	80,479	3,334,449	80,479	3,414,928	
	Long-Term Liabilities (accrual basis only)	**9660-9669**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Deferred Inflows of Resources	**9690**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total Balance Sheet Items			**234,510**	**(132,759)**	**#########**	**(464,636)**	**281,588**	**(751,878)**	**694,093**	**(182,391)**	**770,085**	**65,671**	**77,607**	**77,607**	**(546,544)**	**77,607**	(468,937)	
E.	Net Increase/Decrease (B-C+D)			243,397	(728,773)	(1,108,556)	(266,659)	288,988	(584,159)	492,036	(337,498)	969,079	259,426	(163,679)	389,856	(546,544)	389,856	0	
F.	Ending Cash (A+E)			3,315,670	2,586,897	1,478,341	1,211,682	1,500,670	916,510	1,408,546	1,071,047	2,040,126	2,299,552	2,135,873	2,525,729	2,525,729			
G.	Ending Cash plus Accruals																	2,915,585	

2026-27 Budget Cash Flow Workshee

Charter Name: Lodestar: A Lighthouse Community Charter School

	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:																		
A. Beginning Cash	**9110-9120**	2,915,585	2,915,585	3,170,173	2,436,214	1,259,002	1,008,837	1,321,902	681,290	1,210,308	882,223	1,841,151	2,126,880	1,980,315	2,915,585			
B. Receipts																		
LCFF Revenue																		
State Aid - Current Year	**8011**		404,022	404,022	736,336	736,336	736,336	736,336	736,336	736,336	736,336	736,336	736,336	736,336	8,171,401	736,336	8,907,737	0
Education Protection Account	**8012**		0	0	33,672	0	0	33,672	0	0	33,672	0	0	33,672	134,688	33,672	168,360	0
State Aid - Prior Year	**8019**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Lieu of Property Taxes	**8096**		215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	2,585,447	215,454	2,800,901	0
Other LCFF Transfers	**8091, 8097**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	**8100-8299**		36,768	36,768	248,769	36,768	36,768	248,769	36,768	36,768	248,769	36,768	36,768	248,769	1,289,217	248,769	1,537,986	0
Other State Revenue	**8300-8599**		220,768	208,149	261,437	689,153	208,149	261,437	208,149	208,149	261,437	448,651	208,149	540,232	3,723,858	540,232	4,264,090	0
Other Local Revenue	**8600-8799**		9,091	42,270	45,956	47,800	40,427	36,740	36,740	44,113	38,583	45,956	44,113	0	431,789	0	431,789	0
Interfund Transfers In	**8900-8929**		0												0	0	0	0
All Other Financing Sources	**8930-8979**														0	0	0	0
Total Receipts			886,102	906,662	1,541,624	1,725,509	1,237,133	1,532,408	1,233,446	1,240,819	1,534,251	1,483,164	1,240,819	1,774,463	16,336,400	1,774,463	18,110,863	0
C. Disbursements																		
Certificated Salaries	**1000-1999**		321,672	576,676	565,388	670,016	554,995	592,586	586,326	609,011	570,484	561,447	629,986	509,362	6,747,951	509,362	7,257,313	0
Non-certificated Salaries	**2000-2999**		64,943	116,425	114,146	135,270	112,048	119,637	118,374	122,953	115,175	113,351	127,188	102,835	1,362,345	102,835	1,465,181	0
Employee Benefits	**3000-3999**		88,247	158,204	155,107	183,811	152,256	162,569	160,851	167,075	156,505	154,026	172,829	139,737	1,851,215	139,737	1,990,952	0
