



November 13, 2019

Dear Esteemed Members of the Oakland Unified School District Board of Directors:

On October 23, 2019, I submitted the required materials in order to petition the OUSD Board to renew Lighthouse Community Charter High School for the 2020 - 2025 term. On November 6, 2019, we are pleased to be able to have a public hearing; and look forward to the vote of OUSD's board on November 20, 2019.

We submitted a version of assurances that did not include all of OUSD's required assurances. This was an unfortunate administrative error on our part.

Therefore, we respectfully submit a revised charter, the OUSD required assurances, the redlined version of the charter, and required appendices.

It is my hope that this administrative issue can be resolved swiftly and in partnership with OUSD staff and the Board of Directors.

With respect,

Jenna Stauffer
Founder & CEO
Lighthouse Community Public Schools



October 23, 2019

Dear Esteemed Members of the Oakland Unified School District Board of Directors:

On behalf of our students, alumni, families, and staff, it is my honor to present to you the petition for renewal of Lighthouse Community Charter High School for the 2020 - 2025 term.

Lighthouse Community Charter High School has been in operation since 2005. With the mission to prepare students for college and a career of their choice, Lighthouse has graduated over 450 young people who are affecting change in Oakland. We take great pride in the fact that, on average - 98% of those young people have graduated with the requisite course work to apply to the CSU/UC systems. On average, over the past 10 years, over 90% of students have been accepted to four-year colleges and universities. And, even more exciting, is that almost 40% of our graduates have completed a 4-year degree, 4x the national average for Latino and African-American students.

Our graduates are social workers, entrepreneurs, business owners, parents, teachers, tradesmen and women, massage therapists, real estate agents, and military servicemen and women. Our alumni are in graduate school to become therapists, lawyers, and medical doctors. And we could not be more proud of the fact that graduates from Lighthouse High who are now parents, send their children to our schools, Lighthouse K - 8 and Lodestar.

Lighthouse High has made a lasting and indelible imprint on Oakland, supporting students to set goals, achieve their dreams, and become the changemakers that our city needs. We look forward to the next five years of continuous improvement to ensure Lighthouse High is equitably serving all of our students, strengthening our career pathway and workforce programs, and continuing to deliver on the promise of our mission.

We look forward to a fruitful dialogue and renewal process with you.

With respect,

Jenna Stauffer
Founder & CEO
Lighthouse Community Public Schools

Wayne Delker
Board President
Lighthouse Community Public Schools

Petition for the Renewal of

**Lighthouse Community Charter
High School**

Community, Integrity, Love, Social Justice, Agency

A California Public Charter School

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

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

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AFFIRMATIONS AND DECLARATION

Statement of Assurances

As the authorized representative of the petitioner group, I hereby certify under the penalty of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter High School to be located at 444 Hegenberger Road, Oakland, CA is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations, including but not limited to Education Code section (d)(2)(B).
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will 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 non-charter public schools.
7. Will comply with all applicable portions of the reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act . 20 U.S.C. ch. 28 § 1001 et seq.
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145).

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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 a transcript of grades or report card, and health information.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools.

20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System, and/or the California Public Employees’ Retirement System, and/or other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. 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 under EC Section 47605(1).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will comply with Government Code section 1090 *et seq.* and the Political Reform Act (Government Code section 87100 *et seq.*)
32. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
33. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the

school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

34. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

35. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

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

37. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

38. If the school offers a transitional kindergarten program: (Education Code 48000)

- a. Comply with the age requirement for transitional kindergarten (students whose fifth birthday is from September 2 through December 2.)
- b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000(g) by August 1, 2020

39. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691).

40. The charter school shall be deemed the exclusive public employer of the employees of the 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 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

41. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)

42. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92.)

43. Develop a transportation safety plan that includes procedures to ensure that a student is

not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3.)

44. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222).

45. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

46. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

47. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61).

48. Adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600).

49. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5).

50. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)

- a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device
- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
- c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

51. 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 (Education Code 44830.1, 45122.1, 45125.1)

52. If the school provides independent study, meet the requirements of Education Code

51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705).

53. 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 (Education Code 48907, 48950.)

Signature

Date

Name, Title

RENEWAL CRITERIA & PERFORMANCE REPORT

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

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

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

Such increases are documented below.

AND

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

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

OR

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

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

AND

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

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

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

ANALYSIS OF LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL DATA

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

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

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

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

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

School	Schoolwide Assessment	2015	2016	2017	2018	2019
LCCHS	ELA	76%	80%	90%	60.00%	42.20%
	Math	53%	48%	47.46%	36.37%	21.20%
Life Academy	ELA	22%	61%	42.64%	64.6%	44.5%
	Math	12%	25%	10.29%	35.9%	16.1%
Madison Park 6-12	ELA	N/A	32%	29.71%	23.4%	24.5%
	Math	N/A	15%	19.11%	10.3%	3.3%
McClymonds	ELA	12%	27%	30.44%	21.4%	27.1%
	Math	4%	6%	1.39%	5.6%	2.4%

Metwest	ELA	0%	12%	41.3%	46.2%	28.2%
	Math	0%	7%	10.87%	7.3%	10.3%
Oakland High	ELA	50%	38%	40.31	38.3%	37.1%
	Math	16%	16%	19.82	16.7%	12.5%
Skyline High	ELA	46%	40%	49.20	45.5%	33.7%
	Math	16%	18%	10.49	28.3%	15.0%

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

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

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

PERFORMANCE REPORT

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

1. Measuring the effectiveness of instruction
<u>Measuring Effective Instruction</u>
At Lighthouse Community Charter High School (LCCHS) we evaluate the efficacy of instruction through multiple measures - Lighthouse Community Public School (LCPS) developed tools and resources, externally available tools and resources, and through a robust analysis of student outcomes.
LCPS Tools and Resources

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

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

External Tools & Resources

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

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

Student Outcomes

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

Methods for Measuring Instructional Efficacy

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

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

Effective Features of Instruction

- **Relationship Based Community**

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

- **Relevant, High Quality Work**

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

- **Collaboration & Inquiry**

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

Areas for Improvement & Planned Actions

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

Rigor & CCSS Aligned Curriculum

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

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

Data-driven Instructional Practices

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

- Introduction of data meetings with staff to regularly review student learning outcomes and work collaboratively to ensure teachers have action plans to support all students in achieving learning outcomes.

- Continuing the practice of Friday Formatives so that all students complete a weekly formative assessment and receive wise feedback that supports their growth and development towards key learning targets.
- Continued professional development on Student Engaged Assessment Practices (EL Core Practices)

Literacy Achievement

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

Math Achievement

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

Chronic Absenteeism

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

2. Diversity of student enrollment

Strategies and Processes

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

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

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

We are committed to continuing to ensure that our student population reflects the community in which we are located. In order to ensure that our school community is reflective of neighboring community, Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Distribution of enrollment and recruiting information in local newspapers, online news sources, and social media.

- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Future Plans

Increasing AA Student Population

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

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

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

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

Students With Special Needs

A key component to addressing disproportionate enrollment in SPED is to ensure that we are offering a program that effectively supports all students needs. Over the past few years we have significantly expanded our program to provide more wrap around SPED services. We have hosted Extended School Year (ESY) on our school campus for students. We have increased our counseling and support services with particular attention to students who are experiencing trauma (through relocation, disrupted housing). Over the term of our charter, the percentage of students with disabilities that we enroll has increased from 9.6% to 16.4%.

English Learners

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

3. Student engagement

Student Progress Monitoring

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

- Standards Based Grading

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

Student Voice

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

- Annual Student Survey
 - Each year, students complete an organizational survey where students evaluate their experience at Lighthouse. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- Student Experience Survey
 - Part of the FTT (Framework for Transformational Teaching) teacher growth and development process, students complete a teacher survey each year and provide direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.
- Crew Circles
 - A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and crew leaders work as advocates to support students.
- Student Body Leadership
 - LCCHS has launched a new student government body. It will be going into its second year this year. While focused on planning of senior events last year, the student government will be further developed to support the inclusion and elevation of students voice.

Student Involvement in Decision Making

- Student Government

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

Changes Made Due to Student Feedback

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

4. Family engagement

Family Involvement

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

- Engagement with Students Learning
 - **Quarterly Student Led Conferences:** (See description above)
 - **EXPO:** Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester.
 - **Passage:** In 10th and 12th grade, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers.
- Engagement with School Leadership
 - **Coffee Tuesdays:** Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including quarterly updates from the high school community, college workshops offered by the Director of College and Career, and community organizations.
 - **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as: graduation, college readiness, senior activities, changes to policies and programs, and applying for college financial aid.
- Parent Leadership - Parents in Action
 - **Parents in Action** is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Parents can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

Family Monitoring of Student Progress

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

- **Crew Leader** - The crew leader provides a primary point of contact for families, the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.
- **Online Gradebook-** Parents have access to students grades via Jump Rope and through Aeries Parent Portal.
- **Quarterly Student Led Conferences** (See above)

- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs.

Family Voice

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

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

Family Decision Making

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

Impact of Family Feedback

- Parent feedback on rigor and number of courses offered. This resulted in changes in course offerings and bell schedule.
- Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.

5. Teacher engagement

Teacher Voice

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

Formal Engagement

- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on LCCHS. In January, teachers complete Gallup’s Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete the INSIGHT Survey and provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school.

- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are as an organization supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Principal:** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development.

Informal Engagement

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

Decision Making

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

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

- Increasing planning time built into the school schedule
- Compensation for afterschool office hours
- Teacher design of new course offerings

6. Performance of key student groups

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

English Learners

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

aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

What is working?

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

What needs improvement?

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

What are our planned future actions?

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

What are some of our barriers?

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

Students with disabilities

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

achievement or growth targets in reading). Below is a summary of aspects of our program that are currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

What is working?

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

What are our planned future actions?

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

Students in Need of Remediation

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

What's working?

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

Areas for Growth

- Summer School credit recovery has had limited success.

- Students continue to have significant gaps in key areas given interrupted learning experiences. This presents an acceleration challenge, especially in math at the upper grade levels.

Planned Actions

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

Advanced students performing above grade level

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

What is working?

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

Areas for Growth

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

Future plans

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

African American Students

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

What is working?

- LCCHS small school community provides opportunity for deep connections to adults and peers.

- Increase in percentage of African American staff supporting students and families' sense of belonging.

What needs more work?

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

Future Actions Planned

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

7. Governance

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

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

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

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

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

Does the governing board evaluate the school leader?

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

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

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

8. Innovation

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

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

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

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

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

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

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

PERFORMANCE REPORT REQUESTED DATA REQUEST

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

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

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

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

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
	2/18/15	9	41	0	41

Year 1		10	5	0	5
		11	6	0	6
		12	3	0	3
Year 2	2/3/16	9	52	0	52
		10	13	0	13
		11	13	0	13
		12	1	0	1
Year 3	3/16/17	9	169	0	169
		10	22	3	19
		11	10	5	5
		12	5	2	3
Year 4	3/8/18	9	285	13	272
		10	52	6	46
		11	25	2	23
		12	12	0	12
Year 5	3/6/19	9	284	16	300
		10	40	10	50
		11	25	1	26
		12	17	0	17

Pupil Mobility

Subgroup	<u>Number of Students</u>					<u>Percent of Total Enrollment</u>				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	10	9	18	5		3.76%	3.4%	6.3%	1.75%	

Students who left the school other than at the usual time of leaving	5	9	26	18		1.9%	3.4%	9.1%	6.3%	
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* Enter most recent data available.

Enrollment (for Year 5 of current charter term)

Student Group	<u>Number</u> Enrolled	<u>Percent</u> of Total Enrollment
Total Enrollment	286	100%
Asian	5	1.75%
Black or African American	28	9.8%
Filipino	4	1.4%
Hispanic or Latino	223	78%
Native American or Alaskan Native	1	0.35%
Native Hawaiian or Pacific Islander	0	0%
White	11	3.85%
Two or More Races	9	5.15%
Race Not Reported	5	1.75%
Male	138	48.3%
Female	148	51.7%
Homeless Students	0	0%
Foster Youth	0	0%
FRPM-Eligible/ Economically Disadvantaged	235	83%

English Learners	74	25.9%
Students with Disabilities	47 (34 IEP, 13 504)	16.4% (11.9% SPED; 4.5% 504)

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

Enrollment Projections

For the upcoming charter term, projected enrollment for each year

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

Maximum enrollment of school during the upcoming charter term: 320

Expulsions

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

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

Cohort Graduation Rate	88%
Cohort Dropout Rate	6%

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

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

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

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

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

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	20
# Asian	0

# Black or African American	4
# Hispanic or Latino	2
# White	12
# Other Ethnicity or Missing	2

PERFORMANCE REPORT – FACILITIES AND MATERIAL REVISIONS

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

Material Revisions
Material Revision to Lottery Preferences
State the revision(s) the school’s governing board wishes to make to the charter
We wish to make TWO changes to our Lottery Preferences.
1. Remove the Lodestar Preference.
2. Add ZIP Code Preference (94621 and 94603) prior to Oakland Preference
Describe the reasons for the request(s)
1. Lodestar Preference was due to delay in construction for the 19-20 school year only. We are currently under construction for the Lodestar High School facility and anticipate that we will be able to open on time for the 20-21 school year. Therefore, we currently do not need this preference.
2. Including a preference for students who are from the two zip codes in our surrounding community would support us in our efforts to increasingly reflect the demographics of our local community.
Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
The anticipated change would be an increase in the number of students from the two local zip codes which would hopefully lead to an increase in African American student enrollment.

ELEMENT 1 - EDUCATIONAL PROGRAM

1. Annual Goals for All Pupils and Subgroups of Pupils in the State Priorities

DRL: “ Under Education Code section 47605(b)(5)(A)(ii), LCCHS sets forth the following pupil outcomes related to annual academic achievement goals, set and disaggregated by all numerically significant subgroups as defined 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 specific annual actions to achieve those goals. Lighthouse Community Charter High further sets forth any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals as follows:

SEE FIGURE 1.4 AT END OF ELEMENT 1.

2. Local Control Accountability Plan (LCAP)

DRL: “LCCHS 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, LCCHS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 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, 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.*

LCCHS shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that LCCHS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. (Ed. Code § 47606.5(e).)”

3. Western Association of Schools and Colleges (WASC) Accreditation

DRL: “If LCCHS serves students in grades 9-12, LCCHS shall obtain Western Association of Schools and Colleges (WASC) accreditation before LCCHS graduates its first class of students.”

4. Mathematics Placement Policy

DRL: “If LCCHS serves ninth grade, LCCHS 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.”

5. Student Enrollment and Grade Levels Served

DRL: “For the term of the Charter, LCCHS projects the following grade levels and enrollment:

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

LCCHS acknowledges that it is the position of the District that any deviation from the grade levels listed above served 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 under Education Code section 47607(a).”

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

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

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

be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

I. MISSION

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

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

II. TARGET STUDENT POPULATION

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

Figure 1.1 Projected Student Enrollment

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

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

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

In 2017-2018, only 43.5% of students graduated from an OUSD high school on-time having completed the A-G requirements. Only 25% of African American and 30% of Latino students

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

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

III. PHILOSOPHY & APPROACH TO EDUCATION

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

LCPS Core Values

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

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

LCPS Graduate Profile

The LCPS Graduate Profile articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lighthouse Community Charter High. An education for the 21st Century must prepare students to become lifelong learners in a multi-faceted and multi-dimensional world – a world of complex problems and constantly evolving solutions, a world that calls for increased autonomy as well as heightened interdependency; put succinctly, a world of both contradictions and change. Success in such a world demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, and high standards of performance along with the skills needed to extract, infer, analyze, and evaluate information in various mediums. (See Appendix 1.2 for LCPS Graduate Profile)

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

- **Purposeful and Self Aware** - Critical to our students' success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students' identities are persistently under attack, LCCHS strives to be a school community that honors and uplifts our students' myriad cultures so they can thrive both within and beyond their K-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make responsible and ethical decisions.
- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded in Academic Program (see Section V) to support all young people in developing these skills.
- **Committed to Service and Justice** - Students graduate from LCCHS committed to service and justice. Starting in 9th grade, students critique privilege and the status quo as part of their daily curriculum. Through LCCHS's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. The Academic Program provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our curriculum is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.
- **Relationship Builders** - Throughout their time at LCCHS, students cultivate relationships based on kindness, compassion, and empathy. LCCHS prioritizes collaboration across difference; communication and relationships are essential for students' success within and beyond the classroom. Students are supported in developing and maintaining physical and emotional health and well-being and develop the skills required to navigate systems and persist when faced with challenges. These relational and collaborative skills prepare students for success in the 21st Century
- **Lifelong Learners** - At LCCHS, students develop their skills and confidence in taking productive risks, innovating, and having a sense of adventure. Throughout their education, students grapple with complexity and develop stamina and confidence in doing so. Students engage in deep problem solving and are encouraged to develop their initiative and critical thinking to address complex scenarios. They seek feedback to learn from failure and success and set achievable goals that advance personal and academic development.

How Learning Best Occurs: LCPS Instructional Stances

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

At LCPS, learning is:

- **Purposeful**

- Learning is driven by essential questions that allow students to create lifeworthy understandings; learning inspires insight, opportunity, integrity, and action.
- Learning builds toward authentic products. Products are modeled on real-world formats, are shared with a real-world audience, and aim to impact our communities.
- Learning is measured using an expanded definition of achievement including knowledge and skills, character, and high-quality work.
- Learning is deep, rather than broad. While we don't aim to cover all content, we also don't choose to focus on one topic at the expense of all others.
- Learning is standards-based. We build from the Common Core State Standards (“CCSS”) in English Language Arts (“ELA”) and Mathematics, the Next Generation Science Standards (“NGSS”), the English Language Development (“ELD”) Standards, the History-Social Science Framework, and the remaining state standards (collectively “State Standards”) and create curricular coherence within and across classes. We structure learning to ensure that all learners meet high standards.

- **Relationship Based**

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

- **Learner-Driven**

- Learning is inquiry-based. Learning is driven by complex problems. Teachers and students use questions to guide and facilitate understanding.
- Learners construct their own understanding. We provide structure so that learners are engaged in the hard, messy work of learning. Learners do the heavy lifting.
- Learning opens doors for people to make choices and explore their passions.
- Learning is driven by student-engaged assessment. Learners set goals, monitor progress, communicate, and reflect; teachers provide wise feedback that supports this process.
- Learning is personalized (which, for us, does not mean computerized). We use data to design and dynamically adjust learning experiences based on learner needs, strengths, approaches, and curiosities. Learners work towards mastery in different ways.

IV. PRINCIPLES IN SCHOOL DESIGN

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

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

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

A. Design Principle 1 – High Expectations for All Students

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

At LCCHS, High Expectations means:

- **College-eligibility for all.** Our master schedule ensures that all students complete A-G requirements within their four years at LCCHS. Students take six classes a day, all of which fulfill A-G requirements. As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, there is flexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes. (See Appendix 1.4 for Master Schedule, Appendix 1.5 for A-G Course List)
- **College and career prep as core subjects.** At LCCHS, we take college and career counseling out of an office and integrate it into the school day via our College and Career Prep course and Senior Seminar course. By ensuring all students engage in these classes, a post-secondary education is accessible to all students, especially for those who are unsure if they belong in college or those who will be the first in their families to attend college. Both of these classes include assessments so that students can see the value in and get feedback on what they are learning.
- **All students are part of a pathway.** Every student receives the benefit of being part of the Lighthouse Product Innovation and Design Pathway. Building on our nationally known Maker Program, and Creativity Lab, all students advance through our Career Technical Education (“CTE”) pathway sequence. In doing so, all students are active participants in building and shaping their worlds by looking closely at the world around them, exploring

the complexity of how objects or systems are designed, and designing opportunities to enact change in their environments to create a more just and equitable world.

- **A college-going culture.** At LCCHS, we work hard to facilitate events and activities that help students see college as a legitimate, viable, and exciting option. Whether taking students on college visits so that they see people who look like them in college, holding financial aid workshops for families, or hosting annual College Declaration Days, it is important that we help students see college as a place for them.
- **Junior Year Internships.** All juniors participate in internships or work experiences that provide them with opportunities to integrate academic learning and real-world experience. These experiences provide students with work-based learning, so they have the opportunity to explore a career interest within the local community. Beyond the application of knowledge and technical skills, these internships promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility.
- **Senior Passage.** During 12th grade, all seniors will design, develop, and carry out a research project on a topic of interest to them. Research projects demand an ability to conduct and synthesize academic research and the capacity to leverage resources and support in school and the wider communities. This paper is a critical element of the Senior Passage experience and is essential to a student's preparation for college-level rigor.

B. Design Principle 2 – A Rigorous Curriculum

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

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

Academic Content and Performance Standards

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

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

Curricular Design

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

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

C. Design Principle 3 – Serving the Whole Child

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

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

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

D. Design Principle 4 – Family Involvement

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education research has found that what the family does to support the education of their child is more important to

student success than family income or education. We believe thoughtful and inclusive family involvement can:

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

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

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

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

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

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

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

E. Design Principle 5 – Professional Learning Community

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

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

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

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

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

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

V. ACADEMIC PROGRAM

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

A. LCPS High School Graduation Requirements

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

Lighthouse College Preparatory Diploma

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

Course Requirements

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

Academic Subject Area	LCPS College Preparatory Course Offerings
History/Social Sciences (30 Units Required)	Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 Units)
English (40 Units Required)	English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units)
Mathematics (30 Units Required 40 Recommended)	Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)
Lab Science (30 Units Required 40 Recommended)	Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)
Language Other Than English (20 Units or Equivalent Required)	Spanish I (10 Units) Spanish II (10 Units) Spanish III Honors (10 Units) AP Spanish (10 Units)
Visual & Performing Art (10 Units Required)	2-D Design (5 Units) Required Graphic Design (5 Units) or Digital Photography (5 units)
College Preparatory Elective (10 Units Required)	Offerings include: US Foreign Policy Since 1945 Creative Writing Art History
CTE Pathway Courses (10 Units Required)	3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)

<i>A-G Required/Recommended Units Additional Units</i>	<i>180 A-G Units</i>
Additional Credits and Courses (30 units total)	College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	210 Units Required <i>240 Units Recommended</i>

GPA Requirements

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

LCPS Milestones

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

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

Lighthouse State Basic Diploma

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

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

Course Requirements

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

Academic Subject Area	LCPS State Basic Diploma Course Offerings
History/Social Sciences	Ethnic Studies I (5 Units)

<p align="center">(30 Units Required)</p>	<p align="center">World History (10 Units) US History (10 Units) Ethnic Studies II (5 units)</p>
<p align="center">English (30 Units Required)</p>	<p align="center">English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units) ELD (10 Units)</p>
<p align="center">Mathematics (20 Units Required) <i>(including 10 Units Algebra or Algebra Equivalent)</i></p>	<p align="center">Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)</p>
<p align="center">Lab Science (20 Units Required)</p>	<p align="center">Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)</p>
<p align="center">Language Other Than English, Visual & Performing Art or CTE (10 Units Required)</p>	<p align="center">Choice of 10 units from: Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)</p>
<p align="center">Additional Credits and Courses (80 units total)</p>	<p align="center">Choice of 80 units from: Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units) US Foreign Policy Since 1945 (5 units)</p>

	Creative Writing (5 units) Art History (5 units) College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	180 TOTAL Units Required

GPA Requirements

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

LCPS Milestones

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

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

(See Appendix 1.8 for LCPS Graduation Policy)

Transfer of Courses & College Entrance Requirements

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

B. LCCHS Core Curriculum

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

In the chart below, we have detailed our core base curricula for all of our course offerings. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems

that require responsiveness and flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to the State Standards and the integrity of the curriculum’s aims and methods. Adaptation or enhancement can be a wise choice if it increases students’ understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

Figure 1.2 Lighthouse Community Charter High Curricula

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

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

C. Pathway Program

Building off the success of the LCPS nationally renowned Maker program, LCCHS has developed its Product Innovation and Design Pathway. All students at Lighthouse Community Charter High participate in our Lighthouse Product Innovation & Design Pathway. Our Pathway is Silver Certified by the Linked Learning Alliance. In this pathway, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process; work as part of design teams to develop products that meet market demands and/or a community need; develop entrepreneurial skills and knowledge to market products; develop portfolios to showcase their work and collaborate with industry professional and real-world clients.

Through a three-year course sequence of 2-D Design, 3-D Design, and Advanced Product Innovation and Design. These courses are aligned to the CTE Standards for Product Design and Innovation and count as both A-G and CTE Course Credit for all students. LCCHS has been the

recipient of the Strong Workforce Program grant to further develop its pathway program and to deepen its partnership with Laney College so that students can graduate LCCHS having completed both community college course work and industry certification. LCCHS vision for our fully realized pathway is detailed in Appendix 1.10. This vision may evolve through the course of the charter term and will not constitute a material revision of the charter.

D. LCCHS School Culture

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

Core Values and HOWLs

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

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

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

Culture of Crew

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

Student Leadership & Voice

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

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

Approach to Discipline

At LCCHS, the aim of student discipline is to ensure students are physically and emotionally safe, to ensure that time for teaching and learning is maximized, and to maintain a strong sense of culture and crew amongst students and teachers.

Restorative Justice

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

Parent and Guardian’s Role

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

Staff Role

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

LCCHS Student Behavior Expectations

At LCCHS, we expect that students will be prepared to meet the expectations of the school community in alignment with our Charter School's core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's values/norms.
- Students will be redirected and provided time to correct their behavior.
- Counselors or administrators may be called to give students one-on-one support when necessary to help students in meeting classroom expectations.

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

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

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

The Use of Consequences

In addition to repairing harm, there are times that consequences will be applied. At times students may continue to violate behavior expectations, despite the use of our common behavior modification practices. At this point, teachers may choose to use consequences for students' negative actions within the following parameters:

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

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student’s behavior, a student may remain with the administrator to take a break and reflect, and an appropriate consequence will be devised. It is important to note that student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

E. School Year & Daily Schedule

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

The proposed calendar for 2020-2021 will include 177 instructional days, 2 more than the required 175 days for charter schools. Appendix 1.12 provides a sample school calendar which LCCHS intends to adhere to as state and federal funding allows. LCCHS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

VI. SERVING STUDENTS WITH DIFFERENT LEARNER PROFILES

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

Multi-Tiered System of Supports

At LCCHS we implement an aligned, integrated system of student support so that all students become lifelong changemakers prepared to be successful in college and a career of their choice. A Multi-Tiered System of Supports (“MTSS”) provides an integrated, comprehensive framework

that focuses on instruction, differentiated student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. An element of that system is our tiered intervention model. Outlined below are our systems, practices, and programs that enables us to provide tiered supports to students and families at LCCHS.

Systemic Planning

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

A. Supporting Students Not Yet Meeting Learning Outcomes

Tiered Intervention Model

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

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

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

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

In order to ensure that we are identifying students who may need additional support, we use a combination of data-driven practices and teacher referrals are used to identify students need additional support. Through the regular (bi-weekly) review of student data in several key area

(attendance, behaviors, discipline, academic, Social Emotional) and through the use of a variety of screening tools, students are identified early for additional supports.

COST Team

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

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. LCCHS ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student’s school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Intervention Courses & Credit Recovery

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

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

B. Special Education Services

LCCHS makes the following assurances:

- **Free Appropriate Public Education** – LCCHS will ensure that a free appropriate public education shall be provided to all enrolled students including children with disabilities and/or those who have been expelled from school. No assessment or evaluation will be used for admissions purposes. No student will be denied admission to the Charter School because he or she needs special education services.
- **Full Educational Opportunity** – LCCHS will ensure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCHS will ensure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.
- **Individualized Education Program** – LCCHS will assure that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. The Charter School will ensure that the mandated requirements of each student’s IEP are met.
- **Assessments** – LCCHS will ensure that, for each student with an IEP, an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student’s parents or teacher. Parents will receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.
- **Confidentiality and Procedural Safeguards** – LCCHS will ensure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and notified of the provisions for a free appropriate public education.
- **Personnel Standards** – LCCHS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – LCCHS will ensure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (“SBAC”) and California Science Test (“CAST”).
- **Child Find** – LCCHS will assure that all students with disabilities are identified in accordance with the policies and procedures of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

State and Federal Law

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

SELPA

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

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

Facilities

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

Services

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

Special Education Students and Tiered Support

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

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

numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Resources Specialist who will develop an assessment plan if appropriate.

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

Search & Serve Process

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

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

Referral for Assessment Process

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

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

If LCCHS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. Parents will be informed via the Resource Specialist that special

education and related services are provided at no cost to them. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process

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

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

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

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

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

IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

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

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

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

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

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

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;

- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

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

IEP Review Process & Reporting

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

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

In addition, the Charter School shall comply with the SELPA Local Plan. It is LCCHS's understanding that it shall represent itself at all SELPA meetings. The Charter School understands that it will be subject to the Allocation Plan of the SELPA. The Principal and the Special Education

lead from Seneca Family of Agencies will work together to manage the budget and contract for appropriate services, take responsibility for meeting the special education compliance and quality requirements, and ensure confidentiality and accurate/timely reporting.

Professional Development for All Staff

The Resource Specialists and other team members will participate in the professional development opportunities provided by the SELPA. This will help to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, or Linda Mood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Staffing

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

Due Process, Procedural Safeguards, & Reporting

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

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

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

C. Providing Section 504 Services

LCCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise

be subjected to discrimination under any program of the School. Any student, who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. The Charter School is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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

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

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

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

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

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

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

D. Serving English Learners

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

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

Identification, Designation & Notification

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

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

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

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

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

Figure 1.3 Reclassification Criteria

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

Strategies for Supporting English Learners

Academically, LCCHS will meet the needs of its English Learners through a combination of Integrated and Designated English Language Development. Like all students at LCCHS, all English Learners will be held to clearly articulated high expectations, provided access to the school’s rigorous curriculum, and offered personalized support as needed. English Learners will

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

Integrated ELD & Designated ELD Instruction

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

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

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

- **Academic Language Development Class for LTELS**

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

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

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

Teacher Qualifications and Professional Development

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

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

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

Program Assessment

Metrics to assess the progress of LCCHS EL program include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are classified as proficient in English in five to seven years, or less

- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students

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

E. Supporting Socio-economically Disadvantaged Students

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

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

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

Serving the Whole Child

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

Involving Families

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

Cultivating Teaching Excellence

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

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

F. Supporting Students Achieving Above Grade Level/Gifted Students

LCCHS is committed to supporting all students in excelling in its program. Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, LCCHS will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Student Led Conferences where goals are crafted to meet the specific growth goals of each individual student. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level course work at local universities, community colleges, and/or online courses as appropriate for each student’s needs.

VII. SUPPORTING STAFF PROFESSIONAL GROWTH & DEVELOPMENT

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

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

A. Dedicated Time for Professional Development

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

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

LCPS Wide Professional Development

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

School-Based Professional Development

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

B. LCCHS Collaborative Teams

Departmental Teams

Departmental Teams meet on a regular basis with collaboration time built into the daily schedule. Department members engage in analyzing student work, ensuring alignment to content standards and college readiness rigor. Teachers work across grade levels focusing on specific teaching strategies to support all learners in accessing and achieving in their classes.

Grade Level Teams

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

C. Data-Driven Decision-Making

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

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

D. Teacher Growth & Development – Framework for Transformational Teaching

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

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

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

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

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

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

Figure 1.4

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

- Provide professional development to staff on effective SDAIE and Integrated ELD instruction practices in order to support English Learners in core classes.

Supporting English Learner English Language Development

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

Intervention Supports for Academic Proficiency

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

Aligned State Priorities

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

Measurable Outcomes

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

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

- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #2)
- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO #7)

Methods of Measurement

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

ELPAC
 SBAC
 NWEA Measures of Academic Progress

2. All students are engaged and belong.

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

Goals

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

Action(s)

Supporting Reduction in Referrals and Suspensions

- Implement MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.
- Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.
- Implement Restorative Justice training to support use of RJ practices in the classroom.
- Use HOWL Learning Targets to promote classroom character development.

- Examine school culture data in School Culture Teams and implement school-wide interventions.
- Align discipline procedures to support consistent application of restorative actions and consequences.
- Continue to implement Diversity, Equity and Inclusion training with staff.

Increase Student Engagement

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

Support Positive Attendance

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

Aligned California State Priorities

- 5— Student Engagement
- 6— School Climate

Measurable Pupil Outcomes

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

- Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9)
- Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.
- Throughout the charter term, maintain an expulsion rate less than 1%.
- Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)

Methods of Measurement

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

3. All families are engaged.

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

Goal

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

Action(s)

Maintaining Parental Involvement

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

Promoting Parent Participation

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

English Learners and Students with Exceptional Needs

- Continue to provide professional translation of parent events.
- Implement practice of Special Education parent nights to focus on the needs and concerns of parents who have students with exceptional needs.
- Increase targeted outreach to parents of unduplicated students and students with exceptional needs to ensure engagement in all parent events.

<ul style="list-style-type: none"> • Ensure parent leadership bodies are representative of community (e.g. ELAC, Parents in Action) • Disaggregate engagement and survey data to actively track and monitor participation. • Train parents to be community organizers and take leadership in reaching other parents in affinity.
Aligned State Priorities
3—Parental Involvement & Family Engagement 6—School Climate
Measurable Outcomes (Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)
<ul style="list-style-type: none"> • 95% percent of families overall and for each significant subgroup will attend at least one Student Led Conference. (Site MPO #1) • Each year, at least 70% percent of families overall and for each significant subgroup will positively rate their voice in school decision-making and/or opportunity for feedback. (MPO 12) • Each year, at least 70 percent of families overall, and within each statistically significant subgroup, positively rate their connection to the school community.
Methods of Measurement (Methods of Assessment can also be found in Element 3)
<ul style="list-style-type: none"> • Annual family survey • Parent Event Sign-in Sheets/Participation Logs • Student Led Conference Tracker

4: All students are prepared for college and career.
Lighthouse supports all students to be prepared to be successful in college or career by ensuring that all students in graduating from Lighthouse with A-G Requirements complete having had experience in a broad range of courses including CTE Pathway courses.
Goals
Lighthouse students will be prepared to be successful in college and the career of their choice. (LCAP Goal #5)
Action(s)
Supporting A-G Completion

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

Supporting 4-Year Cohort Graduation

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

Supporting Completing College Admissions Process

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

Aligned State Priorities

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

Measurable Outcomes

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

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

Methods of Measurement

(Please refer to Element 3 for further detail.)

California School Dashboard:

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

A-G Completion Rate

SAT Achievement Reports & Participation Rates

ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

1. Pupil Outcome Goals: Increases in Academic Achievement by Subgroup

DRL: “In accordance with Education Code section 47607(b)(5)(B), LCCHS’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 subparagraph (B) of paragraph (3) of subdivision (a) 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.

LCCHS’s pupil outcomes, 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 subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”

See Figure 2.1 Below

[LCCHS to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

2. Application of Education Code section 47607.3

DRL: “Under Education Code section 47607.3, if LCCHS fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”*

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of*

subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

I. OUTCOMES OF EDUCATIONAL PROGRAM

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

FIGURE 2.1

1: All students are Academically Proficient
Goals
Lighthouse students are academically proficient. They demonstrate disciplinary literacy, produce high-quality work, and persist in solving authentic problems. (LCAP 1)
Aligned State Priorities
1— Quality Teachers, Curriculum, and Facilities (Basic Services) 2— Implementation of State Standards 4— Student Achievement 8— Other Pupil Outcomes
Measurable Outcomes
<ul style="list-style-type: none"> ● Each year, the percent of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 5) ● Each year, for each statistically significant student group the percentage of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 6) ● By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 1) ● By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 2)

- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO # 7)

Methods of Measurement

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

ELPAC – Initial and Summative

SBAC - Annual

NWEA Measures of Academic Progress, Triannual Assessment

2. All students are engaged and belong.

Goals

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

Aligned California State Priorities

5— Student Engagement

6— School Climate

Measurable Pupil Outcomes

- Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9)
- Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.
- Throughout the charter term, maintain an expulsion rate less than 1%.
- Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)

Methods of Measurement (Methods of Assessment can also be found in Element 3)
California Schools Dashboard Student Survey Data

3. All families are engaged.

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

Aligned State Priorities

3— Parental Involvement & Family Engagement
6— School Climate

Measurable Outcomes

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

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

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

4: All students are prepared for college and career.

Goals

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

Aligned State Priorities

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

Measurable Outcomes

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

Methods of Measurement

(Please refer to Element 3 for further detail.)

California Schools Dashboard:

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

A-G Completion Rate

SAT Achievement Reports & Participation Rates

II. LCCHS GRADUATION STANDARDS

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

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

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

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

ELEMENT 3 - METHODS OF MEASURING PUPIL OUTCOMES

I. Statewide Testing

DRL: “Pursuant to the implementation of California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, LCCHS will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”

DRL: “If LCCHS does not test with the District, LCCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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

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

I. INTRODUCTION

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

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

Student assessment at LCCHS will include:

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

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

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

II. FORMS OF ASSESSMENT

In order to ensure that all students within LCCHS are achieving the student outcomes detailed in Elements 1 and 2, assessment will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies. It will also serve a critical role in reporting student and school achievement and progress to caretakers.