Books & Supplies	**4000-4999**		91,411	155,464	150,201	119,060	90,556	123,037	130,590	112,513	123,679	100,993	126,442	174,994	1,498,940	174,994	1,673,934	0
Services & Other Operating Expenditures	**5000-5999**		271,612	461,935	446,296	353,768	269,072	365,582	388,028	334,314	367,492	300,085	375,700	519,965	4,453,849	519,965	4,973,813	0
Capital Outlay	**6000-6999**		35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	422,100	35,175	457,275	0
Other Outgo	**7000-7499**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	**7600-7629**														0	0	0	0
All Other Financing Uses	**7630-7699**														0	0	0	0
Total Disbursements			873,059	1,503,878	1,466,313	1,497,100	1,214,103	1,398,586	1,419,344	1,381,041	1,368,511	1,265,077	1,467,320	1,482,068	16,336,400	1,482,068	17,818,468	0
D. Balance Sheet Items																		
Assets and Deferred Outflows																		
Cash and Investments	**9110-9199**		26,134	279,797	101,239	87,156	326,430	99,644	493,702	65,546	600,143	756,729	32,577	32,577	2,901,673	32,577	2,934,251	
Accounts Receivable	**9200-9299**		(217,584)	1,020,483	(598,153)	(345,168)	234,355	(504,210)	355,677	(410,980)	371,399	187,228	181,005	181,005	455,057	181,005	636,062	
Due From Other Funds	**9310**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Stores	**9320**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prepaid Expenses	**9330**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Current Assets	**9340**		(18,386)	92,020	0	0	0	0	0	0	(8,514)	0	(53,929)	(53,929)	(42,738)	(53,929)	(96,667)	
Lease Receivable	**9380**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Capital Assets (accrual basis only)	**9400-9489**		(13,661)	(689,076)	3,176	(86,194)	(139,575)	(3,200)	3,014	3,223	3,176	3,176	3,176	3,176	(909,589)	3,176	(906,413)	
Deferred Outflows of Resources	**9490**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Liabilities and Deferred Inflows																		
Accounts Payable	**9500-9599**		(298,699)	(93,833)	(10,127)	10,622	(65,246)	(925)	(8,931)	0	0	0	0	0	(467,139)	0	(467,139)	
Due To Other Funds	**9610**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Loans	**9640**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Unearned Revenues	**9650**		(166,342)	933,799	768,911	123,746	196,419	367,594	146,407	(154,348)	173,017	879,492	82,894	82,894	3,434,483	82,894	3,517,376	
Long-Term Liabilities (accrual basis only)	**9660-9669**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Inflows of Resources	**9690**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Balance Sheet Items			**241,545**	**(136,742)**	**(1,252,523)**	**(478,575)**	**290,036**	**(774,434)**	**714,916**	**(187,863)**	**793,188**	**67,642**	**79,935**	**79,935**	**(562,940)**	**79,935**	(483,005)	
E. Net Increase/Decrease (B-C+D)			254,588	(733,959)	(1,177,212)	(250,165)	313,065	(640,613)	529,018	(328,085)	958,928	285,729	(146,565)	372,330	(562,941)	372,330	0	
F. Ending Cash (A+E)			3,170,173	2,436,214	1,259,002	1,008,837	1,321,902	681,290	1,210,308	882,223	1,841,151	2,126,880	1,980,315	2,352,645	2,352,645			
G. Ending Cash plus Accruals																	2,724,975	