A. Learning Targets & Mastery Based Grading

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

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

Teachers often ask students to track and record their own progress toward meeting learning targets during class time.

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

B. Curriculum Embedded Assessments

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

C. Portfolios

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

D. Passage Presentations

At the conclusion of sophomore and senior years, all students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such presentations give students the opportunity to demonstrate that they have mastered the content of their classes, completed high quality work, and demonstrated growth and development towards the LCPS Graduate Profile. These presentations of learning also require students to meet the "real world standard" created by a panel of judges from different sectors of the community.

E. Student Led Conferences & Goals

Each student at LCCHS has individualized goals based on their Student Led Conferences ("SLCs"). Parents, students, and teachers come together three times a year, once to develop the SLC goals and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary.

F. Diagnostic and Growth Measures

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

G. English Language Development Assessments

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

H. State Assessments

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

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

I. PSAT and SAT

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

III. ASSESSMENT METHODS ACROSS CONTENT AREA AND SUBJECT MATTER

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

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile	English Language	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Writing pieces across genres 	SBAC NWEA MAP ELPAC SAT

Academic Knowledge	Arts	<ul style="list-style-type: none"> ● Seminar, debate, and discussion ● Creative presentations of literature ● Presentations and performances ● Simulations ● Interim Assessments ● Research Paper 	SAT II
	Mathematics	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus Paragraphs ● Complex mathematical problems (problems of the week / day) ● Interim Assessments ● Seminar, debate, and discussion ● Group Work ● Presentations 	SBAC NWEA MAP SAT SAT II
	Social Studies	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Seminar, debate, and discussion ● Presentations and performances ● Research projects and papers ● Simulations 	SAT II
	Science	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Scientific Inquiries ● Lab Reports ● Posters ● Research projects ● Seminar, debate, and discussion ● Presentations 	CAST SAT II
	Foreign Language	<ul style="list-style-type: none"> ● Tests and quizzes ● Focus paragraphs ● Essays and creative writing tasks ● Presentations and performances ● Seminar, debate, and discussion ● Simulations 	SAT II AP
	CTE Pathway	<ul style="list-style-type: none"> ● Presentations of Work and Critiques ● Focus Paragraphs ● Portfolio Review ● Passage Presentations ● EXPO ● Industry Panel Reviews 	None
	Visual Arts	<ul style="list-style-type: none"> ● Tests and quizzes ● High Quality Work reviews 	None

		<ul style="list-style-type: none"> • Art reviews and critiques • Gallery exhibitions 	
	Electives	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • Research Papers • Physical Demonstrations 	PFT

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

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

Figure 3.2 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
<p>ELPAC</p> <p>Measure English Learners mastery of ELD standards,</p>	9-12	ELD Across Subject	Upon enrollment in California schools	Level 4 (Well Developed) Or, growth at a rate that will

including listening, speaking, reading and writing Provide criterion-referenced data on student mastery		Area Settings	Annually until reclassified	achieve Well Developed within 5 to 7 years of introduction to the language
Coursework & Content Assessments Measure standards mastery	9-12	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)
Student Work and Portfolio Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
Student Led Conferences Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Triennial	Mastery of at least one goal
Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of	10 & 12	ELD ELA Math Science Social Studies	Annual	70% of standards have evidence of mastery

authentic projects, products, and performance tasks		Art Pathway Graduate Profile Domains		
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	9, 10, 11, 12	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	9,10,11, 12	Reading Math	3x/year	High Achieving or High Growth
CAST Measure student’s mastery of grade level science standards	11	Science	Annually	Proficient
Physical Fitness Test Measure student’s physical fitness	9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
PSAT and SAT Measure student’s college readiness	9-12	Reading Writing Math	Annually	At the national norm

IV. STUDENT, TEACHER AND SCHOOL USE OF DATA

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

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.

- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).
- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

V. SCHOOL AND FAMILY USE OF DATA

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

Figure 3.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas 	Updated every two weeks (Always accessible)
Mailings & Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, SBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights 	Ongoing

Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills ● Clearly articulate student progress toward passage 	Triannual
Expositions of Student Work	<ul style="list-style-type: none"> ● Share student mastery of key projects and products from the semester ● Make public classroom learning within the Charter School, with families, and with the broader community ● Develop student presentation skills and ownership of learning 	Biannual
Graduation Progress Check	Clearly delineate student progress toward graduation	Annual

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

VI. SCHOOL, DISTRICT AND STATE USE OF DATA

Local Control Accountability Plan (“LCAP”)

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

ELEMENT 4 - GOVERNANCE

1. Operation by or as a Nonprofit Public Benefit Corporation

DRL: “As an independent charter school, LCCHS, 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 LCCHS. LCCHS 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.

LCCHS 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 LCCHS amend the bylaws, LCCHS shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

2. Indemnification of District

DRL: “LCCHS 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, LCCHS’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 LCCHS, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.”

3. Governing Board Operation

DRL: “LCCHS 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.) LCCHS 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.

LCCHS shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. LCCHS shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on LCCHS’s website will satisfy this requirement.

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

4. Required Notifications to the District

DRL: "LCCHS shall notify the 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 LCCHS's operations, within one week of receipt of such notices by LCCHS. Unless prohibited by law, LCCHS shall notify the OCS in writing of any internal investigations within one week of commencing investigation. LCCHS shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff."

5. Charter School Records

DRL: "STUDENT RECORDS

Upon receiving a records request from a receiving school/school district LCCHS shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. LCCHS 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 LCCHS closes, LCCHS shall comply with the student records transfer provisions in Element 15. LCCHS 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.

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

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

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

I. GOVERNANCE STRUCTURE

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

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

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

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

California Non-Profit Public Benefit Corporation

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

Board of Directors

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

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

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse Community Charter High. See Appendix 4.5 for the Board Roster and resumes/bios of current board members.

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

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

Board Meetings

The Board of Directors will meet regularly. All Board meetings will be held in accordance with the Brown Act and Education Code Section 47604.1(c), and are open to the public, with each agenda including time for community input regarding Lighthouse Community Charter High.

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

Board Duties

The Board of Directors is fully responsible for the operational and fiscal affairs of Lighthouse Community Charter High. The LCPS Board of Directors major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major

contracts, approving the Charter School’s annual budget and financial audit, overseeing the Charter School’s fiscal affairs, and selecting and evaluating the CEO. Board members will not be directly involved in the daily operations of the Charter School.

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

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

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

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

Parent, Staff, and Board Communication

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

II. LEADERSHIP ROLES

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

A. LCPS Family of Schools Leadership

Chief Executive Officer (“CEO”)

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

The CEO will have the following core responsibilities:

- Oversight of Charter School operations, including fundraising, budget, personnel, Charter School academic program, and other related tasks;
- Lead, manage and mentor the team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Supervise LCPS senior staff;
- Oversee the execution of a strategic fundraising program, which raises money for current and future Charter School needs and ensures a healthy financial future for the organization;
- Raise the visibility of LCPS to education reform advocates and leaders;
- Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members

Chief Academic Officer (“CAO”)

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

The CAO will have the following core responsibilities:

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

Director of Finance

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

Director of Operations

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

Director of Talent and HR

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

Director of Special Education

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

B. Site Based Leadership Roles

Principal

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

Assistant Principal

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

Director of College and Career Success

The Director of College and Career Success's primary responsibility is to guide students, families and teachers through the process of preparing students for college, applying to college, financing college, transitioning to college, graduating from college, and seeking employment. Additionally, the Director of College & Career Readiness serves as a liaison between LCCHS and external entities that help support the mission, including colleges and

universities, scholarship organizations and donors, internship sites and mentors, extracurricular programs and partners, testing agencies and more.

CTE Pathway Program Coordinator

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

Dean of Students

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

High School Out of School Program Coordinator

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

Grade Level and Departmental Leads

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

C. Teams

Instructional Leadership Team

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

School Culture Team

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

Parent Advisor Committee – Parents in Action

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

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

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

1. Nondiscrimination

DRL: "EQUAL EMPLOYMENT OPPORTUNITY"

LCCHS acknowledges and agrees that all persons are entitled to equal employment opportunity. LCCHS 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."

2. Teacher Credentialing Requirements

DRL: "CREDENTIALING REQUIREMENTS"

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

3. Reports of Educator Misconduct to C.C.T.C.

DRL: "OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING"

LCCHS 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."

4. Employment of Felons

DRL: "EMPLOYMENT OF FELONS"

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

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

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

I. SELECTION PROCESS

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

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

- Request resumes, cover letters and written responses to prompts.
- Conduct a brief phone interview for initial screening
- Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities
- Verification of credentials, past employment, and professional and personal reference checks
- Make selection and provide verbal offer
- Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

II. EMPLOYEE QUALIFICATIONS

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

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

A. ADMINISTRATORS

Principal Qualifications

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

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

Assistant Principal Qualifications

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

- At least 3+ years of successful secondary classroom teaching and teacher/instructional leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- Valid CA teaching credential required; administrative credential preferred
- MA in education, educational leadership or related field, preferred
- Knowledge of learner-centered curriculum, instruction, and assessment,
- Experience working in Oakland schools preferred and charter school experience, a plus
- EL Education experience, a plus.
- Spanish fluency preferred.

Dean of Student Qualifications

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

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

B. Teaching Staff

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

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

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

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

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

- BS/A or MS/A.
- A valid single subject California teaching certificate, Educational Specialist permit, or other document required by the Commission on Teacher Credentialing required for the teacher's certificated assignment.
- B-CLAD and/or CLAD credential or valid English Learner authorization.
- Previous teaching and/or work experience
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law

Non-core Teacher Qualifications for Grades 9 - 12

Teachers of non-core subject areas or non-college preparatory electives identified as art electives, technology, health, and physical fitness will have the following qualifications: Experience in the subject they will be teaching.

- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience.

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

C. Instructional and Administrative Support Staff

After School Program Staff

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

Minimum Qualifications for After School Program Staff are as follows:

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

Director of College and Career Qualifications

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

Minimum Qualifications for the Director of College and Career:

- BA/S or MA/S
- Experience working with and/or teaching a diverse, urban student population
- Administrative, or Pupil Services Credential, or related college counseling certification,\ preferred
- Experience with college and career counseling and navigating higher education
- Ability to develop partnerships with local and national organizations and entities to support students in their pursuit of a college and career of choice

CTE Pathway Program Coordinator Qualifications

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

Minimum Qualifications for the CTE Pathway Program Coordinator:

- B.A. or B.S. required; Master’s Degree preferred
- California secondary teaching credential and/or administrative credential preferred

- 5+ years teaching experience in an urban education setting serving low-income students of color preferred
- Experience teaching and supporting teachers within a CTE pathway preferred
- 2+ years of coaching and/or school leadership experience preferred

Professional Development

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

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

Employee Handbook

See Appendix 5.1 for LCPS Employee Handbook.

ELEMENT 6 - HEALTH AND SAFETY REQUIREMENTS

1. Site Safety Plan

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

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.”

2. Pupil Safety

DRL: “VISION, HEARING AND SCOLIOSIS

LCCHS 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. LCCHS shall maintain student immunization, health examination, and health screening records on file.

EPINEPHRINE AUTO-INJECTORS

LCCHS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector, and shall comply with the requirements of Education Code section 49414.

COMPETITIVE ATHLETICS

LCCHS shall comply with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics, and shall comply with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

CONCUSSIONS/HEAD INJURIES

LCCHS shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of LCCHS.”

SAFE PLACE TO LEARN ACT

LCCHS shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN-FREE SCHOOLS ACT

LCCHS shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

LCCHS shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

SUICIDE PREVENTION POLICY (GRADES 7-12)

LCCHS 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.

TRANSPORTATION

The LCCHS shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

LCCHS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

DATA PRIVACY

LCCHS shall take the required steps to protect the data privacy of its pupils, including but not limited to compliance with Education Code section 49073-49079.7, as well as complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

OTHER REQUIREMENTS

LCCHS shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.”

3. Employee Training

DRL: “LCCHS shall ensure that all staff members receive annual training on LCCHS’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.

LCCHS shall provide all employees, and other persons working on behalf of LCCHS 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.)”

4. Employee Background/Tuberculosis Check

DRL: “CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

LCCHS shall maintain on file and available for inspection evidence that (1) LCCHS has performed criminal background checks and cleared for employment all employees prior to employment; (2) LCCHS 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) LCCHS has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. LCCHS 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, LCCHS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

LCCHS 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. LCCHS shall maintain TB clearance records and certifications on file.

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

Lighthouse Community Charter Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. A summary of these procedures and policies is distributed to all staff and families annually.

I. STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Blood-Borne Pathogens

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

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

Drug Free / Smoke Free Environment

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

Suicide Prevention Policy

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

Emergency Preparedness

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

Prevention of Human Trafficking

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

Feminine Hygiene Products

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

Nutritionally Adequate Free or Reduced-Price Meal

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

California Healthy Youth Act

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

Bullying Prevention

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

II. FACILITY SAFETY

Facility

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

- Will be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Will maintain a valid Certificate of Occupancy.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

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

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

In order to ensure that there is a racial and ethnic balance at the Charter School reflective of the general population residing within the territorial jurisdiction of the district, the Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages, such as English, Spanish and Chinese.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

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

ELEMENT 8 - ADMISSIONS REQUIREMENTS

1. ADMISSIONS LOTTERY

DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

As part of the Fall Information Update, LCCHS will notify the District in writing of the application deadline and proposed lottery date. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

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

LCCHS shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) 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.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment."

[Add additional provisions showing how LCCHS will comply with the above requirements, including how the preferences "shall not result in limiting enrollment access for pupils listed in Education Code section 47605(d)(2)(B)(ii).]

2. Homeless and Foster Youth

DRL: "HOMELESS AND FOSTER YOUTH

LCCHS 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. LCCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that LCCHS is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. LCCHS shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.”

3. Non-Discrimination

DRL: “NON-DISCRIMINATION

LCCHS 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. LCCHS 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.

LCCHS 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.”

4. Parent Engagement

PARENT ENGAGEMENT

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

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

I. ADMISSIONS

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

LCCHS will actively recruit a diverse student population from the District who understand and value the Charter School's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School. By October 1 of each year and/or when the District releases the open enrollment period dates, Lighthouse Community Charter High will notify the District in writing of the application deadline and proposed lottery date. The charter school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The admission process for prospective students and their families will include:

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

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

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

47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

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

If more applications are received than there are available slots, LCCHS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into LCCHS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the Charter School, the student will need to enter the lottery process again.

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

- A graduate of Lighthouse's K-8 school
- A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605
- A sibling of a graduate of any LCPS charter school
- An Oakland resident residing in Zip Codes 94621 or 94603
- Any other Oakland residents

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

Each year, LCCHS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If necessary, LCCHS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, LCCHS will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a waitlist carry over to the following school year.

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

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

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

ELEMENT 9 - INDEPENDENT FINANCIAL AUDIT

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

In compliance with Education Code section 47605(b)(5)(I),) and 47605(m), the Lighthouse Community Public School’s Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the Charter School’s financial affairs. The audit will check the accuracy of the Charter School’s financial statements, revenue-related data collection and reporting practices, and review the Charter School’s internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of the charter school as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The LCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year, and a copy of the auditor’s report will be sent to the Charter Schools Office of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year.

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

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

1. STUDENT DUE PROCESS PROTECTIONS

DRL: “The LCCHS’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, the LCCHS 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 his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the LCCHS 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 the LCCHS 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 the LCCHS 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).”

[Insert other procedures designed to ensure that the LCCHS’s disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

2. Required Notifications

REQUIRED NOTIFICATIONS

DRL: “LCCHS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves LCCHS without graduating or completing the school year for any

reason. The school district notified shall be determined by the pupil's last known address. LCCHS shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

3. Compliance with OCS Student Discipline Guidelines

GOVERNING LAW: *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 school days 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). Education Code Section 47605(b)(5)(J).

DRL: "LCCHS shall comply with the District's "Disciplinary and Expulsion Documentation Policy," which can be accessed at <https://www.ousdcharters.net/expulsions.html>, and whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools."

I. OVERVIEW

The overall goal of discipline at the Lighthouse Community Charter High School is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include identifying personal strengths and challenges, conflict resolution and communication skills, and awareness of responsibility to community.

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

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

II. POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the LCPS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students

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

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

A. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses:

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

- (a) (i) Caused, attempted to cause, or threatened to cause physical injury to another person.
(ii) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.
- (c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of, any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use or possession by a pupil of his or her own prescription products.

- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, this subdivision shall not constitute grounds for a pupil enrolled in any of grades 9 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (m) Possessed an imitation firearm, i.e.: a replica firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- (r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- (s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- (t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- (u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil (defined as a pupil, including, but is not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - (2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (A) A message, text, sound, video, or image.
- (B) A post on a social network Internet Web site, including, but not limited to:
 - (i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1), above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (C) An act of cyber sexual bullying.

- (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1), above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- (v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in

which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(i)–(a)(ii).

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

2. *Mandatory Suspension and Expulsion Offenses:*

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

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

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

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

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

III. PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

This determination will be made by the Principal or designee upon a finding of either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses

a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

Expulsion Procedures

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

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

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

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

O. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

P. Presentation of Evidence

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

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

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make the final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

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

Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the Charter School

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

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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Principal or designee and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall

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

Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the Charter School's failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 - RETIREMENT SYSTEM

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

RETIREMENT

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The Charter School has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers' Retirement and/or Public Employees' Retirement Systems. All staff contribute 8% and LCCHS matches that 8% contribution, vesting LCCHS contributions over five years. LCCHS staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS Board of Directors oversees investments of this program. Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the Charter School's employee policies.

ELEMENT 12 - PUPIL ATTENDANCE ALTERNATIVES

DRL: “Pupils who choose not to attend the LCCHS 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 LCCHS 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 LCCHS except to the extent that such a right is extended by the District.”

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

No student will be required to attend LCCHS.

ELEMENT 13 - EMPLOYEE RETURN RIGHTS

Employees of the District who choose to leave the employment of the District to work at LCCHS shall have no automatic rights of return to the District after employment at LCPS 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 LCCHS, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”

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

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

ELEMENT 14 - DISPUTE RESOLUTION

1. Procedures for Complaints against Charter School

DRL: “LCCHS will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. LCCHS 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 of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

LCCHS 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 LCCHS 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.”

DRL: “LCCHS 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.”

2. Complaints by Students and Employees

DRL: “LCCHS 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.”

3. Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, 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(c), 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, by facsimile, certified 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 facsimile, upon electronic confirmation of receipt; (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Kelly Lara, c/o School Director:
Lighthouse Community Charter High
444 Hegenberger Rd
Oakland, CA*

*To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 398
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, by facsimile, certified mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

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

I. DISPUTE RESOLUTION PROCESS

Intent

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

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

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

Public Comments

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

A. Internal Disputes

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

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

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

The complaint procedures will include the clear information with respect to the response timeline of the Charter School, whether the Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Please see Appendix 14.1 for the LCCHS Uniform Complaint Procedures.

B. Oversight, Reporting, Revocation, and Renewal

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

If the Governing Board of the District believes it has cause to revoke this charter, the Board agrees to notify the Governing Board of the Charter School in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal audit as specified in Element 9.

ELEMENT 15 - CLOSURE PROCEDURES

DRL: "CLOSURE ACTION"

The decision to close LCCHS, either by the governing board of LCCHS or by the OUSD Board of Education, 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(i)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of LCCHS votes to close LCCHS or the Charter lapses or is surrendered.

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 (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to LCCHS, including its nonprofit corporation and governing board.

A) 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 LCCHS or the OUSD Board of Education, the governing board of LCCHS 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 LCCHS will fund, these activities.

B) Notification of Closure Action

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

- 1. The OUSD OCS. LCCHS shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of LCCHS, LCCHS 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 LCCHS within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). LCCHS shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which LCCHS participates. LCCHS shall send written notification of the Closure Action to the SELPA in which LCCHS*

participates by registered mail within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of this notification to the OCS.

5. *The retirement systems in which LCCHS's employees participate. Within fourteen (14) calendar days of the Closure Action, LCCHS shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. LCCHS shall provide a copy of this notification and correspondence to the OCS.*
6. *The California Department of Education (CDE). LCCHS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. LCCHS shall provide a copy of this notification to the OCS.*
7. *Any school district that may be responsible for providing education services to the former students of LCCHS. LCCHS 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. LCCHS shall provide a copy of these notifications, if any, to the OCS.*
8. *All LCCHS employees and vendors within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of the written employee and vendor notification to the 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 LCCHS*
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 LCCHS*
- 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 LCCHS, by which LCCHS shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, LCCHS shall provide all employees with written verification of employment. LCCHS shall send copies of such letters to the OCS.

C) Records Retention and Transfer

LCCHS 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. LCCHS 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 LCCHS. 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. LCCHS'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. LCCHS shall prepare and provide an electronic master list of all students to the LCCHSs Division 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 LCCHS 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 delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.*
- 4. LCCHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. LCCHS will coordinate with the OCS for the delivery and/or pickup of student records.*
- 5. LCCHS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. *LCCHS must provide to the OCS a copy of student attendance records, teacher gradebooks, LCCHS payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.*
7. *LCCHS shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.*
8. *LCCHS shall provide to the responsible person(s) designated by the governing board of LCCHS 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.*

D) Financial Close-Out

After receiving notification of closure, the CDE will notify LCCHS and the authorizing entity of any liabilities LCCHS owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

LCCHS shall ensure completion of an independent final audit within six months after the closure of LCCHS 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 LCCHS's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

LCCHS shall pay for the financial closeout audit of LCCHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by LCCHS will be the responsibility of LCCHS and not OUSD. LCCHS understands and acknowledges that LCCHS will cover the outstanding debts or liabilities of LCCHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. LCCHS 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 LCCHS participates, and other categorical funds will be returned to the source of funds.

LCCHS shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If LCCHS 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 LCCHS 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.

E) Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of LCCHS. LCCHS closure procedures must also ensure appropriate disposal, in accordance with LCCHS's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of LCCHS have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. LCCHS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to LCCHS 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 LCCHS shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If LCCHS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of LCCHS, the corporation shall be dissolved according to its bylaws.

LCCHS shall retain sufficient staff, as deemed appropriate by the LCCHS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

LCCHS's governing board shall adopt a plan for wind-up of LCCHS and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

LCCHS 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 LCCHS will make the payments.

Prior to final close-out, LCCHS shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end LCCHS's authorization to operate as a charter school or cause LCCHS to cease operation. LCCHS 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 LCCHS breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

ADDITIONAL REQUIREMENTS UNDER EDUCATION CODE SECTION 47605(G)

A. FACILITIES

1. Use of District Facilities

DRL: “LCCHS and the District shall execute an agreement for the use of the District facilities prior to occupancy and commencing use. LCCHS shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between LCCHS and the District.

Unless otherwise stated in an existing, Board-approved agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of LCCHS’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent LCCHS from conducting its educational programs. If LCCHS will share the use of District facilities with other District user groups, LCCHS agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

Co-Location: If LCCHS is co-locating or sharing the District facilities with another user, the LCCHS shall pay the applicable Pro Rata Share.

Sole Occupant: If LCCHS is a sole occupant of District facilities, the District shall allow LCCHS, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit.,

2. Non-District-Owned Facilities

A. Certificate of Occupancy

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, LCCHS shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows LCCHS to use and occupy the site as a charter school. LCCHS shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. LCCHS may not open or operate without providing a copy of an appropriate Certificate of

Occupancy to the OCS. If LCCHS intends to move or expand to another facility during the term of this Charter, LCCHS shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, LCCHS shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

B. Facility Compliance

Prior to occupancy or use of any school site or facility, LCCHS shall provide adequate documentation to the 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 LCCHS is to be located. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. LCCHS 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. LCCHS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. LCCHS shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

C. Other Requirements

Pest Management: LCCHS shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: LCCHS 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.

B. ADMINISTRATIVE SERVICES

DRL: “The District may charge for the actual costs of supervisorial oversight of LCCHS not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the LCCHS not to exceed 3% if LCCHS 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.”

C. DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

The District hereby reserves the right, pursuant to its oversight responsibility, to audit LCCHS’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,*
- *The school’s debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

LCCHS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day’s notice to LCCHS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.

In addition, if an allegation of waste, fraud or abuse related to LCCHS operations is received by the District, LCCHS shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools

LCCHS, 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, LCCHS’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 LCCHS, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

D. FISCAL MATTERS

1. Third Party Contracts

LCCHS 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, LCCHS, 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. LCCHS 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.

2. Offset for Special Education Revenue Adjustment/Payment for Services

In the event that LCCHS 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 LCCHS, LCCHS authorizes the District to deduct any and all of the in lieu property taxes that LCCHS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. LCCHS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to LCCHS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, LCCHS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

3. Exclusive Employer

LCCHS shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) LCCHS shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

INSURANCE

Lighthouse Community Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Lighthouse Community Public Schools and the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

EXTERNAL REPORTING

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

PUBLIC RECORDS

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

FACILITIES

Governing Law: *The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).*

LCCHS will be located at 444 Hegenberger, Oakland California 94621. The school will share facilities with Lighthouse Community Charter School (K-8).

ATTENDANCE ACCOUNTING

LCPS and LCCHS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

REPORTING

LCPS and LCCHS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

Lighthouse Community Public Schools and LCCHS agree to permit the District to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under shall comply with the California Public Records Act.

LCPS and LCCHS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCHS shall be operated by Lighthouse Community Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. LCPS and the Charter School shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure OUSD shall not be liable for the operation of the Charter School.

The corporate bylaws of LCPS shall provide for indemnification of OUSD’s Board, officers, agents, and employees, and LCPS will purchase general liability insurance, Board Members’ and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCPS’s insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of LCPS.

The LCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IMPACT ON CHARTER AUTHORIZER

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

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

July 1 – An LCAP and annual update to the LCAP required pursuant to Education Code Section 47606.5.

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

December 15 – Final Audited Financial Report for Prior Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

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

- Lighthouse Community Charter High is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter High.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607, or any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

FEDERAL FUNDS COMPLIANCE

To the extent that LCCHS is a recipient of federal funds, including federal Title I, Part A funds, LCCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of

the ESSA and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement.

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

CHARTER TERM

Term

The term of this charter shall begin July 1, 2020 and expire five years thereafter on June 30, 2025.

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

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Sections 47605 and 47607 and its implementing regulations. The Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Material Revisions

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

REDLINE OF PETITION

ELEMENT 1 - EDUCATIONAL PROGRAM

1. Annual Goals for All Pupils and Subgroups of Pupils in the State Priorities

DRL: “ Under Education Code section 47605(b)(5)(A)(ii), LCCHS sets forth the following pupil outcomes related to annual academic achievement goals, set and disaggregated by all numerically significant subgroups as defined 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 specific annual actions to achieve those goals. Lighthouse Community Charter High further sets forth any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals as follows:

SEE FIGURE 1.4 AT END OF ELEMENT 1.

2. Local Control Accountability Plan (LCAP)

DRL: “LCCHS 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, LCCHS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 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, 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.*

LCCHS shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that LCCHS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. (Ed. Code § 47606.5(e).)”

3. Western Association of Schools and Colleges (WASC) Accreditation

DRL: “If LCCHS serves students in grades 9-12, LCCHS shall obtain Western Association of Schools and Colleges (WASC) accreditation before LCCHS graduates its first class of students.”

4. Mathematics Placement Policy

DRL: “If LCCHS serves ninth grade, LCCHS 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.”

5. Student Enrollment and Grade Levels Served

DRL: “For the term of the Charter, LCCHS projects the following grade levels and enrollment:

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

LCCHS acknowledges that it is the position of the District that any deviation from the grade levels listed above served 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 under Education Code section 47607(a).”

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

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

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

be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

I. MISSION

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

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

II. TARGET STUDENT POPULATION

~~The mission of the Lighthouse Community Charter High School is to prepare a diverse 9–12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:~~

- ~~• Every child must be held to clearly articulated, high expectations for achievement;~~
- ~~• The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and~~
- ~~• Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.~~

~~Target Population~~

~~Age, Grade, and Student Enrollment~~

~~LCCHS serves 9-12th grade students who live throughout Oakland, with and has a particular focus on the region of East Oakland in which high percentages of students live in poverty. The school intends to maintain an enrollment of approximately 270-320 students across these grades, as detailed below, in Figure A.1.~~

~~Figure 1.1 Figure A.1: Projected Student Enrollment~~

	9 th	10 th	11 th	12 th	Total
Students	<u>7280</u>	<u>7280</u>	<u>6680</u>	<u>6080</u>	<u>270320</u>

~~Desired Student Population~~

As required by Education Code Section 47605(d)(2)(A)-(B), LCCHS is open to all students in the State of California. We serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery is held.;

In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, ~~Lighthouse Community Charter High School (LCCHS) seeks to counter trends of educational inequity among high school students in Oakland and as such~~ will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners, and socio-economically disadvantaged students).

~~This includes but is not limited to students of color, English Language Learners, and students of low socio-economic status from Oakland's flatland neighborhoods.~~ For far too ~~long~~ many low-income Latino and African American students, college has been an unattainable dream ~~for the vast majority of these students~~. At ~~Lighthouse Community Charter High School, LCCHS~~ that dream is not only a possibility, but a reality.

While Oakland Unified School District ~~is working hard to meet~~ has made significant strides to meet the academic and developmental needs of its high-school-aged students, the college going rate is far too low to prepare Oakland youth ~~students~~ for 21st century jobs. LCCHS is working to accelerate achievement for these youth, in turn increasing the college going and college completion rate. Furthermore, we believe that the preparation for college and career begins long before high school, ~~as early as preschool and beyond~~, which is why we are dedicated to operating LCCHS along with its sister school LCCS, ~~as a K-12 school~~ community.

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

~~In A Snapshot of High Schools in the Oakland Unified School District, The Education Trust West has found that ...~~

~~“Only 17% of all students in OUSD graduate on-time having successfully completed the A-G college preparatory curriculum. And the achievement gaps are even more devastating—only about 12% of African-American and 13% of Latino 9th graders in Oakland will graduate with A-G. That means the vast majority of Oakland's black and brown students that do graduate cannot even apply for admission to the UC and CSU systems. Worse still, without A-G, students will be hard-pressed to secure living wage employment. In today's and tomorrow's economy, A-G means ready for college and career.”~~

~~Lighthouse's LCCHS's~~ LCCHS's commitment is that every student enrolled will receive a college-preparatory experience in 9th through 12th grade, enabling with the goal of having 100% to complete A-G requirements upon graduation ~~instead of the current 1 in 8 reality of Oakland~~ so that they can enroll in the college or career program of their choice. ~~To date, 87% of LCCHS graduates have been accepted into four-year colleges.~~

III. PHILOSOPHY & APPROACH TO EDUCATION

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

LCPS Core Values

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

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

LCPS Graduate Profile

The LCPS Graduate Profile articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lighthouse Community Charter High. An education for the 21st Century must prepare students to become lifelong learners in a multi-faceted and multi-dimensional world – a world of complex problems and constantly evolving solutions, a world that calls for increased autonomy as well as heightened interdependency; put succinctly, a world of both contradictions and change. Success in such a world demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, and high standards of performance along with the skills needed to extract, infer, analyze, and evaluate information in various mediums. (See Appendix 1.2 for LCPS Graduate Profile)

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

- **Purposeful and Self Aware** - Critical to our students’ success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students’ identities are persistently under attack, LCCHS strives to be a school community that honors and uplifts our students’ myriad cultures so they can thrive both within and beyond their K-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make responsible and ethical decisions.
- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work

in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded in Academic Program (described below) to support all young people in developing these skills.

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

LCCHS - 2015-16 Draft Calendar

July				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

March					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

August					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

December					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

April					
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

September					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

January					
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

May					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

October					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

February					
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29				

June					
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Special Dates		
August 3rd - 14th: Professional	November 11th: Veteran's Day	March 28th-31st: Professional

Key				
First/Last Days of School	Federal Holiday	School Holiday	PD Day (No school)	Conferences (No School)

Summary of Days
178 Days of Instruction
16 Days of Professional Development
6 Days of Conferences

School Day

The instructional day at the charter school is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In 9th through 12th Grade, the school day for students will be 8:30 am to 3:45 pm Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 am to 1:30 pm on Wednesday (270

instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in these grades will be 65,100 minutes (not including lunch and passing times). These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for 9th through 12th grade.

An Education for the 21st Century

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

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

- Academic Content, and Performance Standards
- College Readiness Skills
- Guiding Principles that Emphasize Moral and Social Responsibility

The Academic Content and Performance Standards, College Readiness Skills, and Guiding Principles are detailed below and again in Element B of this charter.

Academic Content and Performance Standards

At Lighthouse Community Charter High School (LCCHS), we will ensure that all students develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS) students will achieve appropriate age or grade level mastery that fulfills or exceeds the UC/CSU A-G requirements in:

- Language Arts - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of sources for different purposes.
- Mathematics - Students will be able to persist to solve complex problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real-world scenarios.
- History and Social Science - Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

- ~~Science & Engineering - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.~~
- ~~Visual and Performing Arts - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.~~
- ~~World Languages - Students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.~~
- ~~Academic Electives - Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.~~

~~College Readiness Skills~~

~~Drawing extensively on David T. Conley's Four Keys to College and Career Readiness, LCCHS will prepare students to become college ready, lifelong learners in the 21st Century through instruction in:~~

- ~~College Ready Habits - Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, cultivate passions, and develop the Habits of Work essential for success in college and the work place.~~
- ~~Reflection and Goal Setting - Students will demonstrate the ability to develop SMART goals after reflecting upon their current academic standing compared to their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based upon their efficacy.~~
- ~~Fitness/Wellness - Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body image.~~
- ~~Technology - Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.~~

~~Guiding Principles that Emphasize Social and Moral Responsibility~~

~~In order to ensure we are developing students who are not only prepared for college and a career of their choice, but that students are becoming self-motivated, competent, life-long learners, LCCHS employs ten guiding principles. All students at LCCHS are taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At Lighthouse, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their community in a way that is meaningful to them.~~

The guiding principles are as follows:

- ~~Collaboration - Students will show collaboration by working together, sharing ideas, and negotiating differences.~~
- ~~Communication - Students will show communication by articulating their thoughts, opinions, and knowledge effectively through both oral and written language.~~
- ~~Compassion - Students will show compassion by being kind, considerate and empathetic of other people's emotions and needs.~~
- ~~Courage - Students will show courage by undertaking new and unfamiliar experiences, communicating honestly and openly, advocating for their needs, and dealing with conflicts constructively.~~
- ~~Curiosity - Students will show curiosity by asking questions, taking intellectual and personal risks, and pursuing knowledge that enhances their understanding of the world.~~
- ~~Integrity - Students will show integrity by acting on their values and trying their best regardless of what other people may think.~~
- ~~Persistence - Students will show persistence by working hard to progress in their learning and personal growth despite the obstacles that may stand in their way.~~
- ~~Reflection - Students will show reflection by regularly assessing their academic and social progress toward reaching their goals. Students will be able to reflect on how their actions affect others and how to repair harm when it is done.~~
- ~~Respect - Students will show respect by listening attentively, and treating others with consideration at all times.~~
- ~~Responsibility - Students will show responsibility by adhering to school policies, practicing strong work habits, and following through on their commitments to themselves, their families, and their community.~~

How Learning Best Occurs: [LCPS Instructional Stances](#)

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

[At LCPS, learning is:](#)

- [Purposeful](#)
 - [Learning is driven by essential questions that allow students to create lifeworthy understandings; learning inspires insight, opportunity, integrity, and action.](#)
 - [Learning builds toward authentic products. Products are modeled on real-world formats, are shared with a real-world audience, and aim to impact our communities.](#)
 - [Learning is measured using an expanded definition of achievement including knowledge and skills, character, and high-quality work.](#)

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

IV. PRINCIPLES IN SCHOOL DESIGN

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

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

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

A. Design Principle 1 – High Expectations for All Students

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

At LCCHS, High Expectations means:

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

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

B. Design Principle 2 – A Rigorous Curriculum

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

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

Academic Content and Performance Standards

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

- **English Language Arts** - Grounded in the Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.
- **Mathematics** - Grounded in the Common Core State Standards for Mathematics, students engage in a three-year Integrated Math sequence grounded in problem solving and mathematical discourse. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of math and science contexts. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the

reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. In all courses, students will have regular opportunities to also work on their group collaboration skills. Upon completion of the three-year sequence, students may engage in advanced mathematics courses.

- **History and Ethnic Studies** - Beginning in with an Introduction to Ethnic Studies in 9th grade and culminating with an Advanced Ethnic Studies course in 12th grade, students will research and analyze national and world histories, cultures, and perspectives. Students will explore history through social, political, and economic lenses. Engaging in research, debate, and analysis, students will deepen their commitment to service and justice.
- **Science & Engineering-** Grounded in the Next Generation Science Standards, students complete a four-year science sequence that is grounded in labs and inquiry projects. In these courses, students will think critically using the Scientific Method. Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving.
- **CTE Product Innovation & Design Pathway-** Grounded in the CTE Standards for Advanced Manufacturing and Product Development, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process, work as part of design teams to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work and collaborate with industry professional and real-world clients.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.
- **World Languages** - Students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.
- **Academic Electives** - Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

Curricular Design

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

- **Inquiry-Rich** - LCCHS curriculum development focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCHS curriculum integrates fieldwork, presentations from experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.

- **Student Engaged Assessment** – LCCHS develops curriculum that that allows students to take the lead in speaking about their own learning. Leaders and teachers create structures and procedures that support students to create, maintain, and present portfolios demonstrating growth and achievement during student-led conferences, passage presentations, and celebrations of learning. They also implement standards-based grading systems that communicate academic outcomes relative to specific required standards. Teachers involve students in dialogue about assessment and communicating achievement. Students can articulate what they have learned and speak to their own strengths, struggles, goals, processes of learning, and preparation for college and career success. Further detail about the elements of LCCHS Assessment Practices are found in Element 2.

C. Design Principle 3 – Serving the Whole Child

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

- **Family Involvement** – Students are viewed within the context of their families and LCCHS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, tri-annual SLC meetings and bi-annual Expositions of Student Work (“EXPO”) ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Parents in Action, Coffee Tuesdays, and other family-led events.
- **Character Development/HOWLS** – Students’ emotional and social growth is supported through the teaching of the Habits of Work and Learning (HOWLS), which are based on our Core Values and Graduate Profile. These principles and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Cohort Size** – A smaller cohort size promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition, they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – In 9th – 12th grades, Crew (commonly known as advisory) exists to ensure that each LCCHS student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting goals, developing effective strategies to achieve designated goals, and ensuring consistent communication with families. These goals are revisited at least three times each year at Student Led Conferences meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCHS’s culture, specifically the Core Values, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating

achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCHS staff in 9th - 12 grades assume the role of Crew Leader in addition to their core responsibilities.

- **Student Led Conferences** – Every student at LCCHS develops annual and quarterly goals that are collaboratively created with the student, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the student’s goals is student-driven and includes parent voice. At Student Led Conferences a student’s academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a student’s ability to succeed in school.
- **Mental Health & Wellness** – LCCHS supports our students wellness through providing on-site access to counselors who are available to support students emotional and psychological needs. Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Sports Program-** LCCHS is part of the Bay Area Charter Schools Athletic Conference (BACSAC), Oakland Athletic League (OAL) and California Interscholastic Federation (CIF). LCCHS students participate in a variety of sports programs including: Girls’ and Boys’ Soccer, Girl’s and Boys’ Basketball, and Co-Ed Flag Football. Our teams have created a sense of community and pride and have been recognized champions in their areas of sport.
- **Family Support Services** – As needed to support our students and families, LCCHS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Alameda County Mental Health and the Seneca Family of Agencies.

D. Design Principle 4 – Family Involvement

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education research has found that what the family does to support the education of their child is more important to student success than family income or education. We believe thoughtful and inclusive family involvement can:

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

understanding and commitment to what LCCHS does are advocates in the wider community and are more likely to give back to the school.

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

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

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

- **Coffee Tuesdays** – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family’s academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **College and Career Prep Nights** – The Director of College and Career will host a series of evening events on topics such as College Application Processes and Financial Aid. Often, these events feature workshops and speakers on various topics pertinent to our families’ needs.
- **Parents in Action** – Parents in Action form the parent leadership body of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including LCAP and school plans, and plan parent and community events that help foster parent to parent relationships.
- **Workdays** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

In addition, LCCHS has a Family Resource Center (FRC), a place for parents to build a strong social network and share needed resources. The FRC also functions as a place where parents frequently drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics. To date, the Family Resource Centers at LCCHS has offered language classes, STEM education classes for parents, specialized classes to support parents of at-risk youth, classes to

support families in understanding the school and state reporting systems, and numerous college information events.

E. Design Principle 5 – Professional Learning Community

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

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

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

- **Departmental Planning Time** – Weekly planning time for departments is built into the school day with a common prep period so that teachers can develop and refine curriculum and instruction. Department Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Grade Level Meetings** – Time for teachers to work together with a Lead Teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are considered across the school community. Grade Level Leads are part of the School Culture Leadership Team and facilitate these learning spaces.
- **Wednesday Professional Development** – A student early release day is utilized as a common professional development experience. The focus of this work aligns with our organizational goals and adjusts each year to meet the needs we are seeing in our school community. See a sample PD Calendar in Appendix 1.6.
- **Professional Development Institutes (“PDI”)** – Pupil-free weeks are times in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- **Instructional Coaching & Responding to Student Data** – Administrators work with teachers on a bi-weekly basis to support them in reflecting on their instructional practice and analyzing student learning outcomes from the previous two-week cycle. In addition, teachers may be provided with support for instructional practice including modeling.

resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.

- Outside Professional Development – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education as well as on-going support from EL School Designers. EL Education provides a variety of professional development opportunities connected to EL Core Practices. (See Appendix 1.7 for EL Core Practices)

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

V. ACADEMIC PROGRAM

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

Philosophy

~~To prepare students for the college or career of their choice, LCCHS believes students must develop their knowledge and skills in the following areas:~~

- ~~Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection.~~
- ~~The conventions of language and computations of mathematics.~~
- ~~Critical reading, strategic writing, and effective communication.~~
- ~~Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability.~~
- ~~The practices and skills of a scientist and engineer, including asking questions, designing a controlled experiment, collecting data, analyzing data, and using formal scientific communication.~~
- ~~The skills of a social scientist, including research and evidence collection, analyzing perspectives, interpretations, connections and patterns, as well as supposition and determining importance.~~
- ~~A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college.~~

- ~~— The ability to express themselves through service and the arts.~~
- ~~— The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.~~
- ~~— Technological fluency.~~

Core Practices

~~LCCHS aims to support all students in mastering these high expectations, in order to achieve the mission of college and the career of their choice. To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented and where many students are not completely equipped to meet these expectations independently, the charter school will provide flexible intervention and supports under the Response to Intervention (RTI) model. These may include but are not limited to the following proven practices at LCCHS:~~

- ~~— College Mindset and Habit Development - Students are actively supported in developing a growth mindset and academic habits that will support them in college. Development of these college behaviors starting at an early age is critical to our practice and mission: we not only want to get students to college, but also through college. Students are immersed in a college preparation environment that teaches them to develop their own:~~
 - ~~— Goal setting and monitoring, through the ILP process.~~
 - ~~— Agency through coaching students to access resources through elective selection, academic support centers, and office hours.~~
 - ~~— Ability to organize themselves and manage their time to achieve long term goals.~~
 - ~~— Pride in achievement by recognizing students who have achieved at a college ready level and modeled the guiding principles.~~
 - ~~— College knowledge through campus visits, college fair visits, admissions officer visits, access to Guided Path, college counseling, and alumni panels.~~
 - ~~— Compelling admission profile by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application as part of their core academic program.~~
 - ~~— Lighthouse will support the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to select students through a partnership with Beyond 12.~~
- ~~— Mixed-Ability Core Classrooms - Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.~~
- ~~— Differentiated Instruction - To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels are represented, teachers utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of~~

each student. Some strategies for differentiating instruction may include independent projects, literature circles, stations, and interest groups:

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

- **Authentic Assessment** - Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCHS, but also as an educational practice that helps foster learning and drive instruction. These assessments also allow students to engage in timely topics in a public, and sometimes change-making capacity. Simply put, at LCCHS, authentic assessment methods are both a process and a product of teaching and learning.

- **A Process of Revision** - In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. LCCHS maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to reflect on and increase their learning. This process also allows students to see the value of persistence and to honor their personal and intellectual growth.

- **Use of Formative and Interim Assessments to Inform Instructional Modifications and Interventions** - LCCHS utilizes a variety of formative and interim assessments with the intent of collecting real time academic achievement data. These assessments are detailed in length in Element C of this charter. This data is used to achieve two specific and unique goals:

- Delineate content and skills that needs to be re-taught, and

- Identify specific students and groups of students who need academic intervention.

- **Flexible Intervention** - LCCHS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need, collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to:

- Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support

- Small group teacher-led intervention during the school day, during the elective time across 9-12

- Teacher office hours to support small group learning

- An extended day program, to provide additional individual and small group tutoring and support

- ~~— A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions)~~
- ~~— Summer intervention programs, as resources permit~~
- ~~— Targeted academic and social support for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention)~~
- ~~— Tailored curriculum and support for high stakes areas, in particular the California High School Exit Exam (served through a modified 10th grade Crew curriculum)~~
- ~~— Coordination with outside programs to meet student academic, social, and emotional needs~~
- ~~— Targeted student to student tutoring~~
- ~~— Restorative practices that allows students to receive community support with areas of social, emotional, and academic struggle~~
- ~~— Social and emotional intervention and counseling~~

Tenet 2 - Rigorous Curriculum

Philosophy

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

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

Core Practices

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

- ~~— Inquiry-Rich - LCCHS curriculum development focuses upon being inquiry rich and including rigorous questions, experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.~~

- ~~Real World - LCCHS curriculum integrates fieldwork, 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.~~
- ~~Community Involvement - Students at Lighthouse Community Charter High School are actively involved in their communities through fieldwork, internships, and service learning opportunities. Often, these experiences are coordinated by students and 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.~~
- ~~Authentic Assessments - Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter High School's assessment systems. Additionally, the products of curriculum will often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.~~
- ~~Junior Internships - All juniors participate in internships that provide them with opportunities to integrate academic learning and real world experience. Beyond the application of knowledge and technical skills, these internships will promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility. Each internship will culminate in a final project that demonstrates the integration of core academic knowledge, vocational training, life-learning skills, and the school's guiding principles.~~

~~Senior Projects - During 12th grade, all seniors will design, develop, and carry out a project on a topic of interest to them. Approved projects must demonstrate intellectual curiosity, an ability to conduct and synthesize academic research, the capacity to leverage resources and support in school and the wider community, clear communication of ideas, and effective management of time and resources. Project approval and manifestation is a rigorous multi-step process.~~

~~Tenet 3 - Serving the Whole Child~~

~~Philosophy~~

~~At LCCHS, we believe that we must support and foster a student's social, emotional, and physical health needs if they are to achieve our high expectations. We also believe that if we are truly going to prepare students for life outside of school, that they must be active citizens equipped with a moral compass, life purpose, skills for coping with conflict and adversity, and strategies for being healthy and well through every aspect of their life.~~

~~Core Practices~~

Lighthouse Community Charter High School employs a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following proven practices from LCCHS:

- **Family Involvement** – Students are viewed within the context of their families and LCCHS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Crew Parents, Coffee Tuesdays, and other family-led events.

- **Character Development** – Students’ emotional and social growth is supported through the teaching of the LCCHS Guiding Principles, as well as through the use and teaching of Restorative Justice practices. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and restorative practices, and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.

- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.

- **Crew** – In 9th – 12th grades, Crew (commonly known as advisory) exists to ensure that each LCCHS student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCHS’s culture, specifically the Guiding Principles, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCHS staff in 9th - 12 grades assume the role of Crew Leader in addition to their core responsibilities.

- **Individual Learning Plans** – Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create the ILP are typically student-driven, as early as Kindergarten. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers and students refer

to the HLPs on a consistent basis throughout the school year to assess progress toward a student's goals. Students revisit their HLP goals on a regular basis:

- ~~— Fitness & Wellness — We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after-school program fosters physical health, as well as teamwork and character building. A school garden, as resources and space allow, will help connect students to the food they eat, while instilling a sense of service to the environment.~~
- ~~— Counseling — Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students — whole class, small groups, individual students, and families.~~
- ~~— Family Support Services — As needed to support our at-risk students, LCCHS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship, Family Paths, Alameda County Mental Health, and the Seneca Family of Agencies.~~
- ~~— Coordination of Services Team (COST) — When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed in depth further in Element A.~~

Tenet 4 - Family Involvement

Philosophy

~~Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education research has found that what the family does to support the education of their child is more important to student success than family income or education. We believe thoughtful and inclusive family involvement can:~~

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

Core Practices

~~To support family involvement, Lighthouse Community Charter High School provides multiple methods and entry points to meet the diverse needs of our families. There are six~~

events that parents are required to attend and may be a variety of optional opportunities to support involvement.

Expected Family Involvement

Lighthouse Community Charter High School has established the following events to ensure that all families are involved and supported in understanding the school life and academic progress of their child. While we do not have punitive consequences for parents and/or students who do not attend, these events are a part of the fabric of the school and the expectation is that a family member of students attend which they do:-

- Individualized Learning Plan Meetings - Three times per year (Fall, Winter, and Spring), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals.
- EXPO of Student Work - Twice per year, parents are required to attend Expos of Student Work to celebrate joys and successes of their individual child and their child's crew.
- Back to School Night - Back to School Night provides teachers a chance to introduce families to Restorative justice practices, their classroom specific policies and curriculum and to build community amongst parents.

Optional Family Involvement

In addition, there may be several optional events that families and teachers 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 conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- First Fridays, Performances, Publishing Parties, and Potlucks - Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- 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.
- Family Learning Nights - The school administration with the help of the Crew Parents hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- Crew Parent Representatives - Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
- Work Days - Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Tenet 5 – Teachers as Learners

Philosophy

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

- Focused on Learning - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- Supported by a Collaborative Culture - in which adults work together in pursuit of our mission. A majority of LCCHS professional development is conducted in teacher-led teams, focused on adult learning needs and prioritizing student outcomes. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. These norms are as follows: Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection.
- Goal-oriented - so that individual educators, teacher teams, and the school as a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
- Data-driven - providing and analyzing relevant information to inform instructional and institutional decisions.

Core Practices

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

- Common Planning Time - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- Inquiry Groups - Groups where teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- Grade Level Meetings (9-12) - Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This

is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.

- ~~— Wednesday Professional Development — Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.~~

- ~~— Professional Development Institutes - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.~~

- ~~— Instructional Coaching & Model Classrooms — Directors of Instruction and Peer Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.~~

- ~~— Mentoring — Pairing of a veteran teacher with each teacher new to Lighthouse to support them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and grading and communication systems.~~

- ~~— Outside Professional Development - As appropriate, in alignment with areas of school need.~~

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

~~Curriculum & Assessment~~

~~English Language Arts~~

~~Objective: Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of sources for different purposes.~~

~~Approach: LCCHS uses a balanced literacy approach aligned to California Common Core Standards (CCCS), State Priorities, and the Mission of the school to support students in becoming independent, critical readers, writers, listeners and speakers.~~

~~Curriculum: Students are taught using a variety of instructional strategies to read, write, speak and listen with nuance and sophisticated analysis. Students are exposed to a variety of authors through short stories and books. Texts and sources are chosen based a variety of metrics including level of rigor, diversity of authorship, diversity of voice and perspective, cultural capital and other criteria. Curriculum is often collaboratively created drawing from a variety of literary and historical sources. We engage in a robust partnership with~~

~~Facing History and Ourselves. LCCHS also draws on curriculum from TCI and Choices. Students are also given frequent opportunities to engage in writing (focused paragraphs, analytical essays, narrative writing) and seminars and discussions to develop critical thinking skills and student ability to justify claims with evidence. Literacy infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners. LCCHS may refine or replace this model based on student need, and this will not be considered a material revision of the charter.~~

~~LCCHS's English Language Arts program is in full alignment with the CCSS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.3, which may be changed based on student need and will not be considered a material revision of the charter.~~

~~Figure A.3 9th Grade Example~~

~~9th Grade Example — Humanities (English Language Arts)~~

~~Guiding Questions:~~

- ~~● How does the historical legacy of colonization affect character development, scene, and setting?~~
- ~~● How can we use historical context and character traits, to understand an author's perspective and purpose?~~
- ~~● How can we analyze quotations to support a theme?~~
- ~~● Is violence an effective tool for social change?~~

~~Disciplinary Core Ideas:~~

- ~~● Authors use setting and historical context to convey a perspective in fiction.~~
- ~~● Authors develop characters in order to convey specific ideas, emotions and critiques.~~
- ~~● By analyzing quotations, we can generate relevant questions and make real world connections.~~
- ~~● We can use evidence from multiple sources to justify a claim~~

Performance Expectation:

- ~~Use evidence from multiple sources to justify a claim.~~
- ~~Demonstrate an understanding of historical context.~~
- ~~Analyze character traits, setting, and theme.~~
- ~~Make generalizations and justify them using directly connected evidence from a text and outside sources.~~
- ~~Discuss and take a position based on multiple sources.~~

Mathematics

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

~~Approach: At LCCHS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency aligned to California Common Core Standards (CCCS), State Priorities, and the Mission of the school. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.~~

~~Curriculum: LCCHS currently utilizes College Preparatory Math's Core Connections in Grades 9-12 as a primary resource for its curriculum, supplementing with resources from Marilyn Burns, Connected Math, Integrated Mathematics Program, and other vendors and institutions. Math content and tasks are designed to provide students multiple access points to difficult content, generate multiple paths toward a solution, and provide students opportunities to persist and justify their thinking both mathematically and through written explanations and generalizations. LCCHS may replace this curriculum based on student need, and this will not be considered a material revision of the charter.~~

~~LCCHS's Mathematics program is in full alignment with the CCSS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.4, which may be changed based on student need and will not be considered a material revision of the charter.~~

Figure A.4 9th Grade Mathematics Example

Guiding Questions:

- ~~What is a special right triangle? How can we use special right triangles?~~
- ~~What patterns do you notice for the lengths of the sides in 45° - 45° - 90° triangles? 30° - 60° - 90° triangles?~~
- ~~Without using the Pythagorean Theorem, how could given information be used to solve for a missing leg or hypotenuse of a special right triangle?~~
- ~~Given a 45° - 45° - 90° or 30° - 60° - 90° triangle, what is the minimum amount of information you would need to be able to solve for a missing leg or hypotenuse?~~

Disciplinary Core Ideas:

- ~~Understand that special right triangles are created by the diagonal of squares and altitudes of equilateral triangles.~~
- ~~Identify and use ratios between the length of the hypotenuse and the length of the legs in a 45° - 45° - 90° triangle.~~
- ~~Identify and use ratios between the length of the short and long legs, as well as the short leg and hypotenuse of a 30° - 60° - 90° triangle.~~

Performance Expectation:

- ~~Generate generalization based on whole class inquiry and share results orally and in writing.~~
- ~~Given any side length of a triangle, solve for two missing side lengths using ratios related to the special right triangle.~~
- ~~Demonstrate mastery of content vocabulary and conceptual explanations.~~

Social Studies

~~Objective: In alignment with California Content Standards (CCS), State Priorities, and the Mission of the school, students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.~~

~~Approach: The primary vehicle for social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with~~

guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, public speaking, character development, and craftsmanship are embedded in the investigation.

Curriculum: Learning Investigations are aligned to state and national standards and pull from a variety of resources to support student mastery. In the 9th - 12th Grade, resources from Facing History and Ourselves, TCI, and Choices are leveraged. LCCHS may replace this curriculum based on student need, and this will not be considered a material revision of the charter.

LCCHS's Social Studies program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.5, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.5 9th Grade Humanities (Social Studies) Example

9th Grade Example — Humanities (Social Studies)

Guiding Questions:

- — What is industrialization?
- — What are the technological, social, and economic effects of industrialization?
- — How did urbanization change life and power structures in England and the United States?
- — Was power gained or lost during industrialization? How does society respond to changes in power?

Disciplinary Core Ideas:

- — Industrialization allowed people to manufacture products and distribute them to a broader group of consumers, impacting the economy in significant ways.
- — Industrialization caused urbanization, created a class of urban poor, a cultural emphasis on efficiency, motivation for technological advancements, new health and safety issues.
- — Industrialization brought significant changes to existing power structures.

Performance Expectation:

- Use voice and other persuasive techniques to convey ideas and emotion in narrative writing.
- Summarize primary source documents.
- Justify a position using evidence from multiple sources.
- Create inferences and draw conclusions based on differing perspectives.
- Demonstrate an understanding of content vocabulary and economic theory.

Science & Engineering

Objective: Students will be able to demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving. They will collaboratively brainstorm ideas, search for answers, create models, and evaluate proposals. Development of these capacities is in alignment with Next Generation Science Standards (NGSS), State Priorities, and the Mission of the school,

Approach: The primary vehicle for science and engineering content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation.

Curriculum: Learning investigations are aligned to the state and NGSS standards and pull from a variety of resources to support student mastery. Curriculum is often collaboratively created during professional development time, relying in part on resources from the Arizona Modeling School, Holt Chemistry, The Catalyst Learning Curricula, and a variety of other sources. LCCHS also partners with the Exploratorium and Stanford University in some settings to create authentic scientific inquiry. In 9th through 12th grade, units are designed in alignment with the Next Generation Science Standards (NGSS) and the UC/CSU A-G Requirements. LCCHS may replace this curriculum based on student need, and this will not be considered a material revision of the charter.

LCCHS's Science program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.6, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.6 9th Grade Science Example

Guiding Questions:

- ~~What is science? What differentiates science from “science like” activities?~~
- ~~How can we collect and analyze data to better understand a theory or answer a given question?~~
- ~~How can we build and evaluate models to understand phenomena?~~
- ~~How can we design experiments and improve on our experimental design?~~

Disciplinary Core Ideas:

- ~~Determine P-V-T relationships by interpreting numerical data.~~
- ~~Understand the macroscopic behavior of osmosis, diffusion, conservation of mass, gas laws and electrostatics from a nanoscopic model of particles and particle motions.~~
- ~~Understand the errors that arise in experiments, their sources, and how to determine if they are of an acceptable magnitude.~~

Performance Expectations:

- ~~Perform experiments including original experiments to better understand a personally selected question.~~
- ~~Discuss scientific concepts with the entire class and share results and understandings in writing and orally.~~
- ~~Be able to generate models to explain phenomena, and create tests to determine which of a set of competing models better explains the observed phenomena.~~

Visual and Performing Arts

Objective: Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, and the Mission of the school.

Approach: At LCCHS, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.

~~Curriculum: The LCCHS charter school teachers will develop the visual and performing arts curriculum, in alignment with state and national standards.~~

~~LCCHS's Visual and Performing Arts program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.7, which may be changed based on student need and will not be considered a material revision of the charter.~~

~~Figure A.7 9th Grade Visual & Performing Arts Example~~

9th Grade Example - Visual & Performing Arts

~~Guiding Questions:~~

- ~~● How can we use color to create volume on a flat surface?~~
- ~~● How can we use color to emphasize our message?~~
- ~~● How can we use color theory to manipulate emotion?~~

~~Disciplinary Core Ideas:~~

- ~~● Color is a product of light reflecting off a surface.~~
- ~~● Different color combinations create different types of contrast and those are tools to convey emotion.~~
- ~~● Color can be layered to create shadows and highlights (volume).~~

~~Performance Expectations:~~

- ~~● Create a color wheel.~~
- ~~● Practice painting: portrait that uses complementary contrast.~~
- ~~● Portrait using analogous colors.~~
- ~~● Choose a technique and execute a final demonstrating knowledge of color theory and strategies to convey emotion.~~

~~Fitness and Wellness~~

~~Objective: Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body image. This objective is aligned with the California~~

Content Standards (CCS), State Priority for a Broad Course of Study, and the Mission of the school:

Approach: At LCCHS, students are supported in improving their physical fitness and making informed choices about their personal wellness.

Curriculum: The LCCHS charter school teacher develops the fitness and wellness curriculum, in alignment with state and national standards for physical education and health.

LCCHS's Fitness & Wellness program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.8, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.8 Kindergarten & 9th Grade Fitness & Wellness Examples

9th Grade Example – Fitness & Wellness

Guiding Questions:

- How can concepts of health, wellness, and movement be applied to my everyday life?
- How can I develop cardiovascular stamina over time?
- How can I improve my strength and flexibility?

Disciplinary Core Ideas:

- Continued practice and attempts lead to changes in physical strength, flexibility, and adaptability.
- Practice yields results.
- Health and wellness mean a variety of things and are central to a productive life.

Performance Expectations:

- Demonstrate a growth mindset through daily participation and reflection in fitness activities.

- ~~Increase cardiovascular stamina.~~
- ~~Increased flexibility.~~
- ~~Reflection on importance of health and wellness in daily life.~~

World Languages

Objective: ~~Students will be able to communicate effectively in reading, writing, and speaking a world language. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, and the Mission of the school.~~

Approach: ~~At LCCPS, all students are supported in acquiring more than one language. In the elementary program, students develop proficiency in English while also learning Spanish as a primary or secondary language. In high school, students may go deeper in the Spanish language or pursue additional languages through our partnership with the Peralta Colleges.~~

Curriculum: ~~The LCCPS charter school language teachers will develop the world languages curriculum, in alignment with state and national standards as applicable.~~

~~LCCHS's World Language program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in Figure A.9, which may be changed based on student need and will not be considered a material revision of the charter.~~

Figure A.9 9th Grade World Language Example

9th Grade Example – World Language (Spanish)

Guiding Questions:

- ~~How do Spanish speakers greet each other?~~
- ~~How do you spell in Spanish?~~
- ~~How do you say where you're from in Spanish?~~
- ~~How do I perform my classroom tasks and responsibilities in Spanish?~~
- ~~How do I ask for and exchange phone numbers in Spanish?~~
- ~~How do I tell time and give the date in Spanish?~~

- ~~How do I talk about weather in Spanish?~~

Disciplinary Core Ideas:

- ~~How we greet each other is important based on how we relate to one another.~~
- ~~Where we come from gives us a specific way of looking at things in the world.~~

Performance Expectations:

- ~~Students will be able to greet, take leave and introduce classmates.~~
- ~~Students will be able to ask and say how to spell names, places, addresses and email addresses.~~
- ~~Students will be able to ask about and state their nationality.~~
- ~~Students will be able to understand and respond appropriately to basic classroom expressions and requests. Students will be able to say numbers 0-10.~~
- ~~Students will be able to ask for and exchange phone numbers.~~
- ~~Students will be able to tell time, dates, and state the weather.~~

Academic Electives

~~Objective: Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, A-G Requirements, and the Mission of the school. The approach and curriculum will vary based on the content of the elective.~~

~~An example of the scope and sequence for a High School elective is detailed in Figure A.10, which may be changed based on student need and will not be considered a material revision of the charter.~~

Figure A.10 High School Academic Electives Examples

~~High School Example - Academic Electives (Fabrication and Design Lab)~~

Guiding Questions:

- ~~What is involved in turning our vision into a real object?~~
- ~~How do we handle setbacks in the process of creating our object~~

- ~~What kinds of thinking do I need to engage in to successfully create a project.~~

Disciplinary Core Ideas:

- ~~Building basic craft skills (woodworking, sewing, painting / decorating, microcontroller programming, basic circuits, soldering).~~
- ~~Project Planning and resource management.~~
- ~~Iterating through stages of creating a project requires a lot of trial and error.~~

Performance Expectations:

- ~~Complete all the skill building mini projects.~~
- ~~Create an original long term project and present it at the Maker Faire.~~
- ~~Work with mentors in a positive way to bring your project idea from a concept to a reality.~~
- ~~Maintain a blog to document the history of building your project.~~

A. LCPS High School Graduation Requirements

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

Lighthouse College Preparatory Diploma

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

Course Requirements

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

Graduation Requirements

~~Lighthouse students are expected to be college ready upon graduating from 12th grade. That expectation directly informs our graduation requirements. All requirements must be satisfied by the first Monday of June in the graduating year to participate in the graduation ceremony and to receive a diploma.~~

UC/CSU A-G Requirements

~~Students must demonstrate proficiency in at least 60% of Learning Targets in the following courses:~~

A (all)	B (all)	C (all)	D (2-of-3)	E (2-of-same)	F (all)	G (one)
<ul style="list-style-type: none"> ● English 9 ● English 10 ● English 11 ● English 12 	<ul style="list-style-type: none"> ● World History I ● World History H ● U.S. History I ● U.S. History H 	<ul style="list-style-type: none"> ● Algebra I ● Geometry ● Algebra II 	<ul style="list-style-type: none"> ● Biology ● Physics ● Chemistry 	<ul style="list-style-type: none"> ● Spanish I ● Spanish H ● French I ● French H ● CCLOTE 	<ul style="list-style-type: none"> ● Art 	<ul style="list-style-type: none"> ● Robotics ● Math Analysis ● Statistics ● Calculus ● Other

CAHSEE Requirements

Students must pass both sections of the CAHSEE: _____

- English Language Arts _____
- Mathematics

Lighthouse Specific Requirements

Students must meet 11th and 12th grade College and Career Readiness requirements as follows:—

11 th Grade	12 th Grade
<p>Meet at least 60% of Learning Targets in Career & College Prep by:</p> <ul style="list-style-type: none"> ● Completing personal statement ● Meeting expectations of Internship ● Meeting expectations of one scholarship OR one summer program application ● Creating a college list ● Preparing for college entrance exams 	<p>Meet expectations of Senior Project; defined as meeting 3 of 5 LTs:</p> <ul style="list-style-type: none"> ● Research and reflection based annotated Information Sheet ● Powerpoint project proposal ● Completing the project (service hours) ● Oral defense ● Public audience presentation <p>Meet expectations of Senior Seminar; defined as meeting 3 of 5 Learning Targets:</p> <ul style="list-style-type: none"> ● Habits of Work ● Identify 4-8 colleges to which you will apply and reasons why they are a good fit for you ● Write compelling personal statements and requests for letters of recommendation ● Actively seek out financial aid for college ● Complete applications to at least two colleges <p>Maintain a 12th grade GPA of 2.0</p>

Academic Subject Area	LCPS College Preparatory Course Offerings
<u>History/Social Sciences</u>	<u>Ethnic Studies I (5 Units)</u> <u>World History (10 Units)</u>

<u>(30 Units Required)</u>	<u>US History (10 Units)</u> <u>Ethnic Studies II (5 Units)</u>
<u>English</u> <u>(40 Units Required)</u>	<u>English 9 (10 Units)</u> <u>English 10 (10 Units)</u> <u>English 11 (10 Units)</u> <u>English 12 (10 Units)</u>
<u>Mathematics</u> <u>(30 Units Required)</u> <u>40 Recommended)</u>	<u>Integrated I (10 Units)</u> <u>Integrated II (10 Units)</u> <u>Integrated III (10 Units)</u> <u>Advanced Mathematics (10 units)</u>
<u>Lab Science</u> <u>(30 Units Required)</u> <u>40 Recommended)</u>	<u>Physics (10 Units)</u> <u>Biology (10 Units)</u> <u>Chemistry (10 Units)</u> <u>Advanced Laboratory Science (10 Units)</u>
<u>Language Other Than English</u> <u>(20 Units or Equivalent Required)</u>	<u>Spanish I (10 Units)</u> <u>Spanish II (10 Units)</u> <u>Spanish III Honors (10 Units)</u> <u>AP Spanish (10 Units)</u>
<u>Visual & Performing Art</u> <u>(10 Units Required)</u>	<u>2-D Design (5 Units) Required</u> <u>Graphic Design (5 Units) or</u> <u>Digital Photography (5 units)</u>
<u>College Preparatory Elective</u> <u>(10 Units Required)</u>	<u>Offerings include:</u> <u>US Foreign Policy Since 1945</u> <u>Creative Writing</u> <u>Art History</u>
<u>CTE Pathway Courses</u> <u>(10 Units Required)</u>	<u>3-D Design (5 units)</u> <u>Advanced Product Design (5 units)</u> <u>Entrepreneurship (5 units)</u>
<u>A-G Required/Recommended Units</u> <u>Additional Units</u>	<u>180 A-G Units</u>
<u>Additional Credits and Courses</u> <u>(30 units total)</u>	<u>College & Career Prep (5 units)</u> <u>Senior Seminar (5 units)</u> <u>Crew (20 units)</u>
<u>Total Units</u>	<u>210 Units Required</u> <u>240 Units Recommended</u>

GPA Requirements

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

LCPS Milestones

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

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

Lighthouse State Basic Diploma

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

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

Course Requirements

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

<u>Academic Subject Area</u>	<u>LCPS State Basic Diploma Course Offerings</u>
<p><u>History/Social Sciences</u></p> <p><u>30 Units Required</u></p>	<p><u>Ethnic Studies I (5 Units)</u></p> <p><u>World History (10 Units)</u></p> <p><u>US History (10 Units)</u></p> <p><u>Ethnic Studies II (5 units)</u></p>
<p><u>English</u></p> <p><u>30 Units Required</u></p>	<p><u>English 9 (10 Units)</u></p> <p><u>English 10 (10 Units)</u></p> <p><u>English 11 (10 Units)</u></p> <p><u>English 12 (10 Units)</u></p> <p><u>ELD (10 Units)</u></p>
<p><u>Mathematics</u></p> <p><u>20 units Required</u></p>	<p><u>Integrated I (10 Units)</u></p> <p><u>Integrated II (10 Units)</u></p>

<u>(including 10 Units Algebra or Algebra Equivalent)</u>	<u>Integrated III (10 Units)</u> <u>Advanced Mathematics (10 units)</u>
<u>Lab Science</u> <u>20 Units Required</u>	<u>Physics (10 Units)</u> <u>Biology (10 Units)</u> <u>Chemistry (10 Units)</u> <u>Advanced Laboratory Science (10 Units)</u>
<u>Language Other Than English, Visual & Performing Art or CTE</u> <u>10 Units Required</u>	<u>Choice of 10 units from:</u> <u>Spanish I (10 units)</u> <u>Spanish II (10 units)</u> <u>Spanish III Honors (10 units)</u> <u>AP Spanish (10 units)</u> <u>2-D Design (5 units)</u> <u>Graphic Design (5 units)</u> <u>Digital Photography (5 units)</u> <u>3-D Design (5 units)</u> <u>Advanced Product Design (5 units)</u> <u>Entrepreneurship (5 units)</u>
<u>Additional Credits and Courses</u> <u>80 units total</u>	<u>Choice of 80 units from:</u> <u>Spanish I (10 units)</u> <u>Spanish II (10 units)</u> <u>Spanish III Honors (10 units)</u> <u>AP Spanish (10 units)</u> <u>2-D Design (5 units)</u> <u>Graphic Design (5 units)</u> <u>Digital Photography (5 units)</u> <u>3-D Design (5 units)</u> <u>Advanced Product Design (5 units)</u> <u>Entrepreneurship (5 units)</u> <u>US Foreign Policy Since 1945 (5 units)</u> <u>Creative Writing (5 units)</u> <u>Art History (5 units)</u> <u>College & Career Prep (5 units)</u> <u>Senior Seminar (5 units)</u> <u>Crew (20 units)</u>
<u>Total Units</u>	<u>180 TOTAL Units Required</u>

GPA Requirements

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

LCPS Milestones

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

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

(See Appendix 1.8 for LCPS Graduation Policy)

Transfer of Courses & College Entrance Requirements

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

B. LCCHS Core Curriculum

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

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

Figure 1.2 Lighthouse Community Charter High Curricula

<u>DEPT</u>	<u>COURSES</u>	<u>CURRICULUM</u>
<u>English</u>	<u>English 9, English 10, English 11</u>	<u>MATCH</u>
	<u>English 12</u>	<u>ERWC</u>
<u>Science</u>	<u>Physics</u>	<u>Patterns Physics, by Bradford Hill</u>
	<u>Physics Honors</u>	<u>Physics Honors, Patterns Physics</u>

	Chemistry	Living by Chemistry
	Biology	Teacher created curricula
Math	Integrated I, II, III, Calculus	CPM Integrated I, II, III & Calculus
History	Ethnic Studies, Advanced Ethnic Studies	Teacher Created, Facing History & Ourselves
	US History & World History	New Visions
	World History	New Visions
Spanish	Spanish 1, 2, 3H	Descubre I, II, III
	AP Spanish	Temas
CTE	2-D Design, 3-D Design, Advanced Product Design	Teacher created curriculum

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

C. Pathway Program

[Building off the success of the Charter School’s nationally renowned Maker program, LCCHS has developed its Product Innovation and Design Pathway. All students at Lighthouse Community Charter High participate in our Lighthouse Product Innovation & Design Pathway. Our Pathway is Silver Certified by the Linked Learning Alliance. In this pathway, students develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students create real products using the design process; work as part of design teams to develop products that meet market demands and/or a community need; develop entrepreneurial skills and knowledge to market products; develop portfolios to showcase their work and collaborate with industry professional and real-world clients.](#)

[Through a three-year course sequence of 2-D Design, 3-D Design, and Advanced Product Innovation and Design. These courses are aligned to the CTE Standards for Product Design and Innovation and count as both A-G and CTE Course Credit for all students. LCCHS has been the recipient of the Strong Workforce Program grant to further develop its pathway program and to deepen its partnership with Laney College so that students can graduate LCCHS having completed both community college course work and industry certification. LCCHS vision for our fully realized pathway is detailed in Appendix 1.9. This vision may evolve through the course of the charter term and will not constitute a material revision of the charter.](#)

D. LCCHS School Culture

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

Core Values and HOWLs

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

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

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

Culture of Crew

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

Student Leadership & Voice

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

- **Annual Student Survey:** Each year, students complete an organizational survey where students evaluate their experience at LCCHS. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- **Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See Appendix 1.15 for detail on Framework for Transformational Teaching or “FTT”), students complete a teacher survey each year that provides direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom

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

- **Crew Circles:** A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and Crew leaders work as advocates to support students.
- **Student Body Leadership:** LCCHS has launched a new student government body. It will be going into its second year during the 2019-2020 school year. While focused on planning senior events last year, the student government will be further developed to support the inclusion and elevation of students' voice.
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with teachers and new Principal candidates and provide their feedback directly to the Hiring Manager.