2027-28 Budget Cash Flow Worksheet

Charter Name: Lodestar: A Lighthouse Community Charter School

	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:																		
A. Beginning Cash	**9110-9120**	2,724,975	2,724,975	2,983,006	2,221,124	1,012,485	735,693	1,066,707	411,644	964,313	634,345	1,626,739	1,915,787	1,772,477	2,724,975			
B. Receipts																		
LCFF Revenue																		
State Aid - Current Year	**8011**		431,909	431,909	787,161	787,161	787,161	787,161	787,161	787,161	787,161	787,161	787,161	787,161	8,735,424	787,161	9,522,585	0
Education Protection Account	**8012**		0	0	34,132	0	0	34,132	0	0	34,132	0	0	34,132	136,528	34,132	170,660	0
State Aid - Prior Year	**8019**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Lieu of Property Taxes	**8096**		215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	2,585,447	215,454	2,800,901	0
Other LCFF Transfers	**8091, 8097**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	**8100-8299**		37,930	37,930	256,632	37,930	37,930	256,632	37,930	37,930	256,632	37,930	37,930	256,632	1,329,966	256,632	1,586,599	0
Other State Revenue	**8300-8599**		215,078	202,785	254,699	671,392	202,785	254,699	202,785	202,785	254,699	437,088	202,785	526,309	3,627,889	526,309	4,154,198	0
Other Local Revenue	**8600-8799**		9,091	42,270	45,956	47,800	40,427	36,740	36,740	44,113	38,583	45,956	44,113	0	431,789	0	431,789	0
Interfund Transfers In	**8900-8929**		0												0	0	0	0
All Other Financing Sources	**8930-8979**														0	0	0	0
Total Receipts			909,462	930,347	1,594,035	1,759,736	1,283,755	1,584,818	1,280,069	1,287,442	1,586,661	1,523,589	1,287,442	1,819,688	16,847,043	1,819,688	18,666,732	0
C. Disbursements																		
Certificated Salaries	**1000-1999**		331,323	593,976	582,350	690,117	571,645	610,364	603,916	627,281	587,599	578,290	648,886	524,643	6,950,389	524,643	7,475,033	0
Non-certificated Salaries	**2000-2999**		66,891	119,918	117,571	139,328	115,410	123,226	121,925	126,642	118,630	116,751	131,004	105,920	1,403,216	105,920	1,509,136	0
Employee Benefits	**3000-3999**		90,894	162,950	159,760	189,325	156,824	167,446	165,677	172,087	161,200	158,647	178,014	143,929	1,906,752	143,929	2,050,681	0
Books & Supplies	**4000-4999**		93,239	158,573	153,205	121,442	92,367	125,497	133,202	114,763	126,153	103,013	128,971	178,494	1,528,919	178,494	1,707,413	0
Services & Other Operating Expenditures	**5000-5999**		282,700	480,793	464,515	368,210	280,057	380,506	403,868	347,962	382,494	312,335	391,037	541,191	4,635,668	541,191	5,176,859	0
Capital Outlay	**6000-6999**		35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	422,100	35,175	457,275	0
Other Outgo	**7000-7499**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	**7600-7629**														0	0	0	0
All Other Financing Uses	**7630-7699**														0	0	0	0
Total Disbursements			900,221	1,551,384	1,512,575	1,543,596	1,251,477	1,442,215	1,463,763	1,423,910	1,411,251	1,304,212	1,513,086	1,529,353	16,847,044	1,529,353	18,376,396	0
D. Balance Sheet Items																		
Assets and Deferred Outflows																		
Cash and Investments	**9110-9199**		26,918	288,191	104,276	89,771	336,222	102,633	508,513	67,512	618,148	779,431	33,554	33,554	2,988,724	33,554	3,022,278	
Accounts Receivable	**9200-9299**		(224,111)	1,051,098	(616,098)	(355,523)	241,385	(519,336)	366,347	(423,309)	382,541	192,845	186,435	186,435	468,709	186,435	655,144	
Due From Other Funds	**9310**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Stores	**9320**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prepaid Expenses	**9330**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Current Assets	**9340**		(18,937)	94,781	0	0	0	0	0	0	(8,769)	0	(55,547)	(55,547)	(44,020)	(55,547)	(99,567)	
Lease Receivable	**9380**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Capital Assets (accrual basis only)	**9400-9489**		(14,071)	(709,748)	3,271	(88,780)	(143,763)	(3,296)	3,104	3,320	3,271	3,271	3,271	3,271	(936,877)	3,271	(933,606)	
Deferred Outflows of Resources	**9490**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Liabilities and Deferred Inflows																		
Accounts Payable	**9500-9599**		(307,660)	(96,648)	(10,430)	10,941	(67,203)	(953)	(9,199)	0	0	0	0	0	(481,153)	0	(481,153)	
Due To Other Funds	**9610**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Loans	**9640**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Unearned Revenues	**9650**		(171,332)	961,813	791,979	127,459	202,311	378,621	150,799	(158,978)	178,207	905,876	85,380	85,380	3,537,517	85,380	3,622,897	
Long-Term Liabilities (accrual basis only)	**9660-9669**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Inflows of Resources	**9690**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Balance Sheet Items			**248,792**	**(140,844)**	**(1,290,099)**	**(492,932)**	**298,737**	**(797,667)**	**736,363**	**(193,499)**	**816,984**	**69,671**	**82,333**	**82,333**	**(579,829)**	**82,333**	(497,495)	
E. Net Increase/Decrease (B-C+D)			258,032	(761,882)	(1,208,640)	(276,792)	331,015	(655,064)	552,669	(329,967)	992,394	289,048	(143,311)	372,669	(579,829)	372,669	0	
F. Ending Cash (A+E)			2,983,006	2,221,124	1,012,485	735,693	1,066,707	411,644	964,313	634,345	1,626,739	1,915,787	1,772,477	2,145,146	2,145,146			
G. Ending Cash plus Accruals																	2,517,815	