Approach to Discipline

At LCCHS, the aim of student discipline is to ensure students are physically and emotionally safe, to ensure that time for teaching and learning is maximized, and to maintain a strong sense of culture and crew amongst students and teachers.

Restorative Justice

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

Parent and Guardian's Role

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

Staff Role

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

LCCHS Student Behavior Expectations

At LCCHS, we expect that students will be prepared to meet the expectations of the school community in alignment with our Charter School's core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the youth, but rather to

support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's values/norms.
- Students will be redirected and provided time to correct their behavior.
- Counselors or administrators may be called to give students one-on-one support when necessary to help students in meeting classroom expectations.

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

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

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

The Use of Consequences

In addition to repairing harm, there are times that consequences will be applied. At times students may continue to violate behavior expectations, despite the use of our common behavior modification practices. At this point, teachers may choose to use consequences for students' negative actions within the following parameters:

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

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain with the administrator to take a break and reflect, and an appropriate consequence will be devised. It is important to note that student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

E. School Year & Daily Schedule

LCCHS's academic calendar complies the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, 64,800 minutes of instruction for students in 9th through 12th Grade. (Appendix 1.10 includes proposed bell schedule for 2020-2021 school year.)

The proposed calendar for 2020-2021 will include 177 instructional days, 2 more than the required 175 days for charter schools. Appendix 1.11 provides the proposed school calendar which LCCHS intends to adhere to as state and federal funding allows. LCCHS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

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

VI. SERVING STUDENTS WITH DIFFERENT LEARNER PROFILES

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

Multi-Tiered System of Supports

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

Systemic Planning

On an annual basis, LCCHS examines the current priority of specific student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the Charter School and to collaboratively create shared goals and strategies for the school year. The data that is used to inform this planning process includes: student achievement data, student and family survey data, staff survey data, and SWIFT- Fidelity Integrity Assessment.

LCCHS uses these assessments to refine and develop Tiered Intervention Matrices. (An of a Tiered Support matrix for Attendance is included in Appendix 1.12)

A. Supporting Students Not Yet Meeting Learning Outcomes

Tiered Intervention Model

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

This system a continuum of supports. At LCCHS, we use more than one intervention within a given level of prevention. (See Appendix 1.16 for more detail Tiered Support Matrix)

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

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

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

COST Team

The Coordination of Services Team ("COST") consists of 4-5 key stakeholders, including administration and intervention staff such as Intervention Specialists, Resource Specialists and mental health support providers. This team is responsible for ensuring that LCCHS is supporting all students. The COST Team works to inform intervention groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team focuses on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. In addition, the team discusses individual student referrals, triaging students for more in-

depth discussion and matching them with correct support services including supportive interventions that can be implemented by teachers within the classroom. The team also completes quarterly reviews for students who have been assigned to specific interventions and to conduct strategic planning around trends and emerging needs.

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. LCCHS ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Intervention Courses & Credit Recovery

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

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

B. Special Education Services

LCCHS makes the following assurances:

- **Free Appropriate Public Education** – LCCHS will ensure that a free appropriate public education shall be provided to all enrolled students including children with disabilities and/or those who have been expelled from school. No assessment or evaluation will be used for admissions purposes. No student will be denied admission to the Charter School because he or she needs special education services.
- **Full Educational Opportunity** – LCCHS will ensure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCHS will ensure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- **Individualized Education Program** – LCCHS will assure that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. The Charter School will ensure that the mandated requirements of each student's IEP are met.

- Assessments – LCCHS will ensure that, for each student with an IEP, an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student’s parents or teacher. Parents will receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.
- Confidentiality and Procedural Safeguards – LCCHS will ensure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and notified of the provisions for a free appropriate public education.
- Personnel Standards – LCCHS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- State Assessments – LCCHS will ensure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (“SBAC”) and California Science Test (“CAST”).
- Child Find – LCCHS will assure that all students with disabilities are identified in accordance with the policies and procedures of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

State and Federal Law

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

SELPA

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

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

Facilities

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

Services

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

Special Education Students and Tiered Support

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

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

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

accelerate a student's growth in target areas and ensure that student's ability to succeed in the general education setting both academically and socially.

Search & Serve Process

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

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

Referral for Assessment Process

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

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

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

Assessment Process

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

- Standardized Individual Assessment;
- Teacher observations;

- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

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

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

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

Development and Implementation of IEP

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

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

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

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

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

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

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;

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

IEP Review Process & Reporting

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

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

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

Professional Development for All Staff

The Resource Specialists and other team members will participate in the professional development opportunities provided by the SELPA. This will help to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, or

Linda Mood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Staffing

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

Due Process, Procedural Safeguards, & Reporting

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

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

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Education Specialists under the supervision of the Director of Special Education~~If any student engages in behavior that is a suspendable offense, the privilege of participating in the graduation ceremony (walking in graduation) and engaging in senior celebratory activities will be revoked. A suspendable offense is any egregious violation of the guiding principles such as, but not limited to: destruction of property, alcohol or drug use at a school sponsored event, physical altercation, or plagiarism.~~

~~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. They will be given the opportunity to walk in graduation and complete missing work from the last few weeks of school during a July make-up work period. This opportunity is only available if s/he was passing classes at the time of the medical hardship.~~

~~A Day in the Life of a Student~~

The LCCPS school day is in full alignment with our mission—preparing students for college and the career of their choice. The daily schedule is designed to provide each student with the time necessary to gain mastery of the content areas, academic skills, college readiness skills, and guiding principles outlined above.

The following are example days in the life of an LCCPS student, for Kindergarten and 9th grade, and is meant to be a representative sample only.

A Day in the Life of a 9th Grade Student

Student Arrival:

Arrival happens between 8:00-8:25 for high school students. They come inside and sit on the couches in our “think tank” or head outside to play basketball or chat with friends. This is a time to check in informally with adults, finish up homework, and socialize.

Breakfast and First Block:

Students arrive in first block at 8:30 and start their warm-ups as they eat a healthy breakfast provided free of charge by Lighthouse, five days per week. This time gets students fueled for a day of hard work and gets their minds working on course content. Teachers also use the extra minutes to check uniform and make sure student homework is out and ready to go.

Blocks 1, 2, 3:

Students at Lighthouse have three core academic blocks that they attend every day: humanities, grade-level math, and grade-specific science. Students expect to work in groups, participate every day, share ideas, explain their thinking, and respectfully critique the ideas of others in the course of a class period. Every course consists of regular reading, writing, calculations, inquiries into historical, mathematical, and scientific thinking, postulating, engaging in complex discourse, and changing opinions sometimes.

Lunch:

LCCHS participates in the National School Lunch Program, providing all students with a healthy lunch and at low cost or no cost for students who qualify. Students have 40 minutes to eat their lunch and engage in play or conversation with their peers.

Crew:

All students participate in a smaller community called a Crew. Crew helps students feel like a family and offers a place to gain academic and social support. Here, students engage in a variety of activities to ensure that they are known well by at least one Lighthouse adult (typically, many more!) and that they know their peers well. Students engage in academic progress checks, goal setting, community service, and identity development activities. Every two years, students participate in “Passage” where they read, write, reflect, and act to demonstrate their readiness for their next life challenge. Crew leaders also meet with students, parents, and other teachers every quarter where students present their grades, their goals, and their strategies to meet those goals. These are called Individual Learning Plans (ILPs) and are organized and run by students.

Elective:

Electives take place four days per week and each student takes two electives. This arrangement gives students the opportunity to get support if they need it and helps them to explore their interests. The purpose of electives is to offer students an opportunity for a greater challenge, more academic support, or the chance to pursue a particular passion. Students can choose from a range of courses including: music, fitness, theatre, robotics, service learning, honors humanities, science support, math intervention, and many others. Course content is created with student learning needs in mind. Teachers not only provide rigorous content and real-world applications, such as putting on a concert, participating in Harvard Model Congress, or showcasing work at the Maker Faire, but also are attuned to school deadlines and events such as finals so support students with those as well.

Strategies to Support Targeted Student Groups

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

The primary vehicle for support is our robust Response to Intervention program (RTI), which is used with all students. This program is detailed in depth below, under “Strategies to Support Students Not Meeting Pupil Outcomes.” The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students with Special Needs, English Language Learners, Socio-economically Disadvantaged Students, and Students Achieving Above Grade Level/Gifted Students.

Strategies to Support Students Not Meeting Pupil Outcomes

LCCHS has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. LCCHS also works with students who are exceeding expectations to ensure they are progressing at their maximum rate, which is discussed later in this charter.

To support students not meeting pupil outcomes, LCCHS utilizes a Response To Intervention (RTI) framework to monitor student development academically, behaviorally, and social-emotionally and provide interventions as needed to attain maximal growth for our students. To do so, LCCHS has partnered with Seneca Family of Agencies to implement their All In! program. Response to Intervention and the Seneca All In! Partnership Project are each detailed below.

Response to Intervention

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program 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 includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

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

All In! Partnership with the Seneca Center

LCCHS has partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for Intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being. **Figure A.11** provides an illustration of this model. All In! utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.

Figure A.11 All-In! Multi-Tiered Model for Intervention

..	ACADEMIC	BEHAVIORAL	SOCIAL-EMOTIONAL
Tier 3	Special Education and Related Services	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention	Behavior Support Planning (BSP) and Case Management	Social Skills and Therapy Groups
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and Positive School Climate

C. Providing Section 504 Services

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

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

evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

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

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

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

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

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

Please see Appendix 1.14 for LCPS's 504 Board Policy, 504 Administrative Regulation, and 504 Parents' Rights Statement.

D. Serving English Learners

LCCHS is committed to supporting English Learners, ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners. English Learners comprise 15% of our student population. LCCHS holds the same rigorous expectations for all

students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

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

Identification, Designation & Notification

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

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

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

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCHS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the ELPAC Summative Assessment (“SA”) annually to determine growth in English language proficiency until they are reclassified. In accordance with the guidance from the State of California, there are four components to reclassification: the ELPAC, an academic measure, teacher recommendation and parent consent. LCCHS will follow the ELPAC Language Classification

process as outlined in Figure 1.3 to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCHS will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure 1.3 Reclassification Criteria

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

~~The integrated, data-driven approach of RTI has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. In addition to the expertise of existing school personnel, our All-In! Partnership leverages the capacity of the Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social-emotional services. When this competency is introduced into a school where leadership and staff are committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement.~~

~~LCCHS has partnered with the Seneca Family of Agencies to implement their model with great success, as have multiple charter schools in the Bay Area including but not limited to Education for Change (EFC) and Urban Montessori Charter School. In addition, Seneca has significant experience in implementing county-supported mental health programs in school settings and is committed to increasing access of this collaborative model in the support of the All-In! Partnership Program.~~

~~Systemic Planning~~

~~On an annual basis, the All-in! Partnership will examine the current priority of specific student supports and create an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that will inform the collaborative creation of shared goals and strategies for the school year. The process begins in the months leading up to the school's opening with conversations and program development driven by the Seneca implementation team and encompassing identified stakeholders. In yearly intervals, the assessment process iterates on itself to ensure it remains responsive to current needs.~~

The All-in! Partnership ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback: (1) through the use of an annual staff survey, the All-in! Partnership gathers insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered, (2) data on the distribution of staff and student time across the three Tiers of service are collected and analyzed to help inform decisions about the future allocation of resources, (3) the School Wide Positive Behavioral Interventions and Supports (SWPBS) Self-Assessment Survey (SAS) is implemented annually, to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels, and (4) The Alliance for the Study of School Climate's (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, and community relations - effectively encompassing the critical components of school climate identified in current research. All of these assessment components are synthesized into a summative report and the All-in! team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

Coordination of Services Team (COST)

This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing 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 team also completes eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate. Appendix 02 provides a COST Process Flow Chart, and Appendix 03 provides a Sample COST Form.

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. The All-in! Partnership 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.

Tiered Services in the All In! Program

An Overview of How RTI Works

~~Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data (see Element C for a discussion of tools), or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include changing in seat assignments, implementing strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below. The family is informed of these concerns and interventions via the classroom teacher.~~

~~If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data (see Element C for assessment tools), the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school's resources for addressing the specific child's challenges. At the weekly COST meeting, the COST facilitator would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team may include but is not limited to the student's parent/guardian. Notification of meetings will be made by the Director of Intervention Services in a timely manner that supports involvement by all stakeholders, including parents/guardians. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. An interventions plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the Core classroom teacher that could supplement the Tier 1 interventions taking place. The family is informed of these interventions by the Director of Intervention Services.~~

~~If the student makes inadequate progress at Tier 2, the COST reconvenes after eight weeks and the team collects additional data. At this juncture, the COST may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by the IEP team to determine eligibility for Special Education services.~~

Tiered Services

~~The All-in! Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social-emotional curricula. Tier two and Tier three services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. For a list of possible academic interventions, please see Appendix 04 for a Menu of Academic Interventions. Students identified for Tier two services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier one interventions. Students who do not respond to Tier two interventions are considered candidates to receive support at the third tier of intensive services. Appendix 02 provides a visual of the COST Process Flow Chart.~~

~~Tiered Academic Services~~

~~● Tier One - Through the All-in! Partnership, Seneca works with the Director to develop school-wide sets of research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data.~~

~~● Tier Two - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from FPRA, ADEPT, and any additional standardized assessment outcomes. Students may be identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as AIMSweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier one levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier three services.~~

~~● Tier Three - Tier three academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEPs and progress on IEP goals is closely monitored over time. For examples of curriculum used to support Tier 2 and Tier 3 interventions, please see Appendix 04 for a Menu of Academic Interventions. IEP goals are reviewed at least annually and students are reassessed for Tier 3 services every three years.~~

~~Tiered Behavioral Services~~

The All-in! Partnership utilizes School-Wide Positive Behavioral Interventions and Supports (SWPIBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities. SWPIBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPIBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

- *Tier One - The SWPIBS team plays a key role in the development and implementation of Tier one practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPIBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.*

- *Tier Two - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is Collaborative Problem Solving (CPS). This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to Tier one levels of support, or if they may be candidates for Tier three services.*

- *Tier Three - These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. Appendix 05 provides an example of the Functional Behavioral Analysis Form.*

~~Wraparound principles and practices involve a collaborative, client voice-driven process that aims to connect students, families, schools and community partners in effective problem solving relationships. The team works together to create a comprehensive, strengths-based plan that will help children and their families build constructive relationships and support networks. Plans are comprehensive and address multiple life domains across home, school, and community.~~

~~Tiered Social-Emotional Services~~

~~● **Tier One** - To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas for growth highlighted by the staff interviews and ASSC-SCAI survey results. These steps may include implementing trauma-informed school-wide social-emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social-emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being. Appendix 06 provides an example of a Social-Emotional Screener, as well as the Support Plan (described in Tier 2).~~

~~● **Tier Two** - The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. Appendix 06 provides an example of a Social-Emotional Support Plan.~~

~~● **Tier Three** - These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.~~

~~Serving Students with Special Needs~~

~~Our RTI-based interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program.~~

~~Assurances~~

~~State and Federal Law~~

~~LCCHS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LCCHS will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 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).~~

~~SELPA~~

~~LCCHS pledges to work in cooperation with its Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The School shall be its own local education agency (LEA) in conformity with Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. LCCHS is currently in the El Dorado County Office of Education (EDCOE) Charter SELPA. Finally, LCCPS retains the charter school's right to operate as a school of the district for purposes of special education. In this case, a Memorandum of Understanding ("MOU") would be developed between the school and the authorizer.~~

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

~~Facilities~~

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

~~Services~~

~~The charter school is an LEA member of the EDCOE SELPA in accordance with Education Code section 47641(a). LCCHS contracts with the Seneca Family of Agencies to implement their All-In! Partnership, in which Seneca will place highly qualified staff at the school site to provide both Response to Intervention and Special Education services in conjunction with the regular education faculty. These services and partnership are detailed at length below.~~

~~LCCHS makes the following assurances:~~

~~●——Free Appropriate Public Education—LCCHS will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.~~

~~●——Full Educational Opportunity—LCCHS will assure that all students with disabilities have access to the full range of programs available to non-disabled students.~~

~~●——Least Restrictive Environment—LCCHS will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.~~

~~●——Individualized Education Program—LCCHS will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEA. The school will assure that the mandated requirements of each student's IEP is met.~~

~~●——Assessments—LCCHS will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.~~

~~●——Confidentiality and Procedural Safeguards—LCCHS will assure 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 provisions for a free appropriate public education.~~

~~●——Personnel Standards—LCCHS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities~~

~~●——State Assessments—LCCHS will assure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (SBAC) and California Standards Test (CST).~~

~~●——Child Find—LCCHS will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA.~~

Response to Intervention and Strategic Partnership

~~LCCHS utilizes a strategic partnership with Seneca Family of Agencies to provide a full suite of supports for students with special needs. At the core of the program is Response to Intervention (RTI), described earlier in this charter. Seneca Center will help us integrate Special Education into this larger RTI framework as well as our larger schoolwide assessment framework. The schoolwide assessment framework, described in Element B of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six to eight weeks across grade levels and disciplines.~~

~~The Coordination of Services Team (COST) utilizes data from this assessment framework to monitor student growth, and a lack of progress is flagged immediately. The COST team is generally composed of teachers, Director of Intervention Services, Directors of Instruction, counselors/therapists, resource specialists and families. The composition of each COST team varies based upon the referral. Through the RTI program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks 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 services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST Services Coordinator who will develop an assessment plan if appropriate.~~

~~A student with an Individualized Education Plan will have access to ALL of the interventions available schoolwide as part of their individualized education plan. The Coordination of Services Team in partnership with the Director of Intervention Services ensures Special Education plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately-credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. The charter school Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.~~

Search & Serve Process

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

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

Referral for Assessment Process

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

~~Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Any such referrals will be responded to in writing by the charter school within 15 days. LCCHS will notify OUSD and/or the SELPA of the assessment request within 5 days of receipt.~~

~~If LCCHS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. Parents will be informed via the Special Education lead 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 Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.~~

~~The flowchart in Figure A.12 below outlines the process once a referral has been made:~~

Figure A.12 Referral Process

Assessment Process

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

- Individual testing;*
- Teacher observations;*
- Interviews;*
- Review of school records, reports, and work samples; and*
- Parent input*

Unless conflicting with EDCOE SELPA policies and procedures, the charter school will follow the following assessment guidelines. If a conflict with EDCOE policies and procedures exists, then EDCOE SELPA policies and procedures will govern:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;*
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;*
- The student must be evaluated in all areas related to his/her suspected disability;*
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments;*
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;*
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;*
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;*

- ~~Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;~~
- ~~Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;~~
- ~~A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability;~~
- ~~Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The charter school will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.~~

Development and Implementation of IEP

~~Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The charter school will ensure that all aspects of the IEP and school site implementation are maintained. The charter school will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:~~

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

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

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

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

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

~~IEP meetings will be held according to the following schedule:~~

- ~~● Yearly to review the student's progress and make any necessary changes;~~
- ~~● Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;~~
- ~~● After the student has received a formal assessment or reassessment;~~

- ~~When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);~~
- ~~When an Individual Transition Plan (ITP) is required at the appropriate age;~~
- ~~When the charter school seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.~~

~~IEP Review Process & Reporting~~

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

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

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

~~Professional Development for All Staff~~

~~The Special Education lead and other team members will participate in the professional development opportunities provided by the SELPA. This will help to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students—strategies like the Slingerland Approach, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.~~

Staffing

~~LCCHS is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at the charter school will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California's Education Code and the IDEIA. LCCPS and the charter school will contract with Seneca to provide ALL IN! programs and services and oversee IEP and 504 services. The charter school Principal and the Special Education lead from the Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.~~

Due Process, Procedural Safeguards, & Reporting

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

~~LCCHS will work closely with SELPA staff to ensure a student's procedural safeguards are implemented and to resolve problems and concerns at the lowest possible level. LCCPS and the charter school will acquire parental written consent and ensure parental participation. LCCHS will participate in the SELPA's Alternative Dispute Resolution process when appropriate. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, followed by a resolution meeting.~~

~~LCCHS will collaborate with the authorizer to collect and maintain information required by IDEA for students including but not limited to: age, grade, type of disability, ELL 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.~~

~~All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Director of Intervention Services.~~

Dispute Resolution & Complaint Procedures

~~LCCHS's policy is to comply with applicable federal and state laws and regulations. LCCHS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there will be a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:~~

~~1. — Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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; and~~

~~2. — Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, childcare and development programs, child nutrition program.~~

~~Please see Appendix 07 for the Uniform Complaint Policy and Procedure. Parents also have the right to file a complaint with SFUSD and/or the California State Department of Education.~~

~~Section 504 Services~~

~~LCCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. The charter school is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.~~

~~A 504 team will be assembled by the Director of Intervention Services 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 IDEIA, a referral for assessment under the IDEIA 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 ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.~~

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

~~Please see Appendix 08 for LCCPS's 504 Board Policy, Appendix 09 for LCCPS's 504 Administrative Regulation, and Appendix 10 for LCCPS's 504 Parents' Rights Statement.~~

~~Serving English Language Learners~~

~~LCCHS is committed to supporting English Language Learners (ELL), who comprise 76% of the K-12 student population. LCCHS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.~~

~~Our ELL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our ELL students. LCCHS will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. In addition, LCCHS will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners.~~

Identification, Designation & Notification

~~As required by Education Code Section 52164.1, LCCHS will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.~~

~~Within 30 calendar days of enrollment or 60 days prior to first enrollment, the charter school will assess the English proficiency of all students whose primary home language may not be English using the California English Language Development Test (CELDT) as determined by the Home Language Survey and other indicators and notify parents of the school's responsibility to conduct CELDT testing. Should the State of California change its tool (i.e. adoption of the English Language Proficiency Assessments for California) and/or timeline for measuring English Proficiency during the term of this charter, the charter school will adopt the state mandated tool and timeline and this change will not be considered a material change of the charter.~~

~~Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (I-FEP) or Limited English Proficient (LEP) using the guidelines in Figure A.13 below. Should the State of California change its recommendations for classification of LEP and I-FEP during the term of this charter, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.~~

Figure A.13 Designation Criteria

	<i>Limited English Proficient (LEP)</i>	<i>Initial Fluent English Proficient (IFEP)</i>
<i>K-1st</i>	<i>CELDT Proficiency Level = 1-3</i> <i>Listening/Speaking only</i>	<i>CELDT Proficiency Level = 4-5</i> <i>Listening/Speaking only</i>
<i>2nd-12th</i>	<i>Overall CELDT Proficiency Level = 1-3</i> <i>OR</i> <i>Listening/Speaking = 1 or 2</i> <i>Reading = 1 or 2</i> <i>Writing = 1 or 2</i>	<i>Overall CELDT Proficiency Level = 4-</i> <i>AND</i> <i>Listening/Speaking = 3 or higher</i> <i>Reading = 3 or higher</i> <i>Writing = 3 or higher</i>

Families will receive notification of how their child’s CELDT results and initial language designation within 30 days of receipt of these results, as well as information on how their child’s learning needs are being addressed by the school. In addition, they will be invited to the school for an information session to review these results in detail and discuss ways to support their child’s English language development. LCCHS and the charter school will report the number of ELL students attending the school to the district and the state.

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCHS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the CELDT annually to determine growth in English Language proficiency until they are reclassified. A combination of CELDT scores and teacher assessment will be used to determine reclassification of students. The SBAC in ELA may also be used as an additional point of data. We will follow the CELDT Language Classification process as outlined in Figure A.14 to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCHS will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.14 Reclassification Criteria

	<i>CELDT</i>	<i>Other</i>
<i>9th-12th</i>	<i>Overall CELDT Proficiency Level = 4-5</i> <i>AND</i> <i>Listening/Speaking = 3 or higher</i> <i>Reading = 3 or higher</i> <i>Writing = 3 or higher</i>	<i>Teacher Assessment</i> <i>SBAC in ELA, as applicable</i>

Strategies for Supporting English Learners

Academically, LCCHS will meet the needs of its English ~~Language~~-Learners through a combination of ~~Sheltered-Integrated and Designated English Language Development. English Immersion Program in an inclusion setting and a dedicated Systematic English Language Development course in homogenous groupings by language level.~~

Like all students at LCCHS, all English ~~Language~~-Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English ~~Language~~-Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At LCCHS, we believe that holding English ~~Language~~-Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.—

~~Sheltered Immersion~~Integrated ELD & Designated ELD Instruction

~~In the sheltered English immersion model, All teachers will use Integrated ELD strategies to support English Learners to access, participate in and demonstrate knowledge of the content. all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. 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. Strategies will be utilized from Susana Dutro's EL Achieve Constructing Meaning. EL Achieve's Constructing Meaning provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.~~

Systematic Language Development

All English Learners will receive content-based Designated ELD instruction that focuses on the language to participate and knowledge of how English works.~~English Language Learners at LCCHS and the charter school will receive Systematic English Language Development (SELD) tailored to their proficiency level.~~ Systematic Designated ELD is a dedicated class focused explicitly on teaching language that English Learners:

- ~~are~~ are not likely to learn outside of school or efficiently pick up on their own,
- ~~will not explicitly learn in other subject areas, and~~ need to use for effective academic learning, classroom participation, and real-life purposes.

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

- Academic Language Development Class for LTELS
In this course, students develop all modes of academic language, with a particular focus on reading and writing, as well as learning strategies to support academic success.
- Newcomer Class (Students in the US fewer than 3 years)
 - In this class, the Focus 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. In includes regular use of all modes of language and highly individualized programs and lessons.

~~*As with the Sheltered Immersion program, LCCHS and the charter school will use resources from EL Achieve's Systematic English Language development framework to guide this program.*~~

ELAC

~~*If there are more than 21 ELLs in attendance, as we expect, the charter school will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.*~~

Teacher Qualifications and Professional Development

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

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

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

Program Assessment

Metrics to assess the progress of LCCHS EL program include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are classified as proficient in English in five to seven years, or less
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students

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

All core teachers at the charter school will be highly qualified under No Child Left Behind (NCLB) and will be authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification. In addition, LCCHS will provide stipends to teacher's base salaries to assist in recruitment of teachers who:

- **Have demonstrated successful experience working with English Language Learners**
- **Hold a Bi-lingual Cross-cultural, Language and Academic Development (BCLAD)**
- **Speak Spanish, which is the dominant home language of our target neighborhood**

LCCHS will provide professional development to all administrators and teachers, both core and non-core, on effective SDAIE strategies (Specially Designed Academic Instruction in English). LCCHS has certified trainers in EL Achieve's Constructing Meaning and Systematic English Language Development programs. Professional development will be provided on site for core and non-core teachers in these programs and strategies, as well as ongoing coaching;

Program Assessment

Metrics to assess the progress of our ELL students include:

- **ELL students are making strong academic progress as measured by school-based assessments**
- **ELL students are classified as proficient in English in five to seven years, or less**
- **ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams**
- **ELL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students**

If students are not making sufficient academic progress as indicated through CELDT results and the above data, we will modify our ELL program as needed;

E. Supporting Socio-economically Disadvantaged Students

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

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

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

Serving the Whole Child

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

Involving Families

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

Cultivating Teaching Excellence

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

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

F. Supporting Students Achieving Above Grade Level/Gifted Students

LCCHS is committed to supporting all students in excelling in its program. Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, LCCHS will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Student Led Conferences where goals are crafted to meet the specific growth goals of each individual student. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level course work at local universities, community colleges, and/or online courses as appropriate for each student's needs.

VII. SUPPORTING STAFF PROFESSIONAL GROWTH & DEVELOPMENT

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

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

A. Dedicated Time for Professional Development

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

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

LCPS Wide Professional Development

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

School-Based Professional Development

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

B. LCCHS Collaborative Teams

Departmental Teams

Departmental Teams meet on a regular basis with collaboration time built into the daily schedule. Department members engage in analyzing student work, ensuring alignment to content standards and college readiness rigor. Teachers work across grade levels focusing on specific teaching strategies to support all learners in accessing and achieving in their classes.

Grade Level Teams

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

events. Each participant is expected to participate regularly in grade level teams by meeting the LCCHS meeting norms and guidelines as well as the guidelines determined by the team.

C. Data-Driven Decision-Making

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

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

D. Teacher Growth & Development – Framework for Transformational Teaching

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

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

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

(Appendix 1.15 includes the full FTT Framework and Professional Growth Process.) ~~TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS~~

~~Lighthouse Community Charter High School is a WASC (Western Association of Schools and Colleges) accredited school. Such accreditation ensures that academic courses at LCCHS can be submitted and reviewed by the UC Office of the President for approval and in turn, that all students at Lighthouse Community Charter High School have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. All required coursework are offered at the Charter School or through approved institutions such as local community colleges. By virtue of our internal requirements at LCCHS, all students will~~

fulfill or exceed the UC/CSU system A-G requirements (please see chart below) over the course of their four years at our school. Parents will be notified of the courses we offer and the graduation requirements we prescribe in LCCHS handbook given to parents and students upon enrollment to the school. This handbook also publicizes the transferability of credits between LCCHS and other public high schools, as determined through negotiations between the Charter School and the District a minimum of two months prior to the start of the school year. **Figure A.15** provides an illustration of sample course offerings:

Figure A.15 Sample Course Offerings

Subject Area	Example of Course Titles	UC/CSU Requirements	LCCHS Graduation Requirements
Social Studies	World History I World History II US History I US History II	Requirement A: 2 years	4 years
Language Arts	English 9 English 10 English 11 English 12	Requirement B: 4 years	4 years
Mathematics	Algebra 1 Geometry Algebra 2 Pre-Calculus Calculus	Requirement C: 3 years	4 years
Science	Biology Chemistry Physics	Requirement D: 2 years	2 years
Foreign Language	Spanish French Spanish for Native Speakers Spanish Literature	Requirement E: 2 years	2 years
Visual & Performing Arts	Art: Painting and Drawing Advanced Art	Requirement F: 1 year	1 year
Academic Electives	Statistics Robotics Earth Science Music Design and Fabrication Lab Service Learning Senior Seminar	Requirement G: 1 year	1 year
Physical Education	Fitness Men's/Women's Soccer Men's/Women's Basketball Men's/Women's Cross-Country	Not Required	1 year

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

The goals, actions and measurable outcomes included in this section, in accordance with Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)B) articulate the plans for charter term and align with the LCPS Graduate Profile, LCAP and Measurable Pupil Outcomes (“MPOs”). (See Appendix 1.16 for LCAP, 2.1 for MPOs)

Figure 1.4

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

Supporting English Learner English Language Development

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

Intervention Supports for Academic Proficiency

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

Aligned State Priorities

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

Measurable Outcomes

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

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

- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #3)
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO #4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO #7)

Methods of Measurement

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

ELPAC

SBAC

NWEA Measures of Academic Progress

2. All students are engaged and belong.

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

Goals

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

Action(s)

Supporting Reduction in Referrals and Suspensions

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

- [Continue to implement Diversity, Equity and Inclusion training with staff.](#)

Increase Student Engagement

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

Support Positive Attendance

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

Aligned California State Priorities

[5— Student Engagement](#)

[6— School Climate](#)

Measurable Pupil Outcomes

[\(Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1\)](#)

- [Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. \(MPOs 8 & 9\)](#)
- [Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.](#)
- [Throughout the charter term, maintain an expulsion rate less than 1%.](#)
- [Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. \(MPOs 10, 11, 12\)](#)

Methods of Measurement

[\(Methods of Assessment can also be found in Element 3\)](#)

[California School Dashboard](#)

[Student Survey Data](#)

3. All families are engaged.

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

Goal

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

Action(s)

Maintaining Parental Involvement

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

Promoting Parent Participation

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

English Learners and Students with Exceptional Needs

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

<u>Aligned State Priorities</u>
<u>3—Parental Involvement & Family Engagement</u> <u>6—School Climate</u>
<u>Measurable Outcomes</u> (Measurable Pupil Outcomes are also included in Element 2 and Appendix 2.1)
<ul style="list-style-type: none"> • <u>95% percent of families overall and for each significant subgroup will attend at least one Student Led Conference. (Site MPO #1)</u> • <u>Each year, at least 70% percent of families overall and for each significant subgroup will positively rate their voice in school decision-making and/or opportunity for feedback. (MPO 12)</u> • <u>Each year, at least 70 percent of families overall, and within each statistically significant subgroup, positively rate their connection to the school community.</u>
<u>Methods of Measurement</u> (Methods of Assessment can also be found in Element 3)
<ul style="list-style-type: none"> • <u>Annual family survey</u> • <u>Parent Event Sign-in Sheets/Participation Logs</u> • <u>Student Led Conference Tracker</u>

<u>4: All students are prepared for college and career.</u>
<u>Lighthouse supports all students to be prepared to be successful in college or career by ensuring that all students in graduating from Lighthouse with A-G Requirements complete having had experience in a broad range of courses including CTE Pathway courses.</u>
<u>Goals</u>
<u>Lighthouse students will be prepared to be successful in college and the career of their choice. (LCAP Goal #5)</u>
<u>Action(s)</u>
<u>Supporting A-G Completion</u> <ul style="list-style-type: none"> • <u>Ensure all students take A-G approved course sequence, unless an alternative course sequence is identified within an IEP.</u> • <u>Implement a broad program of study including A-G and CTE courses.</u> • <u>Implement a master schedule supports access to college prep courses as well as strategic support classes for English Learners and Students with Exceptional Needs.</u>
<u>Supporting 4-Year Cohort Graduation</u>

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

Supporting Completing College Admissions Process

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

Aligned State Priorities

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

Measurable Outcomes

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

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

- [A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.](#)

Methods of Measurement

(Please refer to Element 3 for further detail.)

[California School Dashboard:](#)

- [California College and Career Readiness Indicator](#)
- [4-year Cohort Graduation Rate](#)
- [4-year Cohort Drop Out Rate](#)

[A-G Completion Rate](#)

[SAT Achievement Reports & Participation Rates](#)

ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

1. Pupil Outcome Goals: Increases in Academic Achievement by Subgroup

DRL: “In accordance with Education Code section 47607(b)(5)(B), LCCHS’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 subparagraph (B) of paragraph (3) of subdivision (a) 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.

LCCHS’s pupil outcomes, 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 subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”

See Figure 2.1 Below

[LCCHS to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

2. Application of Education Code section 47607.3

DRL: “Under Education Code section 47607.3, if LCCHS fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”*

Governing Law: *The measurable pupil outcomes identified for use by the charter school.*

“Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities,

as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

I. OUTCOMES OF EDUCATIONAL PROGRAM

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

FIGURE 2.1

1: All students are Academically Proficient
Goals
Lighthouse students are academically proficient. They demonstrate disciplinary literacy, produce high-quality work, and persist in solving authentic problems. (LCAP 1)
Aligned State Priorities
1— Quality Teachers, Curriculum, and Facilities (Basic Services) 2— Implementation of State Standards 4— Student Achievement 8— Other Pupil Outcomes
Measurable Outcomes
<ul style="list-style-type: none"> • Each year, the percent of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 5) • Each year, for each statistically significant student group the percentage of students who are high achieving or high growth on the Reading and Math portion of the NWEA MAP Assessment will grow by 1% annually until the goal of 80% or greater is met. (MPO # 6) • By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 1) • By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 2) • By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 3)

- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent. (MPO # 4)
- By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California Schools Dashboard by at least four percent or until a level of 75% is met. (MPO # 7)

Methods of Measurement

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

ELPAC – Initial and Summative

SBAC - Annual

NWEA Measures of Academic Progress, Triannual Assessment

2. All students are engaged and belong.

Goals

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

Aligned California State Priorities

5— Student Engagement

6— School Climate

Measurable Pupil Outcomes

- Each year, rates of chronic absenteeism for students overall, and in each significant subgroup will decrease by at least 1% until fewer than 5% of students are chronically absent, according to State definitions. (MPOs 8 & 9)
- Each year, the suspension rate will decrease by a minimum of +1% until the goal 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.
- Throughout the charter term, maintain an expulsion rate less than 1%.
- Each year, the percent of students, overall and in each significant subgroup, who positively rate school safety, academic instruction and voice in decision making will increase by at least 1% until reaching 70%. (MPOs 10, 11, 12)

Methods of Measurement

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

3. All families are engaged.

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

Aligned State Priorities

3—Parental Involvement & Family Engagement
6—School Climate

Measurable Outcomes

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

Methods of Measurement

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

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

4: All students are prepared for college and career.

Goals

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

Aligned State Priorities

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

Measurable Outcomes

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

Methods of Measurement

(Please refer to Element 3 for further detail.)

California Schools Dashboard:

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

A-G Completion Rate

SAT Achievement Reports & Participation Rates

II. LCCHS GRADUATION STANDARDS

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

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

In order to best serve our students and community, the LCCHS will continue to examine and refine the list of student outcomes over time to reflect the Charter School's mission and any changes to state or school standards that support this mission. LCCHS will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the District board at any time prior to end of the charter term. The District board agrees to hear and

render any amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

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

~~GRADUATION STANDARDS~~

~~IN ORDER TO GRADUATE FROM LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL (LCCHS), 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 FULFILL AND EXCEED THE UC AND CSU "A-G" COURSE REQUIREMENTS IN THE HIGH SCHOOL YEARS. IN ADDITION, TO GRADUATE FROM LCCHS, ALL STUDENTS MUST DEMONSTRATE MASTERY OF THE SCHOOL'S COLLEGE READINESS SKILLS ALONG WITH ADHERENCE TO THE SCHOOL'S TEN GUIDING PRINCIPLES.~~

~~ALL STUDENTS AT LCCHS, INCLUDING STUDENTS WHO HAVE SPECIAL NEEDS, STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS, AND/OR STUDENTS WHO ARE IDENTIFIED AS "UNDER-PERFORMING" WILL BE EXPECTED TO MEET THESE OUTCOMES, BUT MAY BE PROVIDED ADDITIONAL SUPPORT AND/OR ACCOMMODATIONS AS NEEDED AND/OR LEGALLY REQUIRED ACCORDING TO EACH STUDENT'S INDIVIDUAL EDUCATION PLAN (IEP) AND/OR INDIVIDUAL LEARNING PLAN (ILP).~~

~~ACADEMIC CONTENT AND PERFORMANCE STANDARDS~~

~~AT LCCHS, WE ENSURE THAT ALL STUDENTS DEVELOP THE TYPE OF LITERACY, NUMERACY, AND THINKING ABILITIES NEEDED TO ACCESS, ENGAGE, AND MANAGE THE COMPLEX INFORMATION AND OPPORTUNITIES OF THE 21ST CENTURY. ALIGNED WITH THE CCCS, CSS, AND NGSS STUDENTS WILL ACHIEVE APPROPRIATE AGE OR GRADE LEVEL MASTERY OF:~~

- ~~● LANGUAGE ARTS - STUDENTS WILL BE ABLE TO READ, WRITE, AND SPEAK FOR A VARIETY OF PURPOSES TO A VARIETY OF AUDIENCES, AND INTERPRET AND ANALYZE A VARIETY OF SOURCES FOR DIFFERENT PURPOSES.~~
- ~~● MATHEMATICS - STUDENTS WILL BE ABLE TO PERSIST TO SOLVE COMPLEX PROBLEMS USING MULTIPLE STRATEGIES, COMMUNICATE AN UNDERSTANDING OF MATHEMATICAL LOGIC IN THE PROBLEM-SOLVING PROCESS, AND APPLY MATHEMATICAL CONCEPTS TO REAL-WORLD SCENARIOS.~~
- ~~● HISTORY AND SOCIAL SCIENCE - STUDENTS WILL BE ABLE TO ANALYZE PAST AND PRESENT EVENTS THROUGH MULTIPLE PERSPECTIVES WHILE DEMONSTRATING AN UNDERSTANDING OF HOW GEOGRAPHY, GOVERNMENT, ECONOMICS, AND CULTURE SHAPE THEIR OWN LIVES AND THE LIVES OF OTHERS.~~

~~● SCIENCE AND ENGINEERING - STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CORE IDEAS, PRACTICES, AND CROSS-CUTTING CONCEPTS OF SCIENCE AND ENGINEERING AND DEMONSTRATE THE PROCESS OF SCIENTIFIC INQUIRY THROUGH QUESTIONING, EXPERIMENTATION, DATA COLLECTION AND ANALYSIS, AND PROBLEM SOLVING.~~

~~● VISUAL AND PERFORMING ARTS - STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF HOW TO INTERPRET AND USE THE VISUAL AND PERFORMING ARTS TO COMMUNICATE IDEAS.~~

~~● WORLD LANGUAGES - STUDENTS WILL BE ABLE TO COMMUNICATE EFFECTIVELY IN READING, WRITING, SPEAKING, AND LISTENING IN A WORLD LANGUAGE OTHER THAN ENGLISH.~~

~~● ACADEMIC ELECTIVES - STUDENTS WILL DEMONSTRATE AN UNDERSTANDING AND CAPACITY TO APPLY THE CONTENT AND SKILLS FUNDAMENTAL TO EACH ACADEMIC ELECTIVE THEY TAKE. STUDENTS WILL ALSO USE THIS TIME TO GAIN THE ACADEMIC SKILLS AND SUPPORT NEEDED FOR SUCCESS ON A-G COURSEWORK.~~

~~COLLEGE READINESS SKILLS~~

~~DRAWING EXTENSIVELY ON DAVID T. CONLEY'S FOUR KEYS TO COLLEGE AND CAREER READINESS, LCCHS WILL PREPARE STUDENTS TO BECOME COLLEGE READY LIFELONG LEARNERS IN THE 21ST CENTURY THROUGH INSTRUCTION IN:~~

~~● COLLEGE READY HABITS - STUDENTS WILL DEMONSTRATE THE ABILITY TO MANAGE THEIR TIME, ADVOCATE FOR THEIR LEARNING, SEEK OUT MENTORS, CULTIVATE PASSIONS, AND DEVELOP THE HABITS OF WORK ESSENTIAL FOR SUCCESS IN COLLEGE AND THE WORK PLACE.~~

~~● OWNERSHIP, REFLECTION, GOAL SETTING - STUDENTS WILL OWN THEIR LEARNING AND BE ABLE TO REFLECT UPON THEIR CURRENT ACADEMIC STANDING TO DEVELOP SMART GOALS THAT WILL HELP THEM ATTAIN THEIR DESIRED LONG TERM GOALS. STUDENTS WILL IDENTIFY SPECIFIC STRATEGIES FOR ACHIEVING THE DESIRED GOALS AND REVISE STRATEGIES BASED UPON THEIR EFFICACY.~~

~~● FITNESS/ WELLNESS - STUDENTS WILL DEMONSTRATE AN APPRECIATION AND UNDERSTANDING OF FITNESS/ WELLNESS ISSUES ALONG WITH A CAPACITY TO MAKE CONSCIENTIOUS DECISIONS AROUND SUCH IMPORTANT MATTERS AS NUTRITION, EXERCISE, AND BODY IMAGE.~~

~~● TECHNOLOGY - STUDENTS WILL DEMONSTRATE THE ABILITY TO USE TECHNOLOGY AS BOTH A RESOURCE AND A PROBLEM-SOLVING TOOL IN ORDER TO MAXIMIZE THE VARIOUS TECHNOLOGICAL RESOURCES AVAILABLE TO THEM AS LEARNERS, WORKERS, AND CITIZENS.~~

~~GUIDING PRINCIPLES~~

~~IN ORDER TO ENSURE WE ARE DEVELOPING STUDENTS WHO ARE NOT ONLY PREPARED FOR COLLEGE AND/OR A CAREER OF THEIR CHOICE, BUT THAT STUDENTS ARE BECOMING SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL EMPLOYS TEN GUIDING PRINCIPLES. ALL STUDENTS AT THE CHARTER SCHOOL WILL BE TAUGHT PERSONAL AND INTERPERSONAL COMPETENCIES THAT ENCOURAGE THEM TO ACT ETHICALLY, TO BE PROACTIVE IN THEIR SOCIAL BEHAVIOR AND CHOICES, AND TO WORK EFFECTIVELY WITH OTHERS IN A MULTICULTURAL WORLD. AT LCCHS, IT IS NOT QUITE ENOUGH TO EDUCATE STUDENTS FOR THEIR OWN PERSONAL GAIN. WE AIM FOR OUR STUDENTS TO GRADUATE PREPARED TO GIVE BACK TO THEIR COMMUNITY IN A WAY THAT IS MEANINGFUL TO THEM.~~

~~THE GUIDING PRINCIPLES ARE AS FOLLOWS: _____~~

~~● _____ COLLABORATION - STUDENTS WILL SHOW COLLABORATION BY WORKING TOGETHER, SHARING IDEAS, AND NEGOTIATING DIFFERENCES.~~

~~● _____ COMMUNICATION - STUDENTS WILL SHOW COMMUNICATION BY ARTICULATING THEIR THOUGHTS, OPINIONS, AND KNOWLEDGE EFFECTIVELY THROUGH BOTH ORAL AND WRITTEN LANGUAGE.~~

~~● _____ COMPASSION - STUDENTS WILL SHOW COMPASSION BY BEING KIND, CONSIDERATE AND EMPATHETIC OF OTHER PEOPLE'S EMOTIONS AND NEEDS.~~

~~● _____ COURAGE - STUDENTS WILL SHOW COURAGE BY UNDERTAKING NEW AND UNFAMILIAR EXPERIENCES, COMMUNICATING HONESTLY AND OPENLY, ADVOCATING FOR THEIR NEEDS, AND DEALING WITH CONFLICTS CONSTRUCTIVELY.~~

~~● _____ CURIOSITY - STUDENTS WILL SHOW CURIOSITY BY ASKING QUESTIONS, TAKING INTELLECTUAL AND PERSONAL RISKS, AND PURSUING KNOWLEDGE THAT ENHANCES THEIR UNDERSTANDING OF THE WORLD.~~

~~● _____ INTEGRITY - STUDENTS WILL SHOW INTEGRITY BY ACTING ON THEIR VALUES AND TRYING THEIR BEST REGARDLESS OF WHAT OTHER PEOPLE MAY THINK.~~

~~● _____ PERSISTENCE - STUDENTS WILL SHOW PERSISTENCE BY WORKING HARD TO PROGRESS IN THEIR LEARNING AND PERSONAL GROWTH DESPITE THE OBSTACLES THAT MAY STAND IN THEIR WAY.~~

~~● _____ REFLECTION - STUDENTS WILL SHOW REFLECTION BY REGULARLY ASSESSING THEIR ACADEMIC AND SOCIAL PROGRESS TOWARD REACHING THEIR GOALS. STUDENTS WILL BE ABLE TO REFLECT ON HOW THEIR ACTIONS AFFECT OTHERS AND HOW TO REPAIR HARM WHEN IT IS DONE.~~

~~● _____ RESPECT - STUDENTS WILL SHOW RESPECT BY LISTENING ATTENTIVELY, AND TREATING OTHERS WITH CONSIDERATION AT ALL TIMES.~~

~~● RESPONSIBILITY - STUDENTS WILL SHOW RESPONSIBILITY BY ADHERING TO SCHOOL POLICIES, PRACTICING STRONG WORK HABITS, AND FOLLOWING THROUGH ON THEIR COMMITMENTS TO THEMSELVES, THEIR FAMILIES, AND THEIR COMMUNITY.~~

~~CLASSROOM STANDARDS~~

~~THE MEASURABLE STUDENT OUTCOMES ABOVE HAVE BEEN SUBDIVIDED INTO A LIST OF SPECIFIC GRADE LEVEL STANDARDS AND SKILLS (LEARNING TARGETS). THESE LEARNING TARGETS ARE ALIGNED TO THE CCCS, CSS, NGSS, AND OTHER STANDARDS DEEMED APPROPRIATE BY THE LCCPS BOARD OF DIRECTORS AND STAFF. IN ADDITION, STUDENTS WILL DEMONSTRATE THEIR OVERALL PROGRESS TOWARD GRADUATION THROUGH A SERIES OF "BENCHMARKS," A.K.A. PROMOTION PERFORMANCES ASSESSMENTS THROUGHOUT THEIR EXPERIENCE AT THE CHARTER SCHOOL. BENCHMARKS INCLUDE, BUT ARE NOT LIMITED TO, COURSE GRADE AND GPA REQUIREMENTS, SOPHOMORE PORTFOLIO AND PASSAGE PRESENTATIONS, SUMMER PROGRAM APPLICATION REQUIREMENTS, JUNIOR INTERNSHIP PARTICIPATION, AND SENIOR PROJECT COMPLETION.~~

~~LEARNING TARGETS FOR STUDENTS WITH SPECIAL NEEDS WILL BE ALIGNED WITH THE GOALS STATED IN EACH CHILD'S IEP. EACH IDENTIFIED STUDENT WILL HAVE AN INDIVIDUAL PASSAGE PLAN DEVELOPED AND SHARED WITH CLASSROOM TEACHERS. CLASSROOM LEVEL STANDARDS FOR ENGLISH LANGUAGE LEARNERS WILL BE ALIGNED THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT STANDARDS AND GOALS SET FORTH IN EACH CHILD'S INDIVIDUALIZED LEARNING PLAN.~~

~~IN ORDER TO BEST SERVE OUR STUDENTS AND COMMUNITY, THE CHARTER SCHOOL WILL CONTINUE TO EXAMINE AND REFINE THE LIST OF STUDENT OUTCOMES OVER TIME TO REFLECT THE SCHOOL'S MISSION AND ANY CHANGES TO STATE OR SCHOOL STANDARDS THAT SUPPORT THIS MISSION. THE CHARTER SCHOOL WILL SUBMIT A DESCRIPTION OF ANY SIGNIFICANT CHANGES TO THE ABOVE STUDENT OUTCOMES AS AN AMENDMENT OF THE CHARTER TO THE DISTRICT BOARD AT ANY TIME PRIOR TO EXPIRATION. THE DISTRICT BOARD AGREES TO HEAR AND RENDER AN AMENDMENT DECISION PURSUANT TO THE TIMELINES AND PROCESSES AS SPECIFIED IN THE EDUCATION CODE SECTION 47605 (B).~~

~~CHARTER SCHOOL OUTCOMES THAT ALIGN WITH STATE PRIORITIES~~

~~IN ACCORDANCE WITH CAL. ED. CODE §47605(B)(5)(A)(II), LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL HAS INCLUDED A DESCRIPTION OF ANNUAL GOALS FOR ALL PUPILS AND FOR EACH SUBGROUP OF PUPILS IDENTIFIED PURSUANT TO SECTION 52052, TO BE ACHIEVED IN THE STATE PRIORITIES, AS DESCRIBED IN SUBDIVISION (D) OF SECTION 52060, THAT APPLY FOR THE GRADE LEVELS SERVED, OR THE NATURE OF THE PROGRAM OPERATED, BY THE CHARTER SCHOOL, AND SPECIFIC ANNUAL ACTIONS TO ACHIEVE THOSE GOALS. IN ADDITION, OUR CHARTER PETITION IDENTIFIES ADDITIONAL SCHOOL PRIORITIES, THE GOALS FOR THE SCHOOL PRIORITIES, AND THE SPECIFIC ANNUAL ACTIONS TO ACHIEVE THOSE GOALS.~~

~~THE LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL'S PUPIL OUTCOMES, DISAGGREGATED BY MAJOR SUBGROUPS IN COMPLIANCE WITH EDUCATION CODE SECTION 47607(B)(5)(A)(II), ARE DETAILED IN FIGURE B.1.~~

~~FIGURE B.1 OUTCOMES ALIGNED WITH STATE PRIORITIES~~

GOAL 1: HIGH EXPECTATIONS FOR ALL STUDENTS

~~WE START WITH THE BELIEF THAT EVERY CHILD DESERVES TO REACH THEIR FULLEST POTENTIAL AND MUST BE HELD TO HIGH EXPECTATIONS. BUILT UPON THIS BELIEF, OUR EDUCATIONAL PROGRAM IS BASED UPON CLEARLY ARTICULATED ACADEMIC AND CHARACTER EXPECTATIONS.~~

OUTCOME(S)

~~LIGHTHOUSE STUDENTS ARE FOCUSED, REFLECTIVE, AND PERSISTENT LEARNERS WHO KNOW THEMSELVES WELL, ARE STRONG COMMUNICATORS, AND ARE PREPARED TO INDEPENDENTLY ENGAGE COLLEGE AND CAREER OUTSIDE OF LIGHTHOUSE.~~

ACTIONS(S)

~~COLLEGE & CAREER READINESS~~

- ~~● 1A. ALL JUNIORS AND SENIORS ARE ENROLLED IN COLLEGE AND CAREER PREPARATION CLASSES.~~
- ~~● 1B. CREW LEADERS (ADVISORS) OVERSEE AND MONITOR THE COLLEGE AND SCHOLARSHIP APPLICATION PROCESSES FOR THEIR COHORT.~~
- ~~● 1C. ALL HIGH SCHOOL STUDENTS PARTICIPATE IN COLLEGE VISITS, WITH ADDITIONAL SMALL GROUP AND INDIVIDUAL TOURS FACILITATED AS NEEDED.~~
- ~~● 1D. PARTNERSHIPS ARE FORGED TO PROVIDE ADDITIONAL SUPPORT IN ACADEMIC AND FINANCIAL PREPARATION, FOR EXAMPLE THE GLOW PROGRAM FOR COLLEGE BUDGETING AND BEYOND¹² FOR DATA TRACKING AND COACHING.~~
- ~~● 1E. ALL JUNIORS TAKE THE SAT.~~

~~STUDENT ACHIEVEMENT, SUPPORT & INTERVENTION~~

- ~~● 1F. STRUGGLING STUDENTS ARE PROVIDED ADDITIONAL READING INTERVENTION THROUGH THE RESPONSE TO INTERVENTION (RTI) PROGRAM TO CLOSE GAPS WITH THEIR PEERS.~~

~~INSTRUCTIONAL PRACTICE~~

- ~~● 1G. PROFESSIONAL DEVELOPMENT SUPPORTS PRACTICE THROUGH WEEKLY INQUIRY GROUPS AND QUARTERLY WEEK-LONG PROFESSIONAL DEVELOPMENT INSTITUTES.~~
- ~~● 1H. TEACHERS ARE REGULARLY OBSERVED BY PEERS, COACHES, AND ADMINISTRATORS AND PROVIDED FEEDBACK TO CONTINUALLY IMPROVE PRACTICE IN THE SERVICE OF ELEVATING STUDENT ACHIEVEMENT.~~
- ~~● 1I. TEACHERS WITH PRELIMINARY CREDENTIALS ARE PROVIDED WITH BTSA TRAINING AND A BTSA COACH TO ENSURE THEY CLEAR THEIR CREDENTIAL WITHIN THE TERM OF LICENSURE.~~

~~MEASURE(S)~~

~~●—— LIGHTHOUSE GRADUATES ACCEPTED TO A “JUST RIGHT” COLLEGE OR UNIVERSITY WILL INCREASE FROM THE 2014-15 BASELINE AT AN AVERAGE OF 1% ANNUALLY UNTIL THE GOAL OF 85% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~●—— THE MEAN SCORE OF THE MATHEMATICS AND CRITICAL READING SECTIONS TOGETHER, AS MEASURED BY THE SAT, WILL INCREASE AT AN AVERAGE OF 10 POINTS EACH YEAR UNTIL THESE MEET THE NATIONAL MEDIAN SCORE, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~●—— LIGHTHOUSE STUDENTS WHO SHOW GROWTH BETWEEN BASELINE AND END-OF-YEAR PROFICIENCY AS MEASURED BY THE SBAC AND/OR INTERNALLY DESIGNED ASSESSMENTS WILL INCREASE FROM THE 2014-15 BASELINE AT AN AVERAGE OF 1% ANNUALLY UNTIL THE GOAL OF 75% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~●—— LIGHTHOUSE STUDENTS WHO MEET GRADE-LEVEL PROFICIENCY ON SBAC-ALIGNED PERFORMANCE TASK METRICS WILL INCREASE FROM THE 2014-15 BASELINE AT AN AVERAGE OF 1% ANNUALLY UNTIL THE GOAL OF 75% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

IN SUPPORT OF STATE PRIORITIES

~~●—— 4 – PUPIL ACHIEVEMENT~~

~~●—— 8 – PUPIL OUTCOMES~~

GOAL 2: DEEP LEARNING THROUGH RIGOROUS CURRICULUM

~~LIGHTHOUSE IS UNIQUELY POSITIONED TO STRATEGICALLY MEET THE NEEDS OF OUR STUDENTS OVER THEIR K-12 CAREERS. WE FOCUS ON STUDENT MASTERY OF RIGOROUS STANDARDS; AUTHENTIC ASSESSMENT OF STUDENT LEARNING; GUIDING PRINCIPLES THAT EMPHASIZE COLLABORATION, CURIOSITY, AND REFLECTION; AND A PEDAGOGICAL APPROACH THAT VERTICALLY ALIGNS INSTRUCTIONAL PRACTICES, CONTENT, SKILLS, AND ASSESSMENTS. DEEP AND MEANINGFUL LEARNING EXPERIENCES THAT ALLOW STUDENTS TO APPLY WHAT THEY'VE LEARNED RESULT IN AUTHENTICALLY ENGAGED STUDENTS.~~

OUTCOME(S)

~~ALL LIGHTHOUSE STUDENTS ARE DEEPLY ENGAGED IN A VERTICALLY ALIGNED STANDARDS BASED, COMMON CORE, AND NGSS CURRICULUM THAT WILL PREPARE THEM FOR COLLEGE SUCCESS.~~

ACTIONS(S)

INSTRUCTIONAL PRACTICE TO SUPPORT STUDENT ENGAGEMENT

- ~~2A (ALSO 1G). PROFESSIONAL DEVELOPMENT SUPPORTS PRACTICE THROUGH WEEKLY INQUIRY GROUPS AND QUARTERLY WEEK-LONG PROFESSIONAL DEVELOPMENT INSTITUTES.~~
- ~~2B (ALSO 1H). TEACHERS ARE REGULARLY OBSERVED BY PEERS, COACHES, AND ADMINISTRATORS AND PROVIDED FEEDBACK TO CONTINUALLY IMPROVE PRACTICE IN THE SERVICE OF ELEVATING STUDENT ACHIEVEMENT.~~

ENGLISH LANGUAGE ACQUISITION

- ~~2C. ALL ENGLISH LEARNERS WILL RECEIVE DESIGNATED ELD INSTRUCTION THAT IS TARGETED TO THEIR PROFICIENCY LEVEL, ALIGNED TO THE NEW ELD STANDARDS, AND DESIGNED TO MOVE THEM TOWARD ENGLISH PROFICIENCY.~~
- ~~2D. IDENTIFY, ADOPT, SOCIALIZER AND USE GROWTH TARGETS FOR ENGLISH LANGUAGE PROFICIENCY THAT LEAD TO RECLASSIFICATION.~~
- ~~2E. BETTER ALIGN AND LEVERAGE DATA MANAGEMENT SYSTEMS TO TRACK STUDENT PROGRESS TOWARD PROFICIENCY IN RELATION TO GROWTH TARGETS AND RECLASSIFICATION CRITERIA.~~

CURRICULUM ALIGNMENT

- ~~2F. REVIEW EXISTING CURRICULUM TO IDENTIFY GAPS AND OVERLAPS WITH COMMON CORE STANDARDS, CALIFORNIA ELD STANDARDS, AND NEXT GENERATION SCIENCE STANDARDS.~~
- ~~2G. IDENTIFY AND PURCHASE CURRICULUM MATERIALS TO SUPPLEMENT AND/OR REPLACE CURRENT RESOURCES THAT INCREASE ALIGNMENT TO COMMON CORE STANDARDS, CALIFORNIA ELD STANDARDS, AND NEXT GENERATION SCIENCE STANDARDS.~~
- ~~2H. STIPEND TEACHER SUMMER PLANNING DAYS IN WHICH TEACHERS WORK WITH COACHES TO REVISE CURRICULUM MAPS TO INCREASE ALIGNMENT TO COMMON CORE STANDARDS, CALIFORNIA ELD STANDARDS, AND NEXT GENERATION SCIENCE STANDARDS.~~

MEASURE(S)

- ~~LIGHTHOUSE STUDENTS WHO ARE DEEPLY ENGAGED IN LEARNING AS MEASURED BY QUARTERLY OBSERVATIONS USING ENGAGEMENT TOOLS SUCH AS THE TRIPOD STUDENT ENGAGEMENT FRAMEWORK WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 85% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~
- ~~LIGHTHOUSE STUDENTS WHO SUCCESSFULLY COMPLETE GRADE AND STANDARDS-ALIGNED PASSAGE PROCESS, DEMONSTRATING READINESS FOR THE NEXT PHASE OF THEIR EDUCATIONAL CAREER (I.E. NEXT LOOP LEVEL OR GRADUATION) AS MEASURED BY AUDIT OF PROMOTION AND RETENTION DATA WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 90% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~
- ~~THE FOUR-YEAR GRADUATION RATE AS CALCULATED BY SARC WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 70% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~
- ~~THE DROP-OUT RATE AS CALCULATED BY SARC WILL BE REDUCED FROM 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 10% OR LESS IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~
- ~~THE PERCENTAGE OF ELLS WHO MAKE ANNUAL PROGRESS IN LEARNING ENGLISH WILL REMAIN AT 65% OR GREATER AS MEASURED BY THE CELDT OR SUBSEQUENT STATE-DEFINED MEASURE, IN ORDER TO CONTINUE TO MEET STATE-DEFINED EXPECTATIONS (AMA O 1).~~
- ~~THE PERCENTAGE OF ELLS IN ENGLISH LANGUAGE INSTRUCTION PROGRAMS FOR 5 YEARS OR MORE THAT REACH ENGLISH LANGUAGE PROFICIENCY AS MEASURED BY THE CELDT OR SUBSEQUENT STATE-DEFINED MEASURE, WILL CONTINUE TO MEET STATE-DEFINED EXPECTATIONS (AMA O 2).~~
- ~~THE PERCENTAGE OF ELLS IN ENGLISH LANGUAGE PROGRAMS FOR FEWER THAN FIVE YEARS AS MEASURED BY THE CELDT OR SUBSEQUENT STATE-DEFINED MEASURE, WILL CONTINUE TO MEET STATE-DEFINED EXPECTATIONS (AMA O 2).~~
- ~~LIGHTHOUSE CURRICULUM MAPS, UNITS OF STUDY, ASSESSMENT AND INSTRUCTION THAT ARE ALIGNED TO THE COMMON CORE STANDARDS, CALIFORNIA ELD STANDARDS, AND NEXT GENERATION SCIENCE STANDARDS (NGSS) AS MEASURED BY AN INTERNAL AUDIT WILL INCREASE FROM THE 2014-15 BASELINE AT AN AVERAGE OF 10% ANNUALLY UNTIL THE GOAL OF 100% IS MET.~~

IN SUPPORT OF STATE PRIORITIES

● ~~2 – ALIGNMENT TO COMMON CORE, WITH SUPPORT FOR ELLS AND OTHER SUBGROUPS~~

● ~~4 – PUPIL ACHIEVEMENT~~

● ~~5 – STUDENT ENGAGEMENT~~

● ~~8 – PUPIL OUTCOMES~~

GOAL 3: FAMILY INVOLVEMENT

~~LIGHTHOUSE FAMILIES ARE ESSENTIAL PARTNERS IN THE EDUCATION OF THEIR CHILD. THE PRIMARY PURPOSE OF FAMILY-SCHOOL INTERACTIONS IS TO LEVERAGE AND BUILD THE CAPACITY OF FAMILIES TO BEST SUPPORT THE ACADEMIC, SOCIAL, AND EMOTIONAL GROWTH OF THEIR CHILDREN. LIGHTHOUSE SUPPORTS THE FULL PARTICIPATION OF ALL FAMILIES WHILE SIMULTANEOUSLY FACILITATING PLENTY OF OTHER OPPORTUNITIES FOR FAMILIES TO BUILD COMMUNITY WITH ONE ANOTHER, LEARN, AND GET INVOLVED WITH THEIR CHILD'S EDUCATION.~~

OUTCOME(S)

- ~~● FAMILIES KNOW HOW TO AND ARE INSPIRED TO ACTIVELY PARTICIPATE IN THE SCHOOL AND THEIR CHILDREN'S EDUCATION.~~
- ~~● FAMILIES FEEL CONNECTED WITH EACH OTHER, THEIR CHILD'S TEACHER, AND THE LIGHTHOUSE COMMUNITY.~~

ACTIONS(S)

FAMILY INVOLVEMENT (ILP MEETINGS, ENGAGEMENT, & COMMUNICATION)

- ~~● 3A. TEACHERS AND CREW LEADERS WORK WITH STUDENTS TO PREPARE FOR ILP MEETINGS AND ENLIST FAMILY MEMBERS IN PARTICIPATING.~~
- ~~● 3B. FAMILY LIAISON WORKS WITH FAMILIES TO IDENTIFY AREAS OF INTEREST AND NEED, THEN ORGANIZE PROGRAMING TO SUPPORT FAMILY LEARNING.~~
- ~~● 3C. PARENT LEADER WORKS WITH CREW PARENTS TO ENGAGE AND INVOLVE FAMILIES IN THE LIFE OF THE SCHOOL.~~
- ~~● 3D. FAMILY LEARNING EVENTS ARE HELD IN INCREASED FREQUENCY ON TARGETED AREAS OF NEED, FOR EXAMPLE COMMON CORE STANDARDS, FAMILY EMPOWERMENT THROUGH THE PADRES COMPROMETIDOS PROGRAM, TRAINING ON HOW TO HAVE DIRECT CONVERSATIONS, ETC.~~

MEASURE(S)

~~● FAMILIES WHO ACTIVELY PARTICIPATE IN THEIR CHILD'S INDIVIDUALIZED LEARNING PLAN MEETINGS AS MEASURED BY INTERNAL AUDIT WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 95% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● NEW FAMILIES WHO ENGAGE IN AT LEAST ONE ADDITIONAL PARENT ACTIVITY THROUGHOUT THE SCHOOL YEAR (E.G. COFFEE TUESDAY, PADRES COMPROMETIDOS, CREW PARENTS, POTLUCKS, ETC.) WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 75% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● FAMILIES WHO FEEL LIKE VALUED MEMBERS OF THE SCHOOL COMMUNITY AS MEASURED BY FAMILY SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 90% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● FAMILIES WHO FEEL THEY RECEIVE CONSISTENT AND CLEAR COMMUNICATION FROM THEIR CHILD'S TEACHER AS MEASURED BY FAMILY SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 85% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

IN SUPPORT OF STATE PRIORITIES

~~● 3 - PARENT INVOLVEMENT~~

~~● 4 - PUPIL ACHIEVEMENT~~

~~● 8 - PUPIL OUTCOMES~~

GOAL 4: PROFESSIONAL LEARNING COMMUNITY

~~WE BELIEVE THAT A HIGH QUALITY TEACHER IS ONE OF, IF NOT THE MOST POWERFUL LEVERS IN STUDENT ACHIEVEMENT. AS A RESULT, WE PRIORITIZE THE CULTIVATION OF A ROBUST PROFESSIONAL LEARNING COMMUNITY. WE HAVE BUILT A STRONG PROFESSIONAL TEAM THAT IS KNOWN WELL AND COACHED ACCORDINGLY, A MISSION-ALIGNED COMPENSATION SYSTEM, AND OPPORTUNITIES FOR COLLABORATION AND GROWTH WITHIN THE ORGANIZATION FOR ALL FACULTY AND STAFF MEMBERS.~~

OUTCOME(S)

- ~~● LIGHHOUSE STAFF FEEL KNOWN WELL, SUPPORTED, AND ENCOURAGED TO CONTINUOUSLY GROW IN SERVICE OF THE MISSION.~~
- ~~● STAFF FEEL CONNECTED TO EACH OTHER, THEIR STUDENTS, THEIR FAMILIES, AND HAVE DEEP COMMITMENT TO THE MISSION.~~

ACTIONS(S)

INSTRUCTIONAL PRACTICE TO SUPPORT PROFESSIONAL GROWTH & MOTIVATION

- ~~● 4A (ALSO 1G & 2A). PROFESSIONAL DEVELOPMENT SUPPORTS PRACTICE THROUGH WEEKLY INQUIRY GROUPS AND QUARTERLY WEEK-LONG PROFESSIONAL DEVELOPMENT INSTITUTES.~~
- ~~● 4B (ALSO 1H & 2B). TEACHERS ARE REGULARLY OBSERVED BY PEERS, COACHES, AND ADMINISTRATORS AND PROVIDED FEEDBACK TO CONTINUALLY IMPROVE PRACTICE IN THE SERVICE OF ELEVATING STUDENT ACHIEVEMENT.~~

STAFF SATISFACTION & MOTIVATION

- ~~● 4C. THE COMPENSATION MODEL CONTINUES TO EVOLVE IN A WAY THAT SUPPORTS GROWTH, REWARDS EFFECTIVE EFFORT AND SATISFIES BASIC NEEDS OF FACULTY AND STAFF.~~
- ~~● 4D. INCREASE FROM 4% TO 8% MATCHING FOR RETIREMENT CONTRIBUTION, RETURNING TO PRE-RECESSIONS RATES.~~

MEASURE(S)

~~●—— STAFF WHO FEEL THAT THEY ARE EFFECTIVELY AND ACTIVELY SUPPORTED TO GROW AS A PROFESSIONAL AS MEASURED BY STAFF SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 80% IS MET.~~

~~●—— STAFF WHO ARE MOTIVATED TO DO “WHAT IT TAKES” TO ACHIEVE THE LIGHTHOUSE MISSION AS MEASURED BY STAFF SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 80% IS MET.~~

~~●—— STAFF WHO FEEL VALUED, FAIRLY COMPENSATED, AND SUPPORTED AS MEASURED BY STAFF SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 80% IS MET.~~

IN SUPPORT OF STATE PRIORITIES

~~●—— 1— QUALITY TEACHERS, CURRICULUM, AND FACILITY~~

~~●—— 4— PUPIL ACHIEVEMENT~~

~~●—— 5— STUDENT ENGAGEMENT~~

~~●—— 6— SCHOOL CLIMATE~~

~~●—— 8— PUPIL OUTCOMES~~

GOAL 5: WHOLE CHILD

~~LIGHTHOUSE COMMUNITY CHARTER SCHOOL IS AN ORGANIZATION FOCUSED SQUARELY ON ENSURING EACH AND EVERY ONE OF OUR STUDENTS HAS THE OPPORTUNITY TO ATTEND AND SUCCEED IN COLLEGE, AS IT IS AN INCREDIBLE GATEKEEPER TO BEING ABLE TO ATTAIN A CAREER OF ONE'S CHOICE. THERE ARE MANY ORGANIZATIONS WITH THIS SAME MISSION, YET HOW WE GET THERE IS UNIQUE. WE KNOW THAT WHEN A STUDENT IS SOCIALLY, EMOTIONALLY, AND PHYSICALLY HEALTHY THEY ARE MUCH MORE LIKELY TO BE ACADEMICALLY SUCCESSFUL. AS A RESULT, WE HAVE SEVERAL STRUCTURES AND PRACTICES IN PLACE TO SERVE THE "WHOLE CHILD," AND ENSURE EVERY STUDENT IS KNOWN WELL, AND IS GETTING THE DIFFERENTIATED SUPPORTS THAT ENABLE THEIR SUCCESS. IN ADDITION, WE BELIEVE IT IS THE SCHOOL'S PLACE TO BUILD OUR STUDENTS' SOCIAL CAPITAL, PROVIDING THEM ACCESS TO EXPERIENCES AND OPPORTUNITIES THAT WILL HELP THEM IDENTIFY AND REALIZE THEIR GOALS.~~

OUTCOME(S)

- ~~● STUDENTS KNOW WHO THEY ARE AND HAVE A CLEAR SENSE OF THEIR IDENTITY.~~
- ~~● STUDENTS ARE SOCIALLY, EMOTIONALLY, AND PHYSICALLY HEALTHY.~~
- ~~● STUDENTS ARE ACTIVE MEMBERS OF THEIR COMMUNITY AND PARTICIPATE IN THE LIFE OF THEIR COMMUNITY.~~

ACTIONS(S)

COLLEGE & CAREER READINESS

- ~~5A (ALSO 1A). ALL JUNIORS AND SENIORS ARE ENROLLED IN COLLEGE AND CAREER PREPARATION CLASSES.~~
- ~~5B (ALSO 1B). CREW LEADERS (ADVISORS) OVERSEE AND MONITOR THE COLLEGE AND SCHOLARSHIP APPLICATION PROCESSES FOR THEIR COHORT.~~
- ~~5C (ALSO 1C). ALL HIGH SCHOOL STUDENTS PARTICIPATE IN COLLEGE VISITS, WITH ADDITIONAL SMALL GROUP AND INDIVIDUAL TOURS FACILITATED AS NEEDED.~~
- ~~5D (ALSO 1D). PARTNERSHIPS ARE FORGED TO PROVIDE ADDITIONAL SUPPORT IN ACADEMIC AND FINANCIAL PREPARATION, FOR EXAMPLE THE GLOW PROGRAM FOR COLLEGE BUDGETING.~~