2028-29 Budget Cash Flow Worksheet

Charter Name: Lodestar: A Lighthouse Community Charter School

	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:																		
A. Beginning Cash	**9110-9120**	2,517,815	2,517,815	2,784,606	2,001,396	761,862	483,239	830,425	161,129	736,683	403,166	1,430,707	1,734,681	1,593,463	2,517,815			
B. Receipts																		
LCFF Revenue																		
State Aid - Current Year	**8011**		450,648	450,648	821,313	821,313	821,313	821,313	821,313	821,313	821,313	821,313	821,313	821,313	9,114,430	787,161	9,901,591	0
Education Protection Account	**8012**		0	0	34,260	0	0	34,260	0	0	34,260	0	0	34,260	137,038	34,132	171,170	0
State Aid - Prior Year	**8019**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Lieu of Property Taxes	**8096**		215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	215,454	2,585,447	215,454	2,800,901	0
Other LCFF Transfers	**8091, 8097**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	**8100-8299**		39,068	39,068	264,331	39,068	39,068	264,331	39,068	39,068	264,331	39,068	39,068	264,331	1,369,865	256,632	1,626,498	0
Other State Revenue	**8300-8599**		221,530	208,868	262,340	691,534	208,868	262,340	208,868	208,868	262,340	450,201	208,868	542,099	3,736,726	526,309	4,263,035	0
Other Local Revenue	**8600-8799**		9,364	43,538	47,335	49,234	41,639	37,842	37,842	45,436	39,741	47,335	45,436	0	444,743	0	444,743	0
Interfund Transfers In	**8900-8929**		0												0	0	0	0
All Other Financing Sources	**8930-8979**														0	0	0	0
Total Receipts			936,064	957,576	1,645,033	1,816,602	1,326,342	1,635,541	1,322,545	1,330,139	1,637,439	1,573,371	1,330,139	1,877,457	17,388,249	1,819,688	19,207,937	0
C. Disbursements																		
Certificated Salaries	**1000-1999**		341,262	611,795	599,820	710,820	588,795	628,675	622,034	646,100	605,227	595,639	668,352	540,383	7,158,901	524,643	7,683,544	0
Non-certificated Salaries	**2000-2999**		68,253	122,360	119,965	142,165	117,760	125,736	124,408	129,221	121,047	119,129	133,672	108,078	1,431,795	105,920	1,537,715	0
Employee Benefits	**3000-3999**		93,621	167,838	164,553	195,005	161,528	172,469	170,647	177,249	166,036	163,406	183,354	148,247	1,963,954	143,929	2,107,883	0
Books & Supplies	**4000-4999**		96,036	163,330	157,801	125,085	95,138	129,262	137,198	118,206	129,937	106,104	132,840	183,848	1,574,786	178,494	1,753,280	0
Services & Other Operating Expenditures	**5000-5999**		291,181	495,216	478,451	379,256	288,458	391,922	415,984	358,401	393,969	321,705	402,769	557,427	4,774,738	541,191	5,315,929	0
Capital Outlay	**6000-6999**		35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	35,175	422,100	35,175	457,275	0
Other Outgo	**7000-7499**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	**7600-7629**														0	0	0	0
All Other Financing Uses	**7630-7699**														0	0	0	0
Total Disbursements			925,528	1,595,716	1,555,765	1,587,506	1,286,855	1,483,239	1,505,446	1,464,353	1,451,391	1,341,158	1,556,161	1,573,158	17,326,275	1,529,353	18,855,627	0
D. Balance Sheet Items																		
Assets and Deferred Outflows																		
Cash and Investments	**9110-9199**		27,726	296,837	107,404	92,464	346,309	105,712	523,768	69,538	636,692	802,814	34,561	34,561	3,078,385	34,561	3,112,946	
Accounts Receivable	**9200-9299**		(230,834)	1,082,631	(634,581)	(366,189)	248,627	(534,916)	377,338	(436,008)	394,017	198,630	192,028	192,028	482,770	192,028	674,799	
Due From Other Funds	**9310**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Stores	**9320**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prepaid Expenses	**9330**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Current Assets	**9340**		(19,505)	97,624	0	0	0	0	0	0	(9,032)	0	(57,214)	(57,214)	(45,341)	(57,214)	(102,554)	
Lease Receivable	**9380**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Capital Assets (accrual basis only)	**9400-9489**		(14,493)	(731,041)	3,369	(91,444)	(148,076)	(3,395)	3,197	3,419	3,369	3,369	3,369	3,369	(964,983)	3,369	(961,614)	
Deferred Outflows of Resources	**9490**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Liabilities and Deferred Inflows																		
Accounts Payable	**9500-9599**		(316,890)	(99,547)	(10,743)	11,269	(69,219)	(982)	(9,475)	0	0	0	0	0	(495,587)	0	(495,587)	
Due To Other Funds	**9610**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Loans	**9640**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Unearned Revenues	**9650**		(176,472)	990,668	815,738	131,283	208,381	389,980	155,323	(163,747)	183,553	933,053	87,942	87,942	3,643,643	87,942	3,731,584	
Long-Term Liabilities (accrual basis only)	**9660-9669**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Inflows of Resources	**9690**		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Balance Sheet Items			**256,255**	**(145,070)**	**(1,328,802)**	**(507,720)**	**307,699**	**(821,598)**	**758,454**	**(199,304)**	**841,493**	**71,761**	**84,803**	**84,803**	**(597,224)**	**84,803**	(512,420)	
E. Net Increase/Decrease (B-C+D)			266,791	(783,210)	(1,239,533)	(278,624)	347,186	(669,296)	575,554	(333,517)	1,027,542	303,974	(141,218)	389,102	(535,249)	375,139	0	
F. Ending Cash (A+E)			2,784,606	2,001,396	761,862	483,239	830,425	161,129	736,683	403,166	1,430,707	1,734,681	1,593,463	1,982,565	1,982,565			
G. Ending Cash plus Accruals																	2,357,704	