STUDENT ACHIEVEMENT, INTERVENTION & SUPPORT FOR STUDENTS AND SCHOOL CLIMATE

- ~~5E. SMALL CLASS SIZE IS MAINTAINED TO ENSURE ALL STUDENTS ARE KNOWN WELL.~~
- ~~5F. CREW (ADVISORY) IS UTILIZED TO PROVIDE A SMALL VENUE IN WHICH STUDENTS ARE SUPPORTED SOCIALLY, EMOTIONALLY, AND ACADEMICALLY.~~
- ~~5G. ASSOCIATED STUDENT BODY (9TH – 12TH) STRUCTURE IS UTILIZED TO SUPPORT STUDENT EMPOWERMENT AND ENGAGEMENT.~~
- ~~5H. CONTINUE TO IMPLEMENT AND REFINE RESPONSE TO INTERVENTION (RTI) PROGRAM, TO IDENTIFY AND SERVE ALL STUDENTS WITH TIER 1, 2, AND 3 ACADEMIC AND SOCIAL-EMOTIONAL INTERVENTIONS (INCLUDING SERVICES UNDER 504 PLANS AND IEPs, SERVICES FOR ELLs, SERVICES FOR FOSTER YOUTH, AND SERVICES FOR STUDENTS FROM LOW-INCOME FAMILIES).~~
- ~~5I. STUDENT CASE MANAGER PROVIDES SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORT UTILIZING THE RESTORATIVE JUSTICE MODEL.~~
- ~~5J. SCHOOL COUNSELORS PROVIDE INDIVIDUAL AND GROUP THERAPY, THROUGH THE RESPONSE TO INTERVENTION (RTI) PROGRAM.~~

MEASURE(S)

~~● THE PERCENT OF JUNIORS AND SENIORS WHO REPORT HAVING A PLAN FOR THEIR FUTURE THAT INCLUDES COLLEGE AS MEASURED BY STUDENT SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 90% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● THE PERCENT OF STAFF WHO REPORT THAT STUDENT SUPPORT SYSTEMS (THERAPY, INTERVENTION, ETC.) DIRECTLY INFLUENCE THE ABILITY OF THEIR STUDENTS TO ACADEMICALLY SUCCEED AS MEASURED BY STAFF SURVEY WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 80% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● THE PERCENT OF STUDENTS WHO REPORT HAVING A TRUSTING RELATIONSHIP WITH AT LEAST ONE LIGHTHOUSE STAFF MEMBER AS MEASURED BY STUDENT SURVEY WILL REMAIN AT 90% OR HIGHER ON AVERAGE, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● STUDENTS ATTENDANCE RATE AS MEASURED BY SARC WILL REMAIN AT 95% OR HIGHER ON AVERAGE, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● CHRONIC ABSENTEEISM AS MEASURED BY SARC WILL DECREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 5% OR LESS IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● LIGHTHOUSE STUDENTS WHO ARE PHYSICALLY FIT, AS MEASURED BY BEING IN THE HEALTHY FITNESS ZONE ON 5 OR MORE CATEGORIES OF THE PFT, WILL INCREASE FROM THE 2014-15 BASELINE BY 1% ANNUALLY ON AVERAGE UNTIL THE GOAL OF 75% IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● LIGHTHOUSE STUDENTS WHO EXPRESS A SENSE OF SAFETY AT SCHOOL AS MEASURED BY THE SCAI WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 0.1 POINTS ANNUALLY ON AVERAGE UNTIL THE GOAL OF 4.0 IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

~~● LIGHTHOUSE STUDENTS WHO DEMONSTRATE NON-ACADEMIC QUALITIES OF ATTITUDE AND CULTURE THAT PREPARE THEM FOR CAREER, COLLEGE, AND LIFE SUCCESS AS MEASURED BY THE SCAI WILL INCREASE FROM THE 2014-15 BASELINE BY A MINIMUM OF 0.1 POINTS ANNUALLY ON AVERAGE UNTIL THE GOAL OF 4.0 IS MET, OVERALL AND FOR ALL SIGNIFICANT SUBGROUPS.~~

IN SUPPORT OF STATE PRIORITIES

- ~~4 – PUPIL ACHIEVEMENT~~
- ~~5 – STUDENT ENGAGEMENT~~
- ~~6 – SCHOOL CLIMATE~~
- ~~8 – PUPIL OUTCOMES~~

ELEMENT 3 - METHODS OF MEASURING PUPIL OUTCOMES

I. Statewide Testing

DRL: “Pursuant to the implementation of California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, LCCHS will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”

DRL: “If LCCHS does not test with the District, LCCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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

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

I. INTRODUCTION

Lighthouse Community Charter High ~~School~~ provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of ~~Learning~~ skills and knowledge. At LCCHS, we believe that assessment practices should motivate students to become leaders of their own learning and clearly communicate progress to students and families. Students track their progress toward State Standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student- led family conferences, passage presentations, and celebrations of learning. Because of LCCHS’s expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level. ~~Targets and attainment of the outcomes identified in Elements A and B. Because of our commitment to serving the whole learner, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning. Assessment data will be both formative and summative, and used throughout the year to engage students, teachers and families in reflection on student achievement and will inform future steps necessary to achieve student mastery.~~

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

~~formative, summative, and used formally throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.~~

Student assessment at LCCHS will include:

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

~~Student assessment at LCCHS will include:~~

~~Baseline and Summative Assessments to measure student growth;~~

~~Coursework and Content Assessments~~

~~Portfolios to provide an ongoing record of student work that meets mastery;~~

~~Formative Assessments to formally measure achievement on an ongoing basis, including biennial language development assessments, developmental reading assessments, biennial writing~~

~~Individual Learning Plan (ILP) meetings to reflect on student progress and set goals~~

~~assessments, and regular standards-based assessments in literacy and math.~~

~~State assessments and/or other standardized tests, as required by Education Code 47605(c)(2);~~

~~PSAT and SAT to support college readiness;~~

~~Presentations to present and defend learning~~

~~Individual Learning Plan (ILP) meetings to reflect on student progress and set goals~~

~~EXPOs of Student Work to showcase student learning for families and the community.~~

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

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

II. FORMS OF ASSESSMENTS

In order to ensure that all students within LCCHS are achieving the student outcomes detailed in Elements 1 and 2, assessment will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies. It will also serve a critical role in reporting student and school achievement and progress to caretakers.~~It will also serve a critical role in reporting to caretakers.~~

A. Learning Targets & Mastery Based Grading

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

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

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

B. Curriculum Embedded Assessments

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

C. Portfolios

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

D. Passage Presentations

At the conclusion of sophomore and senior years, all students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such presentations give students the opportunity to demonstrate that they have mastered the content of their classes, completed high quality work, and demonstrated growth and development towards the LCPS Graduate Profile. These presentations of learning also require students to meet the “real world standard” created by a panel of judges from different sectors of the community.

E. Student Led Conferences & Goals

Each student at LCCHS has individualized goals based on their Student Led Conferences (“SLCs”). Parents, students, and teachers come together three times a year, once to develop the SLC goals and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary.

F. Diagnostic and Growth Measures

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

G. English Language Development Assessments

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

H. State Assessments

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

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

- [Physical Fitness Test](#)

I. [PSAT and SAT](#)

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

III. ASSESSMENT METHODS ACROSS CONTENT AREA AND SUBJECT MATTER

In order to ensure that all students at LCCHS are achieving the student outcomes detailed above, assessment at LCCHS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies. Figure 3.1 provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Academic Knowledge	Language Arts	<ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Presentations and performances • Simulations • Interim Assessments • EXPO 	SBAC CAHSEE CELDT SAT SATH
	Mathematics	<ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Skill builders • Fix-it problems • Seminar, debate, and discussion • Labs and investigations • Presentations • EXPO 	SBAC CAHSEE SAT SATH
	Social Studies	<ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs 	CST

		<ul style="list-style-type: none"> ● Writing pieces across genres ● Seminar, debate, and discussion ● Presentations and performances ● Research projects and papers ● Simulations ● EXPO 	(where applicable) SAT-H
	Science	<ul style="list-style-type: none"> ● Tests and quizzes ● Focused paragraphs ● Laboratories ● Laboratory write-up ● Posters ● Research projects ● Seminar, debate, and discussion ● Presentations ● EXPO 	CST (where applicable) SAT-H
	Foreign Language	<ul style="list-style-type: none"> ● Tests and quizzes ● Focused paragraphs ● Essays and creative writing tasks ● Presentations and performances ● Seminar, debate, and discussion ● Simulations ● EXPO 	SAT-H
	Visual Arts	<ul style="list-style-type: none"> ● Tests and quizzes ● Sketchbook reviews ● Seminar, debate, and discussion ● Art reviews and critiques ● Portraiture ● Passage Presentations ● Gallery presentations ● EXPO 	None
	Academic Electives	<ul style="list-style-type: none"> ● Tests and quizzes ● Focused paragraphs ● Seminar, debate, and discussion ● Presentations / galleries ● Performances ● Simulations ● EXPO 	None

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
<u>LCPS Graduate Profile</u>	<u>English</u> <u>Language</u>	<ul style="list-style-type: none"> ● <u>Tests and quizzes</u> ● <u>Focus paragraphs</u> ● <u>Writing pieces across genres</u> ● <u>Seminar, debate, and discussion</u> 	<u>SBAC</u> <u>NWEA MAP</u> <u>ELPAC</u> <u>SAT</u>

<u>Academic Knowledge</u>	<u>Arts</u>	<ul style="list-style-type: none"> • <u>Creative presentations of literature</u> • <u>Presentations and performances</u> • <u>Simulations</u> • <u>Interim Assessments</u> • <u>Research Paper</u> 	<u>SAT II</u>
	<u>Mathematics</u>	<ul style="list-style-type: none"> • <u>Tests and quizzes</u> • <u>Focus Paragraphs</u> • <u>Complex mathematical problems (problems of the week / day)</u> • <u>Interim Assessments</u> • <u>Seminar, debate, and discussion</u> • <u>Group Work</u> • <u>Presentations</u> 	<u>SBAC</u> <u>NWEA MAP</u> <u>SAT</u> <u>SAT II</u>
	<u>Social Studies</u>	<ul style="list-style-type: none"> • <u>Tests and quizzes</u> • <u>Focus paragraphs</u> • <u>Seminar, debate, and discussion</u> • <u>Presentations and performances</u> • <u>Research projects and papers</u> • <u>Simulations</u> 	<u>SAT II</u>
	<u>Science</u>	<ul style="list-style-type: none"> • <u>Tests and quizzes</u> • <u>Focus paragraphs</u> • <u>Scientific Inquiries</u> • <u>Lab Reports</u> • <u>Posters</u> • <u>Research projects</u> • <u>Seminar, debate, and discussion</u> • <u>Presentations</u> 	<u>CAST</u> <u>SAT II</u>
	<u>Foreign Language</u>	<ul style="list-style-type: none"> • <u>Tests and quizzes</u> • <u>Focus paragraphs</u> • <u>Essays and creative writing tasks</u> • <u>Presentations and performances</u> • <u>Seminar, debate, and discussion</u> • <u>Simulations</u> 	<u>SAT II</u> <u>AP</u>
	<u>CTE Pathway</u>	<ul style="list-style-type: none"> • <u>Presentations of Work and Critiques</u> • <u>Focus Paragraphs</u> • <u>Portfolio Review</u> • <u>Passage Presentations</u> • <u>EXPO</u> • <u>Industry Panel Reviews</u> 	<u>None</u>
	<u>Visual Arts</u>	<ul style="list-style-type: none"> • <u>Tests and quizzes</u> 	<u>None</u>

		<ul style="list-style-type: none"> • High Quality Work reviews • Art reviews and critiques • Gallery exhibitions 	
	Electives	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • Research Papers • Physical Demonstrations 	PFT

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

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

Assessment Continuum

As indicated in the introduction of Element C, our broad variety of assessments will be used across grade levels and subject areas. Figure C.2 is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure C.2.2 Assessment Scope and Sequence

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

<p>Student Work and Portfolio</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	9-12	ELD ELA Math Science Social Studies Art Physical Education Personal Qualities Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
<p><u>Student Led Conferences</u></p> <p>Individual Learning Plan Meetings</p> <p>Reflect on student strengths and areas for growth</p> <p>Identify specific goals and strategies to achieve goals</p> <p>Measure growth on goals</p>	9-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains Physical Education Personal Qualities	Triennial	Mastery of at least one goal
<p>Passage Presentations</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	10, 11 , & 12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains Physical Education Personal Qualities	Annual	70% of standards have evidence of mastery

		Physical Education		
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	9, 10, 11, 12	ELA Math	Triennially (Interims and Final Summative)	Proficient and categorical growth <u>Standards Met, Standard Exceeded, and categorical growth</u>
<u>NWEA Measure of Academic Progress</u> Measures students growth on Reading and Math	<u>9,10,11, 12</u>	<u>Reading Math</u>	<u>3x/year</u>	<u>High Achieving or High Growth</u>
<u>CAST</u> <u>Measure student’s mastery of grade level science standards</u>	<u>11</u>	<u>Science</u>	<u>Annually</u>	<u>Proficient</u>
<u>Physical Fitness Test</u> <u>Measure student’s physical fitness</u>	<u>9</u>	<u>Physical Education</u>	<u>Annually</u>	<u>Physically fit in at least 4 of 6 areas</u>
PSAT and SAT Measure student’s college readiness	9-12	Reading Writing Math	Annually	At the national norm

IV. STUDENT, TEACHER AND SCHOOL USE OF DATA

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

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.

- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).
- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

V. SCHOOL AND FAMILY USE OF DATA

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

Figure 3.3 Formal Reporting to Caretakers

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

	<ul style="list-style-type: none"> • <u>Review student work and measure progress toward mastery of learning targets, and ultimately, passage.</u> • <u>Share student performance and progress on external and internal assessments</u> • <u>Develop ownership of learning and goal setting for both the student and family</u> • <u>Develop student presentation skills</u> • <u>Clearly articulate student progress toward passage</u> 	
<u>Expositions of Student Work</u>	<ul style="list-style-type: none"> • <u>Share student mastery of key projects and products from the semester</u> • <u>Make public classroom learning within the Charter School, with families, and with the broader community</u> • <u>Develop student presentation skills and ownership of learning</u> 	<u>Biannual</u>
<u>Graduation Progress Check</u>	<u>Clearly delineate student progress toward graduation</u>	<u>Annual</u>

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

~~STUDENT, TEACHER AND SCHOOL USE OF DATA~~

~~THROUGH DATA-BASED INQUIRY AND GUIDED REFLECTION, ASSESSMENT PRACTICES AND OUTCOMES AT THE CHARTER SCHOOL WILL BE USED TO MAXIMIZE STUDENT LEARNING, INFORM TEACHER PRACTICE, AND IMPROVE THE EDUCATIONAL PROGRAM AT THE SCHOOL. TO ACHIEVE THIS GOAL, LCCHS COLLECTS, ANALYZES AND DISSEMINATES DATA TO STUDENTS, TEACHERS, FAMILIES, AND OUR COMMUNITY SO THAT WE MAY WORK TOGETHER TO ACHIEVE OUR MISSION.~~

~~DATA IS USED TO:~~

- ~~● 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 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 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 RESPONSE TO INTERVENTION MODEL (SEE ELEMENT A).~~
- ~~● 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 ILP MEETINGS.~~

~~LCCHS UTILIZES STUDENT INFORMATION SYSTEMS (SIS) TO SUPPORT OUR DATA PRACTICE, WHICH ARE CURRENTLY PEARSON'S POWERSCHOOL AND RIVERSIDE PUBLISHING'S DATA DIRECTOR. WE USE THESE SYSTEMS TO CREATE REPORTS THAT WILL ALLOW US TO DISAGGREGATE, ANALYZE, AND DISSEMINATE PERFORMANCE DATA TO STAFF, PARENTS, STUDENTS, AND THE AUTHORIZING AGENCY. LCCHS CONTINUES TO RESEARCH THE RAPIDLY CHANGING OFFERINGS IN THIS AREA AND MAY ADOPT ALTERNATE SIS IN THE NEXT CHARTER TERM, WHICH SHALL NOT BE CONSIDERED A MATERIAL REVISION OF THIS CHARTER.~~

~~SCHOOL AND FAMILY USE OF DATA – REPORTING TO CARETAKERS~~

~~LCCHS STRIVES TO CONTINUOUSLY INFORM FAMILIES ABOUT THEIR CHILD'S PROGRESS, THROUGH A COMBINATION OF FORMAL AND INFORMAL REPORTING STRUCTURES. INFORMAL REPORTING TO PARENTS MAY OCCUR THROUGH SUCH METHODS AS FACE-TO-FACE CONVERSATIONS, PHONE CALLS, TEXT MESSAGES, EMAILS, AND WRITTEN NOTES. FORMAL REPORTING TO FAMILIES INCLUDES REPORT CARDS, ASSESSMENT RESULTS, INDIVIDUAL LEARNING PLAN MEETINGS, AND EXPOSITIONS OF STUDENT WORK AS DETAILED IN FIGURE C.3. REPORTS ARE USER-FRIENDLY AND PROVIDED IN THE FAMILIES' NATIVE LANGUAGE. PARENTS HAVE ACCESS TO PERFORMANCE TASKS, CONTENT ASSESSMENTS, AND PORTFOLIOS UPON REQUEST AND AT ILP MEETINGS AND EXPOS OF STUDENT WORK.~~

~~FIGURE C.3 FORMAL REPORTING TO CARETAKERS~~

TYPE	PURPOSE	FREQUENCY
<p>ONLINE ASSESSMENT DATABASE & REPORTING SYSTEM</p>	<ul style="list-style-type: none"> ● ASSESSMENT DATA ● ATTENDANCE DATA ● LEARNING TARGET PERCENTAGES ● CURRENT HABITS OF WORK ● IDENTIFY LEARNING TARGETS THAT NEED TO “MEET” ● IDENTIFY WORK THAT NEEDS TO BE REVISED OR COMPLETED TO “MEET” LEARNING TARGETS ● GRADES IN SUBJECT AREAS & GUIDING PRINCIPLES ● PROGRESS TOWARD PASSAGE 	<p>UPDATED EVERY TWO WEEKS (ALWAYS ACCESSIBLE)</p>
<p>MAILINGS & INFORMATION SESSIONS</p>	<ul style="list-style-type: none"> ● SHARE KEY ASSESSMENT DATA WITH FAMILIES AS COLLECTED TO ENSURE FAMILIES HAVE ACCESS TO DATA ON THEIR CHILDREN (I.E., FPRA, CELDT, SBAC). ● PROVIDE INFORMATION SESSIONS TO SUPPORT FAMILIES IN UNDERSTANDING ASSESSMENT RESULTS, THROUGH COFFEE TUESDAYS, WEEKLY MAILERS, AND FAMILY LEARNING NIGHTS 	<p>ONGOING</p>

<p>INDIVIDUAL LEARNING PLAN MEETINGS (ILPs)</p>	<ul style="list-style-type: none"> ● DEVELOP AND REVISIT ACADEMIC AND PERSONAL GOALS ● REVIEW STUDENT WORK AND MEASURE PROGRESS TOWARD MASTERY OF LEARNING TARGETS, AND ULTIMATELY, PASSAGE. ● SHARE STUDENT PERFORMANCE AND PROGRESS ON EXTERNAL AND INTERNAL ASSESSMENTS ● DEVELOP OWNERSHIP OF LEARNING AND GOAL-SETTING FOR BOTH THE STUDENT AND FAMILY ● DEVELOP STUDENT PRESENTATION SKILLS ● CLEARLY ARTICULATE STUDENT PROGRESS TOWARD PASSING 	<p>TRIANNUAL</p>
<p>EXPOSITIONS OF STUDENT WORK</p>	<ul style="list-style-type: none"> ● SHARE STUDENT MASTERY OF KEY PROJECTS AND PRODUCTS FROM THE SEMESTER ● MAKE PUBLIC CLASSROOM LEARNING WITHIN THE SCHOOL, WITH FAMILIES, AND WITH THE BROADER COMMUNITY ● DEVELOP STUDENT PRESENTATION SKILLS AND OWNERSHIP OF LEARNING 	<p>BIANNUAL</p>
<p>GRADUATION PROGRESS CHECK</p>	<p>CLEARLY DELINEATE STUDENT PROGRESS TOWARD GRADUATION</p>	<p>ANNUAL</p>

VI. SCHOOL, DISTRICT AND STATE USE OF DATA

Local Control Accountability Plan (“LCAP”)

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

~~LCCHS will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, LCCPS and the charter school will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and the charter school shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.~~

~~School Accountability Report Card (SARC)~~

~~LCCHS 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 our authorizing agency, parents, Board of Directors, and community at large.~~

~~Student Retention and Promotion~~

~~Retention and promotion at LCCHS are driven primarily by the performance of students in relation to their Learning Targets. Each year students must pass the requisite coursework that will ensure their adequate progress toward meeting the A-G and Graduation Requirements. Students who do not make adequate progress will be retained. A general guide for promotion is listed in the table below:~~

Grade Level	Expectations
9th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math
10th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Earn at least a 2.0 Complete Passage Requirements
11th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Earn at least a 2.0 Complete Internship Requirements
12th*	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Completed ALL A-G Requirements Complete Senior Project Requirements

~~Retention Process~~

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

- ~~● The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:~~
- ~~○ The student and family will know exactly which criteria is currently qualifying the student for retention~~
- ~~○ The student will create goals and strategies that directly address their current academic needs~~

- ~~Schedule a follow up meeting to measure progress toward passing~~
- ~~Collect and maintain both academic and social/emotional data on student.~~
- ~~Check-in with Director or Case Manager on a regular basis about student progress.~~
- ~~Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)~~

~~The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, the Case Manager 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, credits earned, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Director.~~

~~Students Who Are Not Meeting Standards~~

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

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

~~Introduction of online coursework to support specific student remediation needs~~

ELEMENT 4 - GOVERNANCE

1. Operation by or as a Nonprofit Public Benefit Corporation

DRL: “As an independent charter school, LCCHS, 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 LCCHS. LCCHS 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.

LCCHS 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 LCCHS amend the bylaws, LCCHS shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

2. Indemnification of District

DRL: “LCCHS 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, LCCHS’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 LCCHS, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.”

3. Governing Board Operation

DRL: “LCCHS 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.) LCCHS 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.

LCCHS shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. LCCHS shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on LCCHS’s website will satisfy this requirement.

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

4. Required Notifications to the District

DRL: "LCCHS shall notify the 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 LCCHS's operations, within one week of receipt of such notices by LCCHS. Unless prohibited by law, LCCHS shall notify the OCS in writing of any internal investigations within one week of commencing investigation. LCCHS shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff."

5. Charter School Records

DRL: "STUDENT RECORDS

Upon receiving a records request from a receiving school/school district LCCHS shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. LCCHS 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 LCCHS closes, LCCHS shall comply with the student records transfer provisions in Element 15. LCCHS 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.

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

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

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

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

I. GOVERNANCE STRUCTURE

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

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

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

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

~~Governance Structure~~

~~Lighthouse Community Charter High School (LCCHS) functions in partnership with Lighthouse Community Charter School (LCCS) as a K-12 school and is operated by Lighthouse Community Charter Public Schools (LCCPS). As such, the governance structure is designed with the K-12 school in mind and most positions or bodies will serve both LCCS and LCCHS. The governance structure of the charter school will have the following components:~~

- ~~• California Non-Profit Public Benefit Corporation Board of Directors~~
- ~~• Head of School~~
- ~~• Director of Instruction~~
- ~~• Vision Keepers (i.e. School Site Leadership Team)~~

- ~~Parent Advisory Committee~~
 - ~~English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners~~
- ~~Board members, school administration, faculty, and families will be involved in the decision making process at the charter school. The governance structure will be composed of the Board of Directors who make decisions and work with the Head of School and Director of Instruction; the Leadership Team which communicates the positions of the school community directly to the Head of School and Directors of Instruction; and the Parent Advisory Committee and ELAC which communicate the positions of the parents directly to the Head of School and Directors of Instruction.~~

California Non-Profit Public Benefit Corporation

~~Lighthouse Community Public Schools, a California non-profit public benefit corporation, pursuant to California Law, operates Lighthouse Community Charter High. The Charter School is governed pursuant to the Bylaws adopted by the Incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. Lighthouse Community Charter Public Schools, a California Public Benefit Corporation pursuant to California Law, will operate the charter school. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.~~

~~Attached please find the~~The Lighthouse Community ~~Charter~~ Public Schools' Articles of Incorporation are included in ~~as~~ Appendix ~~11~~4.2, ~~Corporate~~ Bylaws as are included in Appendix ~~12~~4.3, and Conflict of Interest Code as Appendix ~~13~~4.4, ~~which complies with the Political Reform Act~~ 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, in Appendix 4.5. LCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future. ~~and Corporations Code Conflicts of Interest rules. LCCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.~~

Board of Directors

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

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

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse Community Charter High. See Appendix 4.6 for the Board Roster and resumes/bios of current board members.

~~The school's Board of Directors will include between seven (7) and fifteen (15) members. The current Board of Directors at Lighthouse Community Charter Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse Community Charter High School. See Appendix 01 for the resumes of current board members.~~

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

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

Board Meetings

The Board of Directors will meet regularly. All Board meetings will be held in accordance with the Brown Act and Education Code Section 47604.1(c), and are open to the public, with each agenda including time for community input regarding Lighthouse Community Charter High.

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

Board Duties

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

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with

the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

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

~~The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school.~~

Parent, Staff, and Board Communication

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

II. LEADERSHIP ROLES

The following is a summary of key leadership roles within LCPS and LCCHS. Detailed job descriptions can be found in Appendix 4.7.

A. LCPS Family of Schools Leadership

Chief Executive Officer ("CEO")

The Chief Executive Officer is an organizational leader who oversees LCPS. The CEO's primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the CEO needs to be a capable leader of student and adult culture, facilitator of collaboration, manager of diverse teams, and be able to enforce school policies. All

of this is in service of the Charter School mission, ensuring that every child achieve college and the career of his or her choice.

The CEO will have the following core responsibilities:

- Oversight of Charter School operations, including fundraising, budget, personnel, Charter School academic program, and other related tasks;
- Lead, manage and mentor the team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Supervise LCPS senior staff;
- Oversee the execution of a strategic fundraising program, which raises money for current and future Charter School needs and ensures a healthy financial future for the organization;
- Raise the visibility of LCPS to education reform advocates and leaders;
- Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members

Chief Academic Officer (“CAO”)

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

The CAO will have the following core responsibilities:

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

Director of Finance

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

Director of Operations

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

Director of Talent and HR

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

Director of Special Education

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

B. Site Based Leadership Roles

Principal

Th Principal manages the Charter School’s operations, academic program and related activities. At LCPS, the Principal’s primary role is that of the instructional leader, and the Principal holds primary responsibility for ensuring the high academic achievement of all students. The Principal's primary responsibility is to manage the high school’s academic program and develop and supervise teachers and other staff. (See appendix 4.7 for LCCHS Organizational Chart) The Principal is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The Principal is accountable for student and staff outcomes across grades 9-12, accelerating achievement for all students. (See Appendix 4.8 for LCCHS Organizational Chart)

Assistant Principal

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

Director of College and Career Success

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

CTE Pathway Program Coordinator

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

Dean of Students

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

High School Out of School Program Coordinator

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

Grade Level and Departmental Leads

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

~~C. Teams Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as Appendix 12. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.~~

Instructional Leadership Team

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

School Culture Team

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

Parent Advisor Committee – Parents in Action

~~A:—~~

~~—In accordance with Education Code Section 47604(b), Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.~~

~~—Head of School~~

~~—The Head of School is an instructional leader who oversees Lighthouse Community Charter School (K-8) and Lighthouse Community Charter High School (9-12), ensuring they operate as a cohesive K-12 school. The Head of School provides institutional vision, ensures vertical cohesion K-12 to support that vision, and provides direct oversight of the Directors of Instruction for K-4, 5-8 and 9-12 as well as all program heads (After School Program, Special Education, etc.). The Head of School’s primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the Head of School needs to be a capable leader of student and adult culture, facilitator of collaboration, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.~~

~~—The Head of School must have the following core competencies:~~

- ~~● Oversight of school operations, including fundraising, budget, personnel, school academic program, and other related tasks;~~
- ~~● Lead, manage and mentor the instructional team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;~~
- ~~● Supervise school Directors and other senior staff;~~
- ~~● Oversee the execution of a strategic fundraising program, which raises money for current and future school needs and ensures a healthy financial future for the organization;~~
- ~~● Raise the visibility of Lighthouse to education reform advocates and leaders;~~
- ~~● Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members;~~

—~~Director of Instruction~~

—~~The Director of Instruction at Lighthouse Community Charter High School is an instructional leader focused upon the specific 9-12 grade level bands. The Director of Instruction's primary skill set includes the ability to coach and develop teaching staff to best implement Lighthouse pedagogies and systems. Additionally, the Director of Instruction needs to be a capable leader of school culture, coach of students, liaison to families, professional collaborator, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.~~

—~~Directors of Instruction must have the following core competencies:~~

- ~~Coaching and development of teachers and support staff~~
- ~~Coaching and support of students and families~~
- ~~Data driven leader focused upon institutional goals~~
- ~~Management of academic program~~
- ~~Proven collaborator and experienced manager of teams~~

—~~Vision Keepers (I.E. School Site Leadership Team)~~

—~~Lighthouse Community Public Schools will continue to convene a Leadership Team called Vision Keepers that is composed of the Head of School, Directors, Program Coordinators and Teacher Leaders. This leadership team functions as an idea-generating, consensus-building team that does the following:~~

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

Lighthouse Community Public Schools will continue to convene a parent advisory committee called ~~Crew Parents~~Parents in Action. ~~Crew Parents~~Parents in Action is composed of voluntary parent leaders and/or parent representatives ~~from each classroom and grade level and that represents~~reflect the diversity of families at Lighthouse. ~~The Crew Parents~~Parents in Action ~~are~~is charged with:

- Providing input on school plans including LCAP Development
- Supporting the LCCHS Mission
- Providing families the opportunity to weigh in on critical ~~school~~Charter School issues

- Bringing concerns and appreciations of the community to the ~~Head of School~~[Principal](#), [CEO](#), ~~Directors of Instruction~~, and LCCPS Board of Directors
- Organizing family events
- Fundraising

English Language Advisory Committee

~~All families will have the opportunity to participate on the school's ELAC, to advise the Head of School, Directors of Instruction, and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.~~

~~Parents and staff members will be welcome and encouraged to attend open board meetings at any time, and agendas and minutes will be posted on the organization's website and at the school sites. The minutes of each governing body (Board of Directors, Leadership Team, LPAC, and ELCA) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.~~

~~Assurances~~

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

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

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

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

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

~~All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to Lighthouse Community Public Schools. The Board Meeting schedule, agenda and location will be posted on the LCCPS website and in a place accessible by the public in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws.~~

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

1. Nondiscrimination

DRL: "EQUAL EMPLOYMENT OPPORTUNITY"

LCCHS acknowledges and agrees that all persons are entitled to equal employment opportunity. LCCHS 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."

2. Teacher Credentialing Requirements

DRL: "CREDENTIALING REQUIREMENTS"

LCCHS shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. LCCHS shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). LCCHS shall maintain current copies of all teacher credentials and make them readily available for inspection."

3. Reports of Educator Misconduct to C.C.T.C.

DRL: "OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING"

LCCHS 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."

4. Employment of Felons

DRL: "EMPLOYMENT OF FELONS"

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

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

The Lighthouse Community Charter High School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code Section 47605(d)(1), Lighthouse Community Charter High is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any individual (employee or pupil) based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School is a school of choice and no employee will be required to work at LCCHS. All employees of LCCHS will work under an at-will employment agreement. LCCHS shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The charter school will comply with all state and federal mandates and legal guidelines relative to ESSA. ~~In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter High School is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any individual (employee or pupil) on the basis of his/her real or perceived race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis in accordance with Education Code Section 220. The charter school is a School of Choice and no employee will be forced to work here. All employees of LCCHS will work under an at-will employment contract. The charter school shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The charter school will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The charter school will comply with all state and federal mandates and legal guidelines relative to NCLB.~~

I. 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~~Principal, those who work at the Charter School shall be selected, employed, and released by the ~~Head of School~~Principal, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the ~~Head of School~~Principal rest with the ~~Board of Directors~~Chief Academic Officer. The ~~Head of school~~Principal hires the ~~Directors of Instruction~~Assistant Principals. The ~~Directors of Instruction~~Principal or Assistant Principals, in consultation with the Principal, hire all teaching staff, ~~in consultation with the Head of school~~. Decisions relative to the selection of all remaining employees rest with the ~~Head of School~~Directors of other functional areas (Operations, Finance, etc.), ~~in consultation with appropriate leaders in the functional area.~~

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

- Request resumes, cover letters and written responses to prompts.
- Conduct a brief phone interview for initial screening

- Conduct a follow-up interview, including a sample teaching lesson or other demonstration –of job-related abilities
- Verification of credentials, past employment, and professional and personal reference checks
- Make selection and provide verbal offer
- Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

II. EMPLOYEE QUALIFICATIONS

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

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

A. ADMINISTRATORS

Principal Qualifications

The Charter School will hire a Principal with the following qualifications:

- At least three years administrative experience with demonstrated success overseeing all areas of operation including but not limited to: instructional leadership, school operations, finance and fundraising, budget, personnel, school academic program, advocacy and outreach, and other related tasks. At least five years teaching experience with demonstrated success in excellent practice and impact on student outcomes.
- Demonstrated success working with diverse, urban student populations.
- Demonstrated commitment to the mission of LCPS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, communication, collaboration, responsibility, and perseverance.

Assistant Principal Qualifications

The Charter School will hire an Assistant Principal with the following qualifications:

- At least 3+ years of successful secondary classroom teaching and teacher/instructional leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds

- Valid CA teaching credential required; administrative credential preferred
 - MA in education, educational leadership or related field, preferred
 - Knowledge of learner-centered curriculum, instruction, and assessment,
 - Experience working in Oakland schools preferred and charter school experience, a plus
 - EL Education experience, a plus.
- Spanish fluency preferred. ~~The charter school will hire a Head of School with the following qualifications:~~
- ~~• At least three years administrative experience with demonstrated success overseeing all areas of operation including but not limited to: instructional leadership, school operations, finance and fundraising, budget, personnel, school academic program, advocacy and outreach, and other related tasks.~~
 - ~~• At least five years teaching experience.~~
 - ~~• Demonstrated success working with diverse, urban student populations.~~
 - ~~• Demonstrated commitment to the mission of the LCCPS.~~
 - ~~• Demonstrated skills of creative problem solving, effective management, communication, collaboration, responsibility, and perseverance.~~
- Director of Instruction Qualifications
- The charter school will hire a Director of Instruction with the following qualifications:
- ~~• At least five years teaching experience.~~
 - ~~• Previous school administration experience.~~
 - ~~• Work and/or teaching experience with diverse, urban student populations.~~
 - ~~• Demonstrated commitment to the mission of the LCCHS.~~
 - ~~• A well-developed philosophy of instructional leadership.~~
 - ~~• Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.~~

Dean of Student Qualifications

The Charter School will hire a Dean of Students with the following qualifications:

- B.A. or B.S. required, relevant master’s degree a plus
- 3+ years experience working with urban youth required
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning and any other progressive positive behavior approaches a plus
- Bilingual Spanish speaking preferred
- Appropriate California Credential a plus

B. Teaching Staff

Pursuant to Education Code Section 47605(l), teachers for core, college preparatory classes shall hold a Commission on Teacher Credentialing teaching certificate, permit, or other documents required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

In accordance with Education Code Section 47605(l), as that Section read at the time the charter was drafted, the Charter School may also employ non-certificated instructional staff in any case

where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

If Assembly Bill 1505 (2019) is chaptered, teachers employed by Charter School during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment, pursuant to Education Code Section 47605.4 added by Section 3 of that bill.

~~Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(t). Teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”) as applicable to the charter school. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.~~

~~In accordance with Education Code Section 47605(t), the charter school may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.~~

Core (College-Preparatory) Teacher Qualifications for Grades 9 - 12

Teachers of 9 – 12th grade core subject areas, mathematics, science, history/social sciences, language arts, foreign language, visual/performing arts, and college preparatory electives will have the following qualifications:

- BS/A or MS/A.
- A valid single subject California teaching certificate, Educational Specialist permit, or other document required by the Commission on Teacher Credentialing required for the teacher’s certificated assignment.
- B-CLAD and/or CLAD credential or valid English Learner authorization.
- Previous teaching and/or work experience
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law

~~● BS/A or MS/A.~~

~~● A valid single subject California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)) required to teach the subject area for which they are responsible.~~

~~Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD~~

~~Previous teaching and/or work experience:~~

~~● Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.~~

Non-core Teacher Qualifications for Grades 9 - 12

Teachers of non-core subject areas or non-college preparatory electives identified as art electives, technology, health, and physical fitness will have the following qualifications:

~~—non-core subject areas identified as art, technology, health, and physical fitness will have the following qualifications:~~

- Experience in the subject they will be teaching.
 - Bilingual and/or CLAD credential preferred.
 - Previous teaching and/or work experience~~e for start-up years 1--5:~~

● If Assembly Bill 1505 (2019) is chaptered, teachers employed by Charter School during the 2019–20 school year shall obtain the certificate required for the teacher’s certificated assignment prior to July 1, 2025. If Assembly Bill 1505 (2019) is chaptered, any teachers of non-core subject areas not employed during the 2019-20 school year shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment.

C. Instructional and Administrative Support Staff

After School Program Staff

After School Program Staff will be selected by the ~~Director of Instruction~~Principal and the ~~Director High School Out of School Program of the After School Program~~Director on an application and interview basis in consultation with the ~~Head of School~~Principal, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for After School Program ~~Tutors~~Staff are as follows:

- High school diploma
- AA degree or equivalent
- Strong Spanish speaker and writer
- Two years’ experience in a similar position preferred

Director of College and Career Qualifications

[The Director of College and Career](#) oversees the Lighthouse Community Charter High's College and Career Readiness Program including providing college and career counseling, facilitating the College and Career Prep and Senior Seminar Courses.

[Minimum Qualifications for the Director of College and Career:](#)

- [BA/S or MA/S](#)
- [Experience working with and/or teaching a diverse, urban student population](#)
- [Administrative, or Pupil Services Credential, or related college counseling certification,\ preferred](#)
- [Experience with college and career counseling and navigating higher education](#)
- [Ability to develop partnerships with local and national organizations and entities to support students in their pursuit of a college and career of choice](#)

[CTE Pathway Program Coordinator Qualifications](#)

[The CTE Pathway Program Coordinator oversees the growth and development of the Charter School's Product Innovation & Design Pathway.](#)

[Minimum Qualifications for the CTE Pathway Program Coordinator:](#)

- [B.A. or B.S. required; Master's Degree preferred](#)
- [California secondary teaching credential and/or administrative credential preferred](#)
- [5+ years teaching experience in an urban education setting serving low-income students of color preferred](#)
- [Experience teaching and supporting teachers within a CTE pathway preferred](#)
- [2+ years of coaching and/or school leadership experience preferred](#)

~~Case Manager~~

~~The Case Manager serves as the face and voice of student culture for the 9-12 grade level bands. The Case Manager's primary skill set includes the ability to manage the dynamic needs of students when they are struggling to meet the charter school's norms. The case manager will use varied strategies for long-term student behavior modification and will be expected to consistently communicate with all stakeholders. The ability to discern between what is a case management task and what is a case for the Director of Instruction is integral to this role. Additionally, the Case Manager needs to be the welcoming face and voice of the charter school, coach of students, liaison to families, professional collaborator, proactive manager of family services, and able to enforce school policies. All of this is in service of the charter school's mission, ensuring that every child achieve college and the career of his or her choice.~~

~~Core Competencies~~

- ~~● Effective Student Behavior Modification That Reinforce Lighthouse's Core Values~~
- ~~● Independent Decision Making~~
- ~~● Welcoming and Effective Communicator~~
- ~~● Proven Collaborator~~
- ~~● Manager of Proactive and Reactive Family Services~~

Professional Development

The Charter School seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development Plan described in Element A which may include but is not limited to the following highlights:

- 5 days of paid summer professional development for all employees new to LCPS schools.
- 23 days of professional development built into the school year: before opening and after every quarter
- Students have an early-release day every Wednesday so teachers can have ongoing professional development

~~The charter school seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development plan outlined in Element A which may include but is not limited to the following highlights:~~

- ~~● 5 days of stipended summer professional development for all employees new to LCCPS~~
- ~~● 20 days of professional development built into the school year: before opening and after every quarter~~
- ~~● Early release every Wednesday for ongoing professional development~~
- ~~● Individual Professional Development Plans for every employee~~



ELEMENT 6 - HEALTH AND SAFETY REQUIREMENTS

1. Site Safety Plan

DRL: “LCCHS shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.”

2. Pupil Safety

DRL: “VISION, HEARING AND SCOLIOSIS

LCCHS 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. LCCHS shall maintain student immunization, health examination, and health screening records on file.

EPINEPHRINE AUTO-INJECTORS

LCCHS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector, and shall comply with the requirements of Education Code section 49414.

COMPETITIVE ATHLETICS

LCCHS shall comply with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics, and shall comply with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

CONCUSSIONS/HEAD INJURIES

LCCHS shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of LCCHS.”

SAFE PLACE TO LEARN ACT

LCCHS shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN-FREE SCHOOLS ACT

LCCHS shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

LCCHS shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

SUICIDE PREVENTION POLICY (GRADES 7-12)

LCCHS 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.

TRANSPORTATION

The LCCHS shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

LCCHS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

DATA PRIVACY

LCCHS shall take the required steps to protect the data privacy of its pupils, including but not limited to compliance with Education Code section 49073-49079.7, as well as complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

OTHER REQUIREMENTS

LCCHS shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.”

3. Employee Training

DRL: “LCCHS shall ensure that all staff members receive annual training on LCCHS’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.

LCCHS shall provide all employees, and other persons working on behalf of LCCHS 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.)”

4. Employee Background/Tuberculosis Check

DRL: “CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

LCCHS shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. LCCHS shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

LCCHS shall maintain on file and available for inspection evidence that (1) LCCHS has performed criminal background checks and cleared for employment all employees prior to employment; (2) LCCHS 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) LCCHS has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. LCCHS 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, LCCHS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

LCCHS 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. LCCHS shall maintain TB clearance records and certifications on file.

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

Lighthouse Community Charter Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies attached as Appendix 147.1. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. ~~The policy is distributed to all staff and families.~~ A summary of these procedures and policies is distributed to all staff and families annually.

L. STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

LCPS will comply with all applicable state and federal laws regarding the background checks and clearance and all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Talent and Human Resources shall monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee or supervised for more than seven (7) days if a community member and more than ten (10) days if a parent or guardian, shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (See Appendix 7.2 for LCPS Volunteer Policy)

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws and submit proof of fulfillment of the annual training requirements, as required by the California Child Abuse and Neglect Reporting Act (“CANRA”) and Education Code Section 44691 regarding mandated reporting requirements for school personnel.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and at least once every four (4) years thereafter as required by Education Code Section 49406.

Immunizations

The Charter School adheres to all law related to immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

Medication in School

LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served.

Blood-Borne Pathogens

The Charter School will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCPS Board of Directors has established a written Exposure Control Plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). A draft of this policy is included as Appendix 7.3.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The Charter School maintains a drug and alcohol and smoke free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LCPS and the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LCPS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies included as Appendix 7.4.

Suicide Prevention Policy

LCPS has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 7.5.

Emergency Preparedness

LCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies and is included as Appendix 7.6. LCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

II. FACILITY SAFETY

Facility

The charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. Toward that end, the Charter School:

- Will be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Will maintain a valid Certificate of Occupancy.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

~~Procedures for Background Checks~~

~~LCCPS will comply with all applicable state and federal laws regarding the background checks and clearance of all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCCPS 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School shall monitor compliance with this policy and report to the Board of Directors on an annual basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.~~

~~Role of Staff as Mandated Child Abuse Reporters~~

~~All classified and certificated staff will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within OUSD.~~

~~TB Testing~~

~~All staff at the charter school will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.~~

~~Immunizations~~

~~The School adheres to all law related to legally required immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.~~

~~Medication in School~~

~~LCCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423.~~

~~Vision/Hearing/Scoliosis~~

~~Students will be screened for vision, hearing and scoliosis. The school will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served.~~

~~Blood-Borne Pathogens~~

~~The Head of School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCCPS Board of Directors will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). A draft of this policy is included as **Appendix 15**.~~

~~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 school maintains a drug and alcohol and smoke free environment.~~

~~Comprehensive Sexual Harassment Policies and Procedures~~

~~LCCPS and the charter school are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as **Appendix 16**.~~

~~Emergency Preparedness~~

~~LCCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies and is included as **Appendix 17**. LCCPS 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 will occur at least bi-annually.~~

~~Facility Safety~~

~~Facility~~

~~The charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Toward that end, the 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), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.~~

~~● 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.~~

~~Fire, Earthquake, and Lock-Down Drills~~

~~Students and staff will participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.~~

~~Procedures~~

~~LCCPS has adopted procedures to implement the policy statements listed above, as provided in Appendix 17. The school safety plan is guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.~~

ELEMENT 7 - MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

In order to ensure that there is a racial and ethnic balance at the ~~school~~[Charter School reflective of the general population residing within the territorial jurisdiction of the district](#)~~reflective of the district~~, the Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages, such as English, Spanish and Chinese.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

The charter school shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, [including immigration status](#), or association with an individual who has any of the aforementioned characteristics).

ELEMENT 8 - ADMISSIONS REQUIREMENTS

1. ADMISSIONS LOTTERY

DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES"

As part of the Fall Information Update, LCCHS will notify the District in writing of the application deadline and proposed lottery date. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

LCCHS shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

LCCHS shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) 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.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment."

[Add additional provisions showing how LCCHS will comply with the above requirements, including how the preferences "shall not result in limiting enrollment access for pupils listed in Education Code section 47605(d)(2)(B)(ii).]

2. Homeless and Foster Youth

DRL: "HOMELESS AND FOSTER YOUTH"

LCCHS 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. LCCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that LCCHS is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. LCCHS shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.”

3. Non-Discrimination

DRL: “NON-DISCRIMINATION

LCCHS 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. LCCHS 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.

LCCHS 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.”

4. Parent Engagement

PARENT ENGAGEMENT

LCCHS shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to LCCHS.

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

I. ADMISSIONS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

~~LCCHS~~ LCCHS will actively recruit a diverse student population from the ~~D~~istrict who understand and value the Charter School's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School.

By October 1 of each year and/or when the ~~chartering-District agency~~ releases the open enrollment period dates, Lighthouse Community Charter High ~~School~~ will notify the District in writing of the application deadline and proposed lottery date. The charter school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The admission process for prospective students and their families will include:

- School tour (optional)
- Attendance at an enrollment meeting to understand the Charter School's mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. (optional)
- Completion of an application form, which is comprised of basic information (i.e. name, address, contact information, ~~and~~ grade level, and any applicable admission preferences).

LCCHS will accept all students who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on

nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents. ~~LCCHS will accept all students who apply.~~

If more applications are received than there are available slots, LCCHS will hold a public, random lottery moderated by a neutral third party in a public location ~~will be held~~ to determine the following school year's enrollment. The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into LCCHS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the ~~school Charter School and do not have a sibling enrolled or parent on staff~~, the student will need to enter the lottery process again.

Students will be given preference in LCCHS random public lottery if their parents desire and they are:

- A graduate of Lighthouse's K-8 school
- A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School ~~A graduate of the Lodestar K – 8 program, a charter in the Lighthouse Community Public Schools organization~~
- ~~—~~
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605
- A sibling of a graduate of Lighthouse ~~any LCPS charter school~~ alum
- An Oakland resident residing in Zip Codes 94621 or 94603
- Any other Oakland residents ~~s~~

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required. ~~Should California adopt laws and regulations to support the lottery preference for students from low-income students in keeping with recent federal law, LCCHS will add that preference and it shall not be considered a material revision of the charter.~~

Each year, LCCHS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If necessary, LCCHS will have subsequent enrollment periods and public lotteries if not all spaces

are filled in the first enrollment window or if additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, LCCHS will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a waitlist carry over to the following school year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
 - Proof of minimum age requirements, e.g. birth certificate
 - Release of Records¹
- ~~(if applicable)~~

~~In order to be admitted into the charter school, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies. Multiple orientation 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.~~

¹ [The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.](#)

ELEMENT 9 - INDEPENDENT FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

In compliance with Education Code section 47605(b)(5)(I), [\) and 47605\(m\)](#), the Lighthouse Community Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the ~~school's~~ [Charter School's](#) financial affairs. The audit will check the accuracy of the ~~school's~~ [Charter School's](#) financial statements, revenue-related data collection and reporting practices, and review the [Charter School's](#) internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of the charter school as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The LCCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed ~~within four months of the close of the fiscal year~~ [by December 15 following the close of the fiscal year](#), and a copy of the auditor's report will be sent to the ~~charter school liaison of the~~ [Charter Schools Office of the](#) Oakland Unified School District, the Superintendent of Alameda County, the State ~~Charter Schools Office~~ [Controller](#), and to the CDE by certified mail by the 15th of December of each year.

~~The Audit committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and issue an acceptance of the audit to the Board of Directors along with recommendations on how these will be resolved. Finally, the Director of Finance will create a formal report that addresses any exceptions or deficiencies and submit this report to the District including a description of how the exceptions or deficiencies have or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The finance committee of the LCCPS Board of Directors (which oversees audits) in conjunction with the Head of School will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, the Head of School will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.~~

The independent fiscal audit of Lighthouse Community Charter High School is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

~~Impact on Charter Authorizer~~

~~In accordance with Education Code § 47604.3, Lighthouse Community Charter High School will promptly respond to all reasonable inquires of the chartering agency. Lighthouse Community Charter High School recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter High School at any time.~~

~~In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiseal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;~~

- ~~● September 1 – Final Unaudited Financial Report for Prior Year~~
- ~~● December 1 – Final Audited Financial Report for Prior Year~~
- ~~● December 1 – First Interim Financial Report for Current Year~~
- ~~● December 15 – Schedule of Expenditures of Federal Awards~~
- ~~● March 1 – Second Interim Financial Report for Current Year~~
- ~~● June 15 – Preliminary Budget for Subsequent Year~~

~~Lighthouse Community Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:~~

- ~~● Lighthouse Community Charter High School is subject to District oversight.~~
- ~~● The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter High School.~~
- ~~● The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607, or any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.~~

~~Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lighthouse Community Charter High School’s books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:~~

- ~~● Compliance with terms and conditions prescribed in the charter;~~
- ~~● Internal controls, both financial and operational in nature;~~
- ~~● The accuracy, recording and/or reporting of school financial information;~~
- ~~● The school’s debt structure;~~
- ~~● Governance policies, procedures and history;~~
- ~~● The recording and reporting of attendance data;~~
- ~~● The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices;~~
- ~~● Compliance with safety plans and procedures, and~~
- ~~● Compliance with applicable grant requirements.~~

~~Lighthouse Community Charter High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to~~

~~Lighthouse Community Charter High School When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.~~

~~In addition, if an allegation of waste, fraud or abuse related to Lighthouse Community Charter High School operations is received by the District, the Lighthouse Community Charter High School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter High School by law or charter provisions.~~

~~Federal Funds Compliance~~

~~To the extent that LCCHS is a recipient of federal funds, including federal Title I, Part A funds, LCCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:~~

- ~~● Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.~~
- ~~● Develop jointly with, and distribute to, parents of participating children, a school-parent compact.~~
- ~~● Hold an annual Title I meeting for parents of participating Title I students.~~
- ~~● Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.~~

~~LCCHS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.~~

ELEMENT 10 - PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED AND EXPELLED

1. STUDENT DUE PROCESS PROTECTIONS

DRL: “The LCCHS’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, the LCCHS 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 his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the LCCHS 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 the LCCHS 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 the LCCHS 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).”

[Insert other procedures designed to ensure that the LCCHS’s disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

2. Required Notifications

REQUIRED NOTIFICATIONS

DRL: "LCCHS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves LCCHS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. LCCHS shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

3. Compliance with OCS Student Discipline Guidelines

GOVERNING LAW: *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 school days 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). Education Code Section 47605(b)(5)(J).

DRL: “LCCHS shall comply with the District’s “Disciplinary and Expulsion Documentation Policy,” which can be accessed at <https://www.ousdcharters.net/expulsions.html>, and whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.”

I. OVERVIEW

The overall goal of discipline at the Lighthouse Community Charter High School is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include identifying personal strengths and challenges, conflict resolution and communication skills, and awareness of responsibility to community.

Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the Charter School’s Student and Family Handbook and clearly describe the Charter School’s expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The LCCHS Student and Family Handbook is included in Appendix 10.1.) Each student and his or her parent/guardian will be introduced to the Charter School’s discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions in which a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal or Assistant Principal may, pursuant to the Charter School’s adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The Principal may, pursuant to the Charter School’s adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the LCPS Board of Directors.

II. POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the LCPS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as LCCHS’s policy and procedures for student

suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Family Handbook which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

LCCHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline involuntary disenrollment policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom LCCHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. LCCHS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom LCCHS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such student.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, LCCHS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the

student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until LCCHS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. This involuntary removal process applies to students who are subject to truancy proceedings as part of LCCHS Attendance and Truancy Policy. (LCCHS Attendance & Truancy Policy can be found in Appendix 10.2)
Procedures

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity, or school attendance occurring at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

A. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses:

A student may be suspended or expelled for any of the following acts when it is determined the student:

- (a) (i) Caused, attempted to cause, or threatened to cause physical injury to another person.
(ii) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.
- (c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of, any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.

- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
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- (g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
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- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use or possession by a pupil of his or her own prescription products.
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- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
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- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
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- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, this subdivision shall not constitute grounds for a pupil enrolled in any of grades 9 to 12, inclusive, to be recommended for expulsion.
-
- (l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
-
- (m) Possessed an imitation firearm, i.e.: a replica firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
-
- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
-
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
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- (p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
-
- (q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully

threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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(r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.

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(s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 9 to 12, inclusive.

-
(t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.

-
(u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:

-
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil (defined as a pupil, including, but is not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(A) A message, text, sound, video, or image.

(B) A post on a social network Internet Web site, including, but not limited to:

(i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.

(ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1), above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(C) An act of cyber sexual bullying.

(i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1), above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific

value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(i)–(a)(ii).

The Principal or designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior. Suspensions may be done in school or at home.

2. *Mandatory Suspension and Expulsion Offenses:*

Students must be suspended and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below, that the pupil:

- (a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee’s concurrence.
- (b) Brandished a knife at another person.
- (c) Unlawfully sold any controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- (d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. PROCEDURES

Suspensions shall be initiated according to the following procedures:

O. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent(s) or guardian(s) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent(s)/guardian(s), unless the pupil and the pupil's parent(s)/guardian(s) fail to attend the conference.

This determination will be made by the Principal or designee upon a finding of either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

P. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board of the Charter School following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Governing Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Q. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based

- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

R. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining

witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer (entity) from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

S. 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.

T. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make the final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion and/or the Board determines not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

H. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the Charter School

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and to the Charter School Authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

I. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the Charter School's authorizer upon request.

J. No Right to Appeal

The pupil shall have no right to appeal the Board's decision to expel the pupil from the Charter School, as the Governing Board's decision to expel shall be final.

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K. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence during the expulsion term. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion term.

L. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Principal or designee and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and in compliance with all pupil confidentiality rules under FERPA. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission.

N. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

O. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the Charter School's failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards

granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 - RETIREMENT SYSTEM

Governing Law: The manner by which staff members of OP will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Compensation

~~LCCPS provides an overall compensation package to employees that is competitive with other Oakland public schools based on qualifications and efficacy. LCCPS utilizes a unique base salary and stipend structure, which incentivizes both inputs and outputs in teacher's practice that are positively correlated to student academic and social-emotional development.~~

~~LCCPS utilizes this mix of base salaries, stipends, and professional development opportunities to attract and retain exceptional teachers and staff. This includes but is not limited to:~~

~~A base salary competitive with district and charter schools in Oakland.~~

~~Extensive professional development and coaching, to accelerate development of craft.~~

~~Distributed leadership opportunities, to advance professional experience and investment in the school and its mission.~~

~~Salary stipends to acknowledge highly effective practice, leadership roles, and highly desired proficiencies (bi-lingual, BCLAD credential, credential within STEM disciplines, National Board certified, etc.):~~

~~This combination has allowed LCCHS to recruit and retain a highly-qualified staff. Specific salaries and stipends are identified within the individual work agreements. Please see Appendix 19 for the current LCCPS Teacher Salary Schedule.~~

Benefits

~~LCCPS provides health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see Appendix 20 for a sample Teacher Contract, which includes information on current LCCPS Benefits.~~

RETIREMENT

~~Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The Charter School has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers' Retirement and/or Public Employees' Retirement Systems. All staff contribute 8% and LCCHS matches that 8% contribution, vesting LCCHS contributions over five years. LCCHS staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS Board of Directors oversees investments of this program. Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the Charter School's employee policies.The Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The~~

~~school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.~~

ELEMENT 12 - PUPIL ATTENDANCE ALTERNATIVES

DRL: “Pupils who choose not to attend the LCCHS 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 LCCHS 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 LCCHS except to the extent that such a right is extended by the District.”

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student will be required to attend LCCHS.

~~No student may be required to attend the charter school. Students who opt not to attend the Lighthouse Community Charter High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence. The parent/guardian of each student enrolled in the charter school will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.~~

ELEMENT 13 - EMPLOYEE RETURN RIGHTS

Employees of the District who choose to leave the employment of the District to work at LCCHS shall have no automatic rights of return to the District after employment at LCPS 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 LCCHS, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”

Governing Law: *The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School.

~~No public school district employee shall be required to work at the charter school. All staff at Lighthouse Community Charter High School shall be considered employees of Lighthouse Community Public Schools and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Public Schools. Employment by LCCPS provides no rights of employment at any other entity, including any rights in the case of closure of LCCPS.~~

ELEMENT N. DISPUTE RESOLUTION

~~GOVERNING LAW: THE PROCEDURES TO BE FOLLOWED BY OP AND THE ENTITY GRANTING THE CHARTER TO RESOLVE DISPUTES RELATING TO THE PROVISIONS OF THE CHARTER. EDUCATION CODE SECTION 47605(B)(5)(N).~~

Intent

The intent of the Lighthouse Community Charter High School Dispute Resolution Process is to:

- ~~Resolve disputes within the school pursuant to the school's policies.~~
- ~~Minimize the oversight burden on the district.~~
- ~~Ensure a fair and timely resolution to disputes.~~
- ~~Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.~~

~~Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.~~

Public Comments

~~The LCCHS staff, the LCCPS Board of Directors, and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

Internal Disputes

~~Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and LCCPS Board of Directors, shall be resolved pursuant to policies and processes developed by the school.~~

~~The district shall not intervene in any such internal disputes without the consent of the LCCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCCPS Board of Directors/or Head of School for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCCPS Board of Directors of the school has requested the district to intervene in the dispute.~~

External Disputes

~~In the event of a dispute between LCCHS and OUSD relating to provisions of this charter, LCCHS staff, employees and the LCCPS Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and LCCHS's School Director. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.~~

~~Actions that could lead to Revocation: Charter School Due Process~~

~~In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCCHS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and LCCPS Head of School. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.~~

~~Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.~~

~~Disputes Not Leading to Revocation: Dispute Resolution~~

~~The staff and LCCPS Board of Directors agree to attempt to resolve all disputes between the District and LCCHS regarding this charter pursuant to the terms of this section. As stated above, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

~~Any controversy or claim arising out of or relating to the charter agreement between the District and LCCHS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.~~

~~(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:~~

~~To — Charter School, c/o School Director~~

~~_____ Lighthouse Community Charter High School
_____ 444 Hegenberger Rd.
_____ Oakland, CA 94621
_____~~

~~To — Coordinator, Office of Charter Schools~~

~~_____ Education Center at Tilden
_____ Oakland Unified School District
_____ 4551 Steele Street, Room 10
_____ Oakland, California 94619~~

~~(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The~~

~~Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.—~~

~~(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.—~~

~~(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law~~

~~Oversight, Reporting, Revocation, and Renewal~~

~~The Oakland Unified School District may inspect or observe any part of the school at any time, and may attempt to provide reasonable notice to the Head of School prior to any observation or inspection:~~

~~If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action:~~

~~The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit as specified in Element I:~~

~~Parent Complaints~~

~~Lighthouse Community Charter High School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter High School and LCCPS will not, at any time, refer complaints to the District.~~

~~The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely. Please see Appendix 16 for the LCCPS Uniform Complaint Procedures.~~

~~Lighthouse Community Charter High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter High~~

~~School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter High School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.~~

~~Lighthouse Community Charter High School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.~~

~~Lighthouse Community Charter High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.~~

ELEMENT 14 - DISPUTE RESOLUTION

1. Procedures for Complaints against Charter School

DRL: "LCCHS will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. LCCHS 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 of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

LCCHS 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 LCCHS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. LCCHS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

LCCHS 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 LCCHS 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."

DRL: “LCCHS 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.”

2. Complaints by Students and Employees

DRL: “LCCHS 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.”

3. Disputes between the District and the Charter School

DRL: “The staff and Governing Board members of LCCHS agree to attempt to resolve all disputes between the District and LCCHS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and LCCHS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, 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(c), 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, by facsimile, certified 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 facsimile, upon electronic confirmation of receipt; (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Kelly Lara, c/o School Director:
Lighthouse Community Charter High
444 Hegenberger Rd
Oakland, CA*

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 398
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, by facsimile, certified mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.”

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

I. DISPUTE RESOLUTION PROCESS

Intent

The intent of the Lighthouse Community Charter High Dispute Resolution Process is to:

- [Resolve disputes within the Charter School pursuant to the Charter School’s policies.](#)
- [Minimize the oversight burden on the District.](#)
- [Ensure a fair and timely resolution to disputes.](#)
- [Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.](#)

Should any section of this Element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Public Comments

The LCCHS staff, the LCPS Board of Directors, and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

A. Internal Disputes

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and LCPS Board of Directors, shall be resolved pursuant to policies and processes developed by the Charter School.

The District shall not intervene in any such internal disputes without the consent of the LCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCPS Board of Directors/or CEO for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCPS Board of Directors has requested the District to intervene in the dispute.

Lighthouse Community Charter High has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter High and LCPS will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the Charter School, whether the Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Please see Appendix 14.1 for the LCCHS Uniform Complaint Procedures.

B. External Disputes

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCPS shall have a face-to-face meeting within 10 days of the OUSD official's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the LCPS CEO. If after such meeting, the District determines that a violation has occurred which

~~requires a cure, the District may send a formal written notification to the Charter School outlining the alleged violation and demanding the violation be cured. The Charter School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.~~

~~Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.~~

C. Oversight, Reporting, Revocation, and Renewal

~~The Oakland Unified School District may inspect or observe any part of the Charter School at any time and may attempt to provide reasonable notice to the CEO prior to any observation or inspection.~~

~~If the Governing Board of the District believes it has cause to revoke this charter, the Board agrees to notify the Governing Board of the Charter School in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.~~

~~The Oakland Unified School District agrees to receive and review the annual fiscal audit as specified in Element 9.~~

~~**ELEMENT O. COLLECTIVE BARGAINING**~~

~~Governing Law: A declaration whether or not OP shall be deemed the exclusive public school employer of the employees of OP for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).~~

~~Lighthouse Community Charter High School shall be deemed the exclusive public school employer of the employees of LCCHS for the purposes of the Education Employment Relations Act (EERA). The charter school shall comply with the EERA. The charter school understands the rights of employees to unionize and will not impede on those rights.~~

ELEMENT 15 - CLOSURE PROCEDURES

DRL: "CLOSURE ACTION"

The decision to close LCCHS, either by the governing board of LCCHS or by the OUSD Board of Education, 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(i)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of LCCHS votes to close LCCHS or the Charter lapses or is surrendered.

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 (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to LCCHS, including its nonprofit corporation and governing board.

A) 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 LCCHS or the OUSD Board of Education, the governing board of LCCHS 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 LCCHS will fund, these activities.

B) Notification of Closure Action

Upon the taking of a Closure Action, LCCHS shall send written notice of its closure to:

- 1. The OUSD OCS. LCCHS shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of LCCHS, LCCHS 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 LCCHS within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). LCCHS shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which LCCHS participates. LCCHS shall send written notification of the Closure Action to the SELPA in which LCCHS*

participates by registered mail within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of this notification to the OCS.

5. The retirement systems in which LCCHS's employees participate. Within fourteen (14) calendar days of the Closure Action, LCCHS shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. LCCHS shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). LCCHS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. LCCHS shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of LCCHS. LCCHS 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. LCCHS shall provide a copy of these notifications, if any, to the OCS.
8. All LCCHS employees and vendors within 72 hours of the Closure Action. LCCHS shall simultaneously provide a copy of the written employee and vendor notification to the 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 LCCHS
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 LCCHS*
- 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 LCCHS, by which LCCHS shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, LCCHS shall provide all employees with written verification of employment. LCCHS shall send copies of such letters to the OCS.

C) Records Retention and Transfer

LCCHS 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. LCCHS 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 LCCHS. 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. LCCHS'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. LCCHS shall prepare and provide an electronic master list of all students to the LCCHSs Division 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 LCCHS 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 delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.*
- 4. LCCHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. LCCHS will coordinate with the OCS for the delivery and/or pickup of student records.*
- 5. LCCHS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. *LCCHS must provide to the OCS a copy of student attendance records, teacher gradebooks, LCCHS payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.*
7. *LCCHS shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.*
8. *LCCHS shall provide to the responsible person(s) designated by the governing board of LCCHS 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.*

D) Financial Close-Out

After receiving notification of closure, the CDE will notify LCCHS and the authorizing entity of any liabilities LCCHS owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

LCCHS shall ensure completion of an independent final audit within six months after the closure of LCCHS 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 LCCHS's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

LCCHS shall pay for the financial closeout audit of LCCHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by LCCHS will be the responsibility of LCCHS and not OUSD. LCCHS understands and acknowledges that LCCHS will cover the outstanding debts or liabilities of LCCHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. LCCHS 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 LCCHS participates, and other categorical funds will be returned to the source of funds.

LCCHS shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If LCCHS 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 LCCHS 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.

E) Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of LCCHS. LCCHS closure procedures must also ensure appropriate disposal, in accordance with LCCHS's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of LCCHS have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. LCCHS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to LCCHS 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 LCCHS shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If LCCHS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of LCCHS, the corporation shall be dissolved according to its bylaws.

LCCHS shall retain sufficient staff, as deemed appropriate by the LCCHS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

LCCHS's governing board shall adopt a plan for wind-up of LCCHS and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

LCCHS 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 LCCHS will make the payments.

Prior to final close-out, LCCHS shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end LCCHS's authorization to operate as a charter school or cause LCCHS to cease operation. LCCHS 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 LCCHS breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

ELEMENT P. SCHOOL CLOSURE PROCEDURES

Governing Law: *A description of the procedures to be used if OP closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities:

Notification and Timeline

The LCCPS Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The LCCPS Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

Management of Student Records

The LCCPS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon school closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Financial Record, Final Audit, and Distribution of Assets

~~On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.~~

~~On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.~~

~~As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.~~

ADDITIONAL REQUIREMENTS UNDER EDUCATION CODE SECTION 47605(G)

MISCELLANEOUS CHARTER TERMS

Budget and Financial Reporting

~~Governing Law: The petitioner or petitioners shall also 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(g).~~

~~The charter school shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:~~

~~● By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.~~

~~● By July 1, an annual update required pursuant to Education Code Section 47606.5.~~

~~● 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 OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.~~

~~● By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.~~

~~● By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year.~~

Insurance

~~Lighthouse Community Charter Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.~~

Administrative Services

~~Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).~~

~~The Lighthouse Community Charter Public Schools and the charter school will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.~~

External Reporting

~~Lighthouse Community Charter High School will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.~~

Public Records

~~Lighthouse Community Charter High School acknowledges that pursuant to Article XVI section 8.5(c) of the California Constitution, sections 2(c), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(e), and 35258 of the Education Code require schools, including Lighthouse~~

~~Community Charter High School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse Community Charter High School and of the District. Lighthouse Community Charter High School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lighthouse Community Charter High School does not have that Lighthouse Community Charter High School needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter High School in a reasonably timely manner upon request.~~

Facilities

~~Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by OP shall specify where the school intends to locate.” Education Code Section 47605(g).~~

Facility Safety

~~As outlined in Element F, 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 State Building Code, including provisions for seismic safety. Toward that end, the 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), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.~~
- ~~● Will secure a Certificate of Occupancy before start of school.~~
- ~~● 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.~~
- ~~● Will require students and staff to participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.~~

~~If LCCHS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If LCCHS moves or expands to another facility during the term of this charter, LCCHS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LCCHS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.~~

District Fee for Oversight

~~The District may charge for the actual costs of supervisorial oversight of Lighthouse Community Charter High School not to exceed 1% of the charter school’s state revenues, or the District may~~

~~charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Lighthouse Community Charter High School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.~~

~~Attendance Accounting~~

~~LCCPS and LCCHS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.~~

~~Reporting~~

~~LCCPS and LCCHS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).~~

~~Potential Civil Liability Effects~~

~~*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*~~

A. FACILITIES

1. Use of District Facilities

DRL: “LCCHS and the District shall execute an agreement for the use of the District facilities prior to occupancy and commencing use. LCCHS shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between LCCHS and the District.

Unless otherwise stated in an existing, Board-approved agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of LCCHS’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent LCCHS from conducting its educational programs. If LCCHS will share the use of District facilities with other District user groups, LCCHS agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

Co-Location: If LCCHS is co-locating or sharing the District facilities with another user, the LCCHS shall pay the applicable Pro Rata Share.

Sole Occupant: If LCCHS is a sole occupant of District facilities, the District shall allow LCCHS, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the

District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit.,

2. Non-District-Owned Facilities

A. Certificate of Occupancy

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, LCCHS shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows LCCHS to use and occupy the site as a charter school. LCCHS shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. LCCHS may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If LCCHS intends to move or expand to another facility during the term of this Charter, LCCHS shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, LCCHS shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

If LCCHS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If LCCHS moves or expands to another facility during the term of this charter, LCCHS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LCCHS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”

B. Facility Compliance

Prior to occupancy or use of any school site or facility, LCCHS shall provide adequate documentation to the 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 LCCHS is to be located. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. LCCHS 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. LCCHS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. LCCHS

shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

C. Other Requirements

Pest Management: LCCHS shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: LCCHS 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.

B. ADMINISTRATIVE SERVICES

DRL: “The District may charge for the actual costs of supervisorial oversight of LCCHS not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the LCCHS not to exceed 3% if LCCHS 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.”

C. DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

The District hereby reserves the right, pursuant to its oversight responsibility, to audit LCCHS’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,*
- *The school’s debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

LCCHS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day’s notice to LCCHS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.

In addition, if an allegation of waste, fraud or abuse related to LCCHS operations is received by the District, LCCHS shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools

LCCHS, 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, LCCHS’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 LCCHS, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

D. FISCAL MATTERS

1. Third Party Contracts

LCCHS 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, LCCHS, 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. LCCHS 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.

2. Offset for Special Education Revenue Adjustment/Payment for Services

In the event that LCCHS 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 LCCHS, LCCHS authorizes the District to deduct any and all of the in lieu property taxes that LCCHS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. LCCHS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to LCCHS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, LCCHS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

3. Exclusive Employer

LCCHS shall be deemed the exclusive public school employer of the employees of the charter

school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) LCCHS shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

INSURANCE

Lighthouse Community Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Lighthouse Community Public Schools and the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

EXTERNAL REPORTING

Lighthouse Community Charter High will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

PUBLIC RECORDS

Lighthouse Community Charter High acknowledges that pursuant to sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter High to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse Community Charter High and of the District. Lighthouse Community Charter High acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lighthouse Community Charter High does not have that Lighthouse Community Charter High needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter High in a reasonably timely manner upon request.

FACILITIES

Governing Law: *The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).*

LCCHS will be located at 444 Hegenberger, Oakland California 94621. The school will share facilities with Lighthouse Community Charter School (K-8).

ATTENDANCE ACCOUNTING

LCPS and LCCHS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

REPORTING

LCPS and LCCHS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

Lighthouse Community Public Schools and LCCHS agree to permit the District to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under shall comply with the California Public Records Act.

LCPS and LCCHS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCHS shall be operated by Lighthouse Community Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. LCPS and the Charter School shall work diligently to assist OUSD in meeting any and all

oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure OUSD shall not be liable for the operation of the Charter School.

The corporate bylaws of LCPS shall provide for indemnification of OUSD's Board, officers, agents, and employees, and LCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of LCPS.

The LCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IMPACT ON CHARTER AUTHORIZER

In accordance with Education Code Section 47604.3, Lighthouse Community Charter High will promptly respond to all reasonable inquires of the chartering agency. Lighthouse Community Charter High recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter High at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

July 1 – An LCAP and annual update to the LCAP required pursuant to Education Code Section 47606.5.

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

December 15 – Final Audited Financial Report for Prior Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

Lighthouse Community Charter High agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lighthouse Community Charter High is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter High.

- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607, or any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

FEDERAL FUNDS COMPLIANCE

To the extent that LCCHS is a recipient of federal funds, including federal Title I, Part A funds, LCCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement.

LCCHS also understands that as part of its oversight of the Charter School, the Office of Charter Schools may conduct program review of federal and state compliance issues.

CHARTER TERM

Term

The term of this charter shall begin July 1, 2020 and expire five years thereafter on June 30, 2025.

Lighthouse Community Charter High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Sections 47605 and 47607 and its implementing regulations. The Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Material Revisions

Any material revisions to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter High and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

~~Lighthouse Community Charter Public Schools and LCCHS agree to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.~~

~~LCCPS and LCCHS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.~~

~~LCCHS shall be operated by Lighthouse Community Charter Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).~~

~~Pursuant to Education Code Section 47604(e), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. LCCPS and the charter school shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SFUSD shall not be liable for the operation of the charter school.~~

~~The corporate bylaws of LCCPS shall provide for indemnification of OP's Board, officers, agents, and employees, and LCCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.~~

~~As stated above, insurance amounts will be determined by recommendation of OUSD and LCCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of OP.~~

~~The LCCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.~~

~~Charter~~

~~Term~~

~~The term of this charter shall begin July 1, 2015 and expire five years thereafter on June 30, 2020. Lighthouse Community Charter High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.~~

~~Renewal~~

~~Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. The charter school must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.~~

~~Amendments~~

~~Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter High School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.~~

~~Severability~~

~~The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and LCCHS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.~~

Communications

All official communications between the Lighthouse Community Charter High School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Head of Schools, Lighthouse Community Charter Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

Oakland Unified School District
1025 Second Ave.
Oakland, CA 94606

APPENDIX 1.1 – LCCHS Performance Report

The following is the performance report narrative and data submitted to Oakland Unified Office of Charter Schools in September 2019.

1. Measuring the effectiveness of instruction

Measuring Effective Instruction

At Lighthouse Community Charter High School (LCCHS) we evaluate the efficacy of instruction through multiple measures - Lighthouse Community Public School (LCPS) developed tools and resources, externally available tools and resources, and through a robust analysis of student outcomes.

LCPS Tools and Resources

At LCPS we have defined Quality Instruction through our LCPS Instructional Stances. These stances undergird our teacher evaluation framework, the LCPS Framework for Transformational Teaching modeled after a rubric by the same name from the New Teacher Project.

- LCPS Instructional Stances (See Charter Petition Appendix 1.3)
- LCPS Framework for Transformational Teaching (See Charter Petition Appendix 1.16)

External Tools & Resources

At LCCHS we have drawn on, adapted, and incorporated several tools and resources to support our walkthrough of educational spaces including the following:

- Achieve the Core Instructional Practice Guides (ELA, Math)
- Zaretta Hammond's Ready for Rigor Framework for Culturally Responsive Teaching (See Charter Petition Appendix 1.3)
- EL Education Core Practices (See Charter Petition Appendix 1.7)

Student Outcomes

At LCCHS, as part of the EL Education Network, we believe in an expanded definition of student achievement. Including Mastery of Skills and Knowledge, High Quality Work, and Character. This is actualized in how we regularly review student learning and engage in reviews of student work and authentic work products shared at Student Led Conferences (SLCs) and Expos.

Methods for Measuring Instructional Efficacy

At LCCHS, we employ several methods to measuring instructional efficacy.

- **Teacher Evaluation: Observation and Feedback Cycles**
Principal and Assistant principal conduct classroom observations on a bi-weekly basis and a one-on-one debrief with each teacher.
- **Leadership Team Walkthroughs:** Quarterly the LCPS Instructional Leadership Team conducts walkthroughs, including the CEO, CAO, Directors and Principals from across LCPS.
- **Analysis of Student Learning Outcomes and Student Work**
 - Friday formative assessments are administered each week to evaluate student mastery of concepts and those results and students work are reviewed in 1:1 coaching meetings.
 - Quarterly Data Reviews are conducted with the faculty to reflect on student progress towards significant indicators. In addition, High Quality Work Protocols are conducted during the school year to align on college ready expectations.

- **Annual EL Implementation Review, External Reviews** (Measure N, OUSD Charter Office Visit)
 - Each year we complete a robust EL Implementation Review (See Charter Petition Appendix 1.7) as part of our work towards credentialing as an EL Network School. This process involves walkthroughs, surveys, interviews with students, review of data, and reviewing student work.
 - In addition, as part of our developing CTE Pathway, we annually review our program based on the OUSD Linked Learning Rubric.

Effective Features of Instruction

- **Relationship Based Community**
As a school community, we all believe that learning happens through development of strong relationships. We have a shared vision for the development of learning partnerships with students. We demonstrate this through the structures of our school, but also in how our teachers and staff work to know the unique stories and experiences of each student.
- **Relevant, High Quality Work**
Our teaching staff is deeply committed Culturally Sustaining Pedagogy and to designing learning opportunities that draw on students' strengths. They design their curriculum so that it culminates in with a high quality work product that is rigorous and relevant to students. On the whole, there is a high level of attention to being prepared for college (in depth research paper, office hours, feedback prior to submission of writing).
- **Collaboration & Inquiry**
A central feature of our educational program rest on students working in groups to engage in inquiry.

Areas for Improvement & Planned Actions

The most important area for improvement across the board is to support **higher levels of student achievement** and acceleration. Over the past few years, while we have seen a steady increase in our graduation rates, we have seen a decline in our student learning results on SBAC. This is a great concern for us, and a priority area for our work. We have identified the following areas as critical to that work and we have begun the planned actions outlined below.

Rigor & CCSS Aligned Curriculum

We have identified a clear need to increase the rigor and alignment to CCSS across all classrooms through high quality curriculum and assessment. Historically Lighthouse Community Charter School relied on the efficacy of several veteran teachers who were gifted curriculum designers. As we have experienced turnover in the past 3-5 years, we have seen a steady increase in the need to provide more support for novice teachers in ensuring that they are teaching to the rigor of the standards while they are learning their craft. As such, we have taken the following actions:

- Adopted new CCSS Aligned Curriculum for Math, ELA, History to ensure that curriculum resources are at grade level and that there is vertical progression of learning that continues to build to college level.
- Increased the collaboration time for departments internalize curriculum and support quality instruction. While the new curriculum supports vertical alignment, time is being dedicated to reviewing to student work in content teams.
- Leadership structures to ensure consistent support and observation and feedback.

Data-driven Instructional Practices

While Lighthouse has a strong history of working with standards based grading and aligning all learning to clear learning targets, it is clear that the daily/weekly data practices of our content teams needed development. As such we have planned the following actions:

- Introduction of data meetings with staff to regularly review student learning outcomes and work collaboratively to ensure teachers have action plans to support all students in achieving learning outcomes.
- Continuing the practice of Friday Formatives so that all students complete a weekly formative assessment and receive wise feedback that supports their growth and development towards key learning targets.
- Continued professional development on Student Engaged Assessment Practices (EL Core Practices)

Literacy Achievement

Given the decline in our ELA data, a significant emphasis on literacy across the curriculum is essential to ensure that our students are college and career ready. In addition to the adoption of new ELA Curriculum, some students are receiving additional support classes in writing and reading intervention courses are available for students identified as needing more intensive support. We have also increased the number of course offerings that students are taking annually which significantly increases the amount and types of reading and writing that all students will engage in.

Math Achievement

Given the decline in our Math achievement, a significant emphasis on supporting students who are struggling in math is planned for this year. In addition to the final two years of roll out of new math curriculum for 11th and 12th graders, there is a math support class for students and a math interventionist who will be doing push-in and pull out support.

Chronic Absenteeism

While not directly connected to instructional efficacy, it is important to note that a significant concern for us rests on student attendance. As such we have a new attendance plan in place for the 2019-2020 school year. (See Charter Petition Appendix 1.13 for detail).

2. Diversity of student enrollment

Strategies and Processes

Each year, LCCHS enrolls between 10-20 new students at the 9th grade and additional students in grades 10-12. Therefore, much of our student population is determined by our enrollment in 8th grade with families who choose to continue with Lighthouse.

Over the course of our charter term we have seen an increase in the diversity of the student population including:

- Increase in percent of African American students from 8.5% to 9.8%
- Increase in percent of English Learners from 10.75% to 25.9%
- Increase in percent of Students with Disabilities from 9.6% to 16.4%

We are committed to continuing to ensure that our student population reflects the community in which we are located. In order to ensure that our school community is reflective of neighboring community,

Lighthouse Community Charter High School has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Distribution of enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Future Plans

Increasing AA Student Population

Our current African American student population is just under 10%. According to the East Oakland Initiative's Community Plan, LCCHS's neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35%. (East Oakland Initiative Community Plan). Given that we have an under representation of African American students, we are working in two significant ways to support that growth.

1. Focus on the belonging and connection of African American Students in the High School and Middle School

While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lighthouse is a place where they feel a sense of belonging, and continue to attend Lighthouse. Over the past few years, we have increased affinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. These have supported students' sense of belonging. In addition, a critical area of focus has been on the hiring and retaining teachers of color, particularly black teachers and leaders. We are proud that we currently have an administrative team that is led by three African American educators, and that we have increased our overall teacher diversity.

2. Adding an enrollment preference for students from LCCHS neighboring communities. We want our schools to reflect the demographics of our local community. As such, we are adding a preference for students who reside in 94621 and 94603.

Students With Special Needs

A key component to addressing disproportionate enrollment in SPED is to ensure that we are offering a program that effectively supports all students needs. Over the past few years we have significantly expanded our program to provide more wrap around SPED services. We have hosted Extended School Year (ESY) on our school campus for students. We have increased our counseling and support services with particular attention to students who are experiencing trauma (through relocation, disrupted housing). Over the term of our charter, the percentage of students with disabilities that we enroll has increased from 9.6% to 16.4%.

English Learners

Over the course of our charter, the percentage of English Learners has increased from 10.75% to 25.9%, including recently having a cohort of newcomers.

3. Student engagement

Student Progress Monitoring

Students have several ways of knowing how they are doing academically while they are in school.

- Standards Based Grading
 - One of the key features of LCCHS program is the use of Standards Based Grading. All of our students are clear on exactly what learning targets they need to master in order to complete a course. In addition, they have access to real time data via our grading platform to track and monitor their progress. In addition, teachers provide descriptive feedback aligned to learning targets on formative work.
- Learning Target Tracking
 - Learning Targets are the standards for a course translated to more student-friendly language. A central feature of our program is the ongoing use of Learning Target Trackers in classes. Student regularly update these trackers to monitor their own progress and have check ins with the Crew Leaders to review that progress. These learning targets make up the grading policy, so tracking learning targets is a way of making standards-based grading transparent for students.
- Quarterly Student Led Conferences
 - At the end of each quarter, students facilitate a conference with their parent/guardian and their crew leader to review their progress. These conferences include the review of students grades and achievement, as well as reflection on goals for the quarter connect to the work habits and life interests. They are also a place for students to share their career goals and interests, and track their progress in the college exploration and application process.

Student Voice

Students voice, perspective, and leadership is critical to having a strong high school community, as well as supporting students as lifelong changemakers. At Lighthouse we engage with students to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- Annual Student Survey
 - Each year, students complete an organizational survey where students evaluate their experience at Lighthouse. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- Student Experience Survey
 - Part of the FTT (Framework for Transformational Teaching) teacher growth and development process, students complete a teacher survey each year and provide direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.
- Crew Circles
 - A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and crew leaders work as advocates to support students.
- Student Body Leadership
 - LCCHS has launched a new student government body. It will be going into its second year this year. While focused on planning of senior events last year, the student

government will be further developed to support the inclusion and elevation of students voice.

Student Involvement in Decision Making

- Student Government
 - Students have the opportunity to participate in student government. Student in this body meet with the principal on a monthly basis and are key planners for student events, voice concerns, and work with administration to come up with new policies.
- Participation in hiring processes for leaders and teachers
 - Student voice is a significant element in the hiring process when teacher or leader vacancies arise. Students representatives engage with teachers and new principal candidates and provide their feedback directly to the hiring manager.

Changes Made Due to Student Feedback

- In the 19-20 school year, LCCHS has a new dress code, food vendor, and increased electives/course offerings. These changes are a direct result from student advocacy and input.

4. Family engagement

Family Involvement

At Lighthouse, family involvement is a critical feature of our program. Parents have several ways to get involved in school.

- Engagement with Students Learning
 - **Quarterly Student Led Conferences:** (See description above)
 - **EXPO:** Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester.
 - **Passage:** In 10th and 12th grade, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers.
- Engagement with School Leadership
 - **Coffee Tuesdays:** Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including quarterly updates from the high school community, college workshops offered by the Director of College and Career, and community organizations.
 - **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as: graduation, college readiness, senior activities, changes to policies and programs, and applying for college financial aid.
- Parent Leadership - Parents in Action
 - **Parents in Action** is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Parents can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

Family Monitoring of Student Progress

Lighthouse provides several ways for families to closely monitor students progress.

- **Crew Leader** - The crew leader provides a primary point of contact for families, the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.

- **Online Gradebook-** Parents have access to students grades via Jump Rope and through Aeries Parent Portal.
- **Quarterly Student Led Conferences** (See above)
- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs.

Family Voice

Family voice, perspective and leadership is critical to having a strong high school community. At Lighthouse, we engage with families to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- **Annual Survey:** Parents complete an annual survey to provide feedback on our school community in the areas of Connection, Decision-Making, Family Participation, Learning and Assessment, and School Climate.
- **Coffee Tuesdays:** Each week parents during Coffee Tuesdays have an opportunity to connect with our family liaison and school representatives
- **CEO/CAO Listening Sessions:** The CEO and CAO conduct regular listening sessions pushing into Coffee Tuesdays to hear concerns, ideas, and accolades directly from families

Family Decision Making

- **LCAP Feedback**
One way parents engage in decision making is through their contribution to the LCAP planning process. They provide feedback on areas for improvement and offer their assessment of our school's program.
- **Participation on hiring committees for school leaders**
Parents play a key role when we are hiring leaders for our school community. Parents provide are invited to evening input sessions to provide input on the qualities they would like to see in candidates. These are used by the hiring committee during the hiring process. In addition, parents can be members of the hiring committee or participate in the day of hiring interviews.

Impact of Family Feedback

- Parent feedback on rigor and number of courses offered. This resulted in changes in course offerings and bell schedule.
- Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.

5. Teacher engagement

Teacher Voice

Teachers have several ways to be engaged and share their voice and perspective on issues that impact the school community. These opportunities are both formal and informal.

Formal Engagement

- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on LCCHS. In January, teachers complete Gallup's Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete the INSIGHT Survey and provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school.

- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are as an organization supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Principal:** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development.

Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with either the AP or Principal who supports them. These are opportunities that provide direct access to leaders and enable staff to raise concerns, get support and ensure their questions are answered.
- **Grade Level & Department Leads:** Teachers meet weekly in grade level and departmental configurations. Each team has a lead. Those leads are there to listen to any concerns and to work with the administrative team to support teachers.
- **CEO Office Hours:** On a quarterly basis the CEO holds an open office hour session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind.

Decision Making

- **ILT & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community: The Instructional Leadership Team - which is comprised by Departmental leaders and admin; The Culture Team - which is comprised by grade level leads and admin. These teams oversee critical areas of the school community and representatives seduce as leaders.
- **Decision Making Processes:** An area for need that has been elevated by the staff is wanting to have cleared decision making practices and communication about who will make final decisions.

What is an example of a change you have made to the school based on teacher feedback?

- Increasing planning time built into the school schedule
- Compensation for afterschool office hours
- Teacher design of new course offerings

6. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?

English Learners

Lighthouse Community Charter High School's English Learner population has grown over the course of the charter term. In the 2019-2020 school year, English Learners comprise 25.9% of the student population. With the increase in student population, we have also seen an increase in the diversity of learner profiles and needs for support. We know that we have significant work to do so better support our English Learners and that they have some of the highest rates of chronic absenteeism (24%). In spite of this, we have made significant strides in improving 4-year graduation rates for our English Learners (87.5% for 2018-2019), and in supporting students in having plans for a range of post-secondary options including supporting transition to community college. Below is a summary of

aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

What is working?

- LCCHS has added specific newcomer support classes to support newcomer cohort.
- AP Spanish has continued to be a way to build upon primary language resources of English Learners.
- Teachers utilize a variety of classroom strategies to support language acquisition.
- LCCHS hired a Reading/ELD interventionist to support teachers and students using a new push in/pull out model.

What needs improvement?

- Providing a range of services to support different profiles of English Learners.
- Supporting the development of teacher knowledge of embedded supports for English Learners across content areas; establishing a consistency of approach across classrooms.
- Professional development for instructional leaders to leverage the California English Language Development Standards supporting teachers with differentiation.

What are our planned future actions?

- Strengthen our initial and ongoing professional development on supporting English Language Learners.
- Providing staff with more detailed profiles on students' educational experience and English Language skills prior to the start of the school year for strategic planning.
- Adding additional intervention opportunities inside and outside of the school day including implementing an additional LTEL support class.
- Utilizing additional curricular tools and supports (such as books on Audible or online language programs).
- Continue school-wide attendance initiatives for all students, in particular key student groups.

What are some of our barriers?

- Size of English Learner population- Overall and in specific levels/profiles, having a smaller group of students presents challenges for staffing and programming to meet all students' needs.
- LTEL strong oral/conversational - language needs are not always apparent
- High Chronic Absence for English Learners

Students with disabilities

Over the course of our charter term, the overall population of students with disabilities has grown to 16.4%, including having students with a range of learner profiles that need a variety of support services. During this time, we have also transitioned from relying primarily on an external partnership (Seneca's All In Program) to bringing strategic services in house at LCCHS. We are still in the process of developing our full scale in-house model, but have made many strides towards improving students access to high quality education at Lighthouse and have made significant gains in students four year graduation rates with our increased in support. However, the accelerated growth towards reading and math achievement lags behind other student groups. (Only 24% of students met grade level achievement or growth targets in reading). Below is a summary of aspects of our program that are

currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

What is working?

- LCCHS has a new collaboration/consultation model with Resource Specialists and General Education meeting on a weekly basis to discuss individual students needs, accommodations and supports.
- LCCHS has designed a school schedule that allows for a more targeted push in of educational specialists. Schedule redesign ensures that students are not missing electives to get additional support.
- LCCHS has invested in having additional reading/math intervention push in/small group model with a Reading and Math interventionists.
- LCCHS has a comprehensive mental health counseling supports in house for students including having two full time clinicians dedicated to the high school.
- LCCHS has invested in ensuring that students have access to academic support including individual audiobooks

What are our planned future actions?

- Implement the new model and supports described above.
- Continued work on Chronic Absenteeism.
- Continued and more in-depth teacher professional development around understanding IEPs and implementation of accommodations and modifications in the classroom.
- Continue expansion of in-house special education services to support deeper alignment and collaboration.

Students in Need of Remediation

At LCCHS students have a range of remediation needs. From needing to develop in key areas where there are skill gaps, to completing credit recovery courses. Our current approach is to do a better job of support all students in being successful in their course work and in accelerating their learning so that we have less need for remediation. We are still in a developmental phase in determining the best approach for remediation at LCCHS.

What's working?

- LCCHS offers students the opportunity to complete credit recovery both during and outside of the school day through on-line course offerings (Apex, UC Scout).
- LCCHS has created a new intervention support model and courses to better address students' needs.
- LCCHS new bell schedule enables students to retake courses and complete interventions as part of the school day.

Areas for Growth

- Summer School credit recovery has had limited success.
- Students continue to have significant gaps in key areas given interrupted learning experiences. This presents an acceleration challenge, especially in math at the upper grade levels.

Planned Actions

- During the day support and push-in with interventionists
- Addition of intersession supports for students for just in time needs when students are out of school.

Advanced students performing above grade level

A key question for our school community is how we continue to support the growth and development of students who are performing above grade level while ensuring we are meeting the needs of students who are not yet at grade level. LCCHS believes in inclusive, heterogeneous learning environments, and so the key approach to supporting students who are achieving above grade level has been through differentiation of curriculum, ensuring rigorous experiences for all students, and providing opportunities for students to participate in learning outside the walls of LCCHS.

What is working?

- Flexibility in the school schedule and individual programming support from Director of College and Career so that students can go Community College Classes during the school day.
- Internships are a key experience for all students.
- With the change in bell schedule, we are offering a wider range of course offerings.
 - Honors Physics, Honors Ethnic Studies, AP Spanish, Spanish 3H
- Students are supported in finding and participating in external opportunities such as The Mountain School and Global Glimpse.
- 95% of students take the SAT.

Areas for Growth

- Students have expressed a desire to have access to more advanced, AP Courses.

Future plans

- The LCCHS school community wants to consider the addition of more advanced classes and its connection to school's commitment to heterogeneous grouping.
- LCCHS is exploring how to develop stronger partnerships with local community colleges to broaden students' access to advanced course work.

African American Students

Over the current charter term, LCCHS has seen a slight increase in the number of African American students in spite of trends in the neighborhood of declining African American student population. Constituting approximately 10% of the student population, we are committed to ensuring that our African American students feel a sense of belonging.

What is working?

- LCCHS small school community provides opportunity for deep connections to adults and peers.
- Increase in percentage of African American staff supporting students and families' sense of belonging.

What needs more work?

- We continue to see a discrepancy in African American students a sense of belonging.

Future Actions Planned

- Continue implementation of the revised the Discipline Policy
- Continue to support the growth and development of affinity spaces for students including the Black Student Union
- Continue deep DEI work for all staff.

7. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?

The board interaction with students, parents and teachers has been informal. Board members often volunteer for different student support events (working with seniors on essays, budgets) and attend various LCCHS Events, including Declaration Day.

In addition, board members on the academic accountability committee have attended workshops on key action areas (e.g. chronic attendance) with staff members.

All board meetings are held at the school campuses, and teachers and staff have attended and joined for public comment.

In 19-20 school year, the board will also begin holding an hour of community engagement prior to every board meeting to provide open access, informal opportunities for board members to connect with the community.

Does the governing board evaluate the school leader?

The governing board does NOT evaluate the school leader. The school leader is evaluated by the Chief Academic Officer.

Provide an example of a recent issue or policy that the board is working on.

- Currently, the board is in the process of revising its financial reserve policies. After a few years of growth as an organization, we have tapped most reserves to accommodate the growth.
- In the 18-19 school year, the board worked on a revision to the Discipline Policy and Revised Graduation Requirements.

8. Innovation

What are 2-3 innovative practices at your school that could not be implemented in a district school setting?

The primary difference regarding being in a charter setting is connected to the flexibility and pace with which we can implement changes to support our school community.

- Changes to our meal program
- Master Schedule/Bell Schedule - redesign of schedule including number of sections that teachers teach, courses offered

- Curriculum decisions – innovative and responsive selection of curriculum materials for the high school.
- Additional days for teachers' professional development (teachers work 200 days, and we were able to decrease the number of student days to add an additional staff development day focused on DEI.)

Our program has several elements that we believe are innovative and have been recognized within Oakland and beyond. We have been the recipient of two Dissemination Grants for the following areas of our program.

- Our Making Program and Creativity Lab, which is a K-12 program, is a hallmark of our work. This nationally renowned program has grown into our Lighthouse Product Innovation & Design Pathway.
- College Readiness Model (Link to program page) Our robust College Readiness Model, including two required courses that are taught by our Director of College and Career are an essential part of our core program. Having the low caseload and flexibility enables our Director of College and Career to teach those courses.

We are committed to our role in supporting the larger Oakland Educational Community to innovate its programs. Many teachers throughout Oakland have been trained at Lighthouse through our Creativity Lab.

Finally, last year we launched our organization wide DEI work. This year, every community member participating in mandatory affinity groups to continue our collective DEI work. This work is grounded in our Theory of Change and our DEI Pillars. (See Charter Petition Appendix 1.17)

Supplemental Financial Information (for Year 5 of current charter term)

Percent of budget to be spent on facilities	7%
Percent of budget to be spent on teacher salaries	38%
Percent of budget to be spent on other staff salaries	18%

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Waitlist data should be from around the first day of school.

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
Year 1	2/18/15	9	41	0	41
		10	5	0	5
		11	6	0	6
		12	3	0	3
Year 2	2/3/16	9	52	0	52
		10	13	0	13

		11	13	0	13
		12	1	0	1
Year 3	3/16/17	9	169	0	169
		10	22	3	19
		11	10	5	5
		12	5	2	3
Year 4	3/8/18	9	285	13	272
		10	52	6	46
		11	25	2	23
		12	12	0	12
Year 5	3/6/19	9	284	16	300
		10	40	10	50
		11	25	1	26
		12	17	0	17

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	10	9	18	5		3.76%	3.4%	6.3%	1.75%	
Students who left the school other than at the usual time of leaving	5	9	26	18		1.9%	3.4%	9.1%	6.3%	

* Enter most recent data available.

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
---------------	-----------------	-----------------------------

Total Enrollment	286	100%
Asian	5	1.75%
Black or African American	28	9.8%
Filipino	4	1.4%
Hispanic or Latino	223	78%
Native American or Alaskan Native	1	0.35%
Native Hawaiian or Pacific Islander	0	0%
White	11	3.85%
Two or More Races	9	5.15%
Race Not Reported	5	1.75%
Male	138	48.3%
Female	148	51.7%
Homeless Students	0	0%
Foster Youth	0	0%
FRPM-Eligible/ Economically Disadvantaged	235	83%
English Learners	74	25.9%
Students with Disabilities	47 (34 IEP, 13 504)	16.4% (11.9% SPED; 4.5% 504)

** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Enrollment Projections

For the upcoming charter term, projected enrollment for each year

	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	320	320	320	320	320

Maximum enrollment of school during the upcoming charter term: 320

Expulsions

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	88%
Cohort Dropout Rate	6%

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	47/56	40/49	36/57	36/62
	84%	82%	63%	58%
% attending 2-year college	7	8	19	23
	12%	16%	33%	37%
% attending vocational/ technical training	0	0	0	3

				5%
% joined military	0	0	0	0
% working exclusively	2	1	2	0
	4%	2%	4%	

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	15	16	18	19	20
# of new classroom teacher hires	3	2	6	5	9
# of classroom teachers retained from prior year	12	14	12	14	11
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	1	1	N/A
# of currently vacant classroom teaching positions (FTEs)					0

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	20
# Asian	0
# Black or African American	4
# Hispanic or Latino	2
# White	12
# Other Ethnicity or Missing	2

Performance Report – Facilities and Material Revisions

Facilities
Please respond to the following:
Does your lease extends through the end of your requested charter term? If not, please describe your plans for a facility solution.
YES
Do you anticipate applying for Prop 39 during the course of the upcoming charter term?
NO

Material Revisions
Material Revision to Lottery Preferences
State the revision(s) the school’s governing board wishes to make to the charter
We wish to make TWO changes to our Lottery Preferences.
1. Remove the Lodestar Preference.
2. Add ZIP Code Preference (94621 and 94603) prior to Oakland Preference
Describe the reasons for the request(s)
1. Lodestar Preference was due to delay in construction for the 19-20 school year only. We are currently under construction for the Lodestar High School facility and anticipate that we will be able to open on time for the 20-21 school year. Therefore, we currently do not need this preference.
2. Including a preference for students who are from the two zip codes in our surrounding community would support us in our efforts to increasingly reflect the demographics of our local community.
Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
The anticipated change would be an increase in the number of students from the two local zip codes which would hopefully lead to an increase in African American student enrollment.

APPENDIX 1.2 – LCPS Graduate Profile



Graduate Profile

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.

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

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

APPENDIX 1.3 – LCPS Instructional Resources

LCPS Instructional Stances

Overview

We think about all of our learning spaces with these stances in mind. At LCPS everyone is a teacher and everyone is a learner. Not every stance is present at every minute.

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**.

Purposeful

- Learning is driven by essential questions that allow students to create **lifeworthy understandings**; learning inspires insight, opportunity, integrity, and action.
- Learning builds toward **authentic products**. Products are modeled on real-world formats, are shared with a real-world audience, and aim to impact our communities.
- Learning is measured using an **expanded definition of achievement**, including knowledge and skills, character, and high-quality work.
- **Learning is deep, rather than broad**. While we don't aim to cover all content, we also don't choose to focus on one topic at the expense of all others.
- **Learning is standards-based**. We build from the standards and create curricular coherence within and across classes. We structure learning to ensure that *all* learners meet high standards.

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

A Complete Definition of College and Career Readiness

David T Conley, PhD



In many circles, efforts are under way to develop definitions of college readiness, career readiness, or both. This brief contains a definition that is the culmination of 18 years of study and research on this topic. Major work conducted by the author and his colleagues that contributes to this definition includes a proficiency-based college admissions system developed for the Oregon University System, a national study on college readiness standards sponsored by the Association of American Universities, multiple analyses of entry-level college courses sponsored by the College Board and others, college and career readiness standards developed under the sponsorship of the Texas Higher Education Coordinating Board and subsequent studies of their validity relative to college and careers, a study of career preparation programs sponsored by the National Assessment Governing Board, and two major studies sponsored by the Bill & Melinda Gates Foundation on the alignment of the Common Core State Standards to college and career readiness.

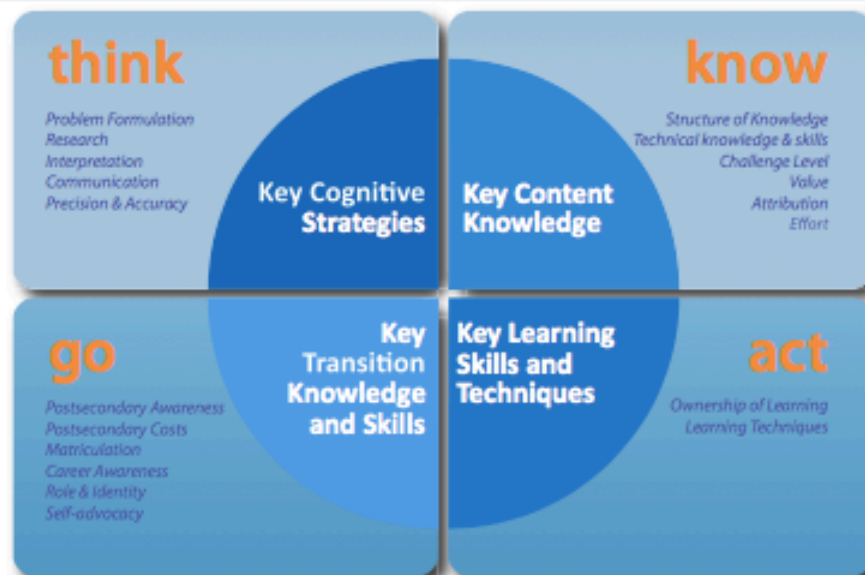
Additionally, the Educational Policy Improvement Center (EPIC) works on a continuing basis with secondary and postsecondary faculty to help them improve student readiness for college and postsecondary success. What is learned from practice is incorporated into tools, techniques, and strategies to help all students become ready for college and careers. All of this information from practice contributes to this definition.

This definition, then, is based on both empirical evidence gathered via multiple research studies and on-the-ground interactions with practitioners attempting to improve programs that affect a wide range of students, particularly those who would be first in family to attend college. Postsecondary, in this definition, refers to any formal setting in which an individual pursues additional instruction beyond

high school. This might include two- or four-year degree programs, certificate or licensure programs, apprenticeships, or training programs in the military. Furthermore, this definition differs from indices or “cut scores” that use a single cut score alone or in combination with another element, such as high school grade point average, to predict college success. This definition is designed to be actionable. It describes what students should know and be able to do in general terms that can then be defined and addressed with increasing detail and measured in a variety of ways using appropriately complex measures.

A Definition of College and Career Readiness

A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. However, not every student requires the same proficiency in all areas. A student’s interests and post-high school aspirations influence the precise knowledge and skill profiles necessary to be ready for postsecondary studies. Therefore, a single cut score on a test given to high school students does not take into account this individualization of the match between knowledge and skills on the one hand, and aspirations on the other. A secondary program of instruction should be designed to equip all students with sufficient knowledge and skill as identified in the following section. The measure of success should be student success in their chosen field of postsecondary education or post-high school training. Measuring this requires a more specialized and adapted assessment strategy than can be achieved with a single cut score on a single test.



The Four Keys to College and Career Readiness

College and career readiness consists of four “keys.” Students are ready to the degree to which they have mastered all four. They consist of the following:

Key Cognitive Strategies

Key Cognitive Strategies are the ways of thinking that are necessary for college-level work. They include formulating hypotheses and developing problem-solving strategies, identifying sources and collecting information, analyzing and evaluating findings or conflicting viewpoints, organizing and constructing work products in a variety of formats, and monitoring and confirming the precision and accuracy of all work produced.

Key Content Knowledge

Key Content Knowledge refers to key foundational content and “big ideas” from core subjects that all students must know well, and an understanding of the structure of knowledge in core subject areas, which enables students to gain insight into and retain what they are learning. Also included in this Key are the technical knowledge and skills associated with career aspirations, the ways in which students interact with content knowledge, its perceived value to them and the effort they are willing to expend to learn necessary content, and their explanations of why they succeed or fail in mastering this knowledge.

Key Learning Skills and Techniques

Key Learning Skills and Techniques consist of two broad categories: student ownership of learning, which includes goal setting, persistence, self-awareness, motivation, progress monitoring, help seeking, and self-efficacy; and specific learning techniques, such as time management, study skills, strategic reading, memorization techniques, collaborative learning, technology skills, and self-monitoring.

Key Transition Knowledge and Skills

Key Transition Knowledge and Skills are necessary to navigate successfully the transition to life beyond high school. This information is often privileged knowledge that is not equally accessible to all students. Least likely to have this information are students from families and communities historically under-represented in higher education or certain career pathways. This key includes, among other things, knowing which courses to take in high school in order to be admitted to an appropriate postsecondary program, understanding financial aid options and procedures, being focused on a career pathway or major, understanding college-level and workforce norms and expectations, and knowing how to be a self-advocate within the institutional framework of postsecondary programs.

How Are the Four Keys Expressed in Academic Performance?

Students who are on the path to college and career readiness can do many of the following:

- read a range of types of material, with an emphasis on informational texts
- interpret tables, graphs, charts, and pictures as they relate to content contained in text
- demonstrate fluency in several modes of writing, most notably expository and descriptive, and not just narrative or opinion
- show quantitative literacy based on an understanding of measurement and number systems and their application through the level of foundational concepts of algebra and geometry
- be able to locate, organize, understand, and interpret a wide range of types of data through a series of methods that include basic statistics and other means for displaying data
- understand the scientific method and possess insight into the big ideas and organization of knowledge in the sciences
- possess awareness of how social systems operate and how they are studied, how history is studied, and some of the major trends and organizers used to describe history
- engage in career planning through career exploration and the development of career management skills
- demonstrate some proficiency in a second language and show awareness that languages reflect cultures
- have experiences in and appreciation of creative, and expressive arts

Key Cognitive Strategies

- + Problem formulation
 - + Hypothesize
 - + Strategize
- + Research
 - + Identify
 - + Collect
- + Interpretation
 - + Analyze
 - + Evaluate
- + Communication
 - + Organize
 - + Construct
- + Precision & accuracy
 - + Monitor
 - + Confirm

Key Content Knowledge

- + Structure of knowledge
 - + Key terms and terminology
 - + Factual information
 - + Linking ideas
 - + Organizing concepts
- + Technical knowledge and skills
- + Challenge level
- + Value
- + Attribution
- + Effort

Key Learning Skills and Techniques

- + Ownership of learning
 - + Goal setting
 - + Persistence
 - + Self-awareness
 - + Motivation
 - + Help seeking
 - + Progress monitoring
 - + Self-efficacy
- + Learning techniques
 - + Time management
 - + Test taking skills
 - + Note taking skills
 - + Memorization/recall
 - + Strategic reading
 - + Collaborative learning
 - + Technology proficiency

Key Transition Knowledge and Skills

- + Postsecondary awareness
 - + Aspirations
 - + Norms/culture
- + Postsecondary costs
 - + Tuition
 - + Financial aid
- + Matriculation
 - + Eligibility
 - + Admissions
 - + Program
- + Career awareness
 - + Requirements
 - + Readiness
- + Role and identity
 - + Role models
- + Self-advocacy
 - + Resource acquisition
 - + Institutional advocacy

Why Is This a Definition of Both College and Career Readiness?

Being college ready and being career ready are similar, but not necessarily the same. Analyses of college courses required for degrees and certificates find that the learning skills and foundational knowledge associated with college success overlap considerably those necessary for success in certificate and training programs that lead to careers. Given this overlap, it serves little useful purpose to separate students into two distinct groups in high school (one bound for college, the other for work). More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. All students aspire to enter the workforce eventually and, to do so, all will need a set of similar foundational thinking skills, content knowledge, and learning strategies if they are to succeed in their careers and be productive members of society.

However, some potentially notable differences can be found between college readiness and career readiness. College readiness generally means the ability to complete a wide range of general education courses, while career readiness refers to readiness for courses specific to an occupational area or certificate. And while the foundational content knowledge is similar in all cases, the precise skill profile associated with success in a career course pathway may be more focused than that required for a bachelor's degree. This means that secondary schools can prepare all students in a common core of foundational academic knowledge and skill while also acknowledging the strengths of students who have passions and interests in particular career pathway areas.

Additionally, many of the attitudinal characteristics necessary for success in the workplace are also vital or taken as a given in postsecondary studies. These include ethical conduct, ownership of one's behavior, initiative, resilience, collaborative teamwork, motivation, and self-regulation skills.

What Isn't in the Definition?

It's possible to identify other important factors not addressed by the definition, such as positive citizenship, parental support and peer group influence, and, perhaps most importantly, student financial capability to attend college. These factors and others are indeed important, but schools cannot necessarily teach or influence them as directly as they can the Four Keys. It is important for schools to help students become good citizens, access financial resources, gain parental support, and develop peer networks that support postsecondary readiness. But the areas in need of most direct attention and generally under the most direct control by schools are those enumerated in the Four Keys to College and Career Readiness.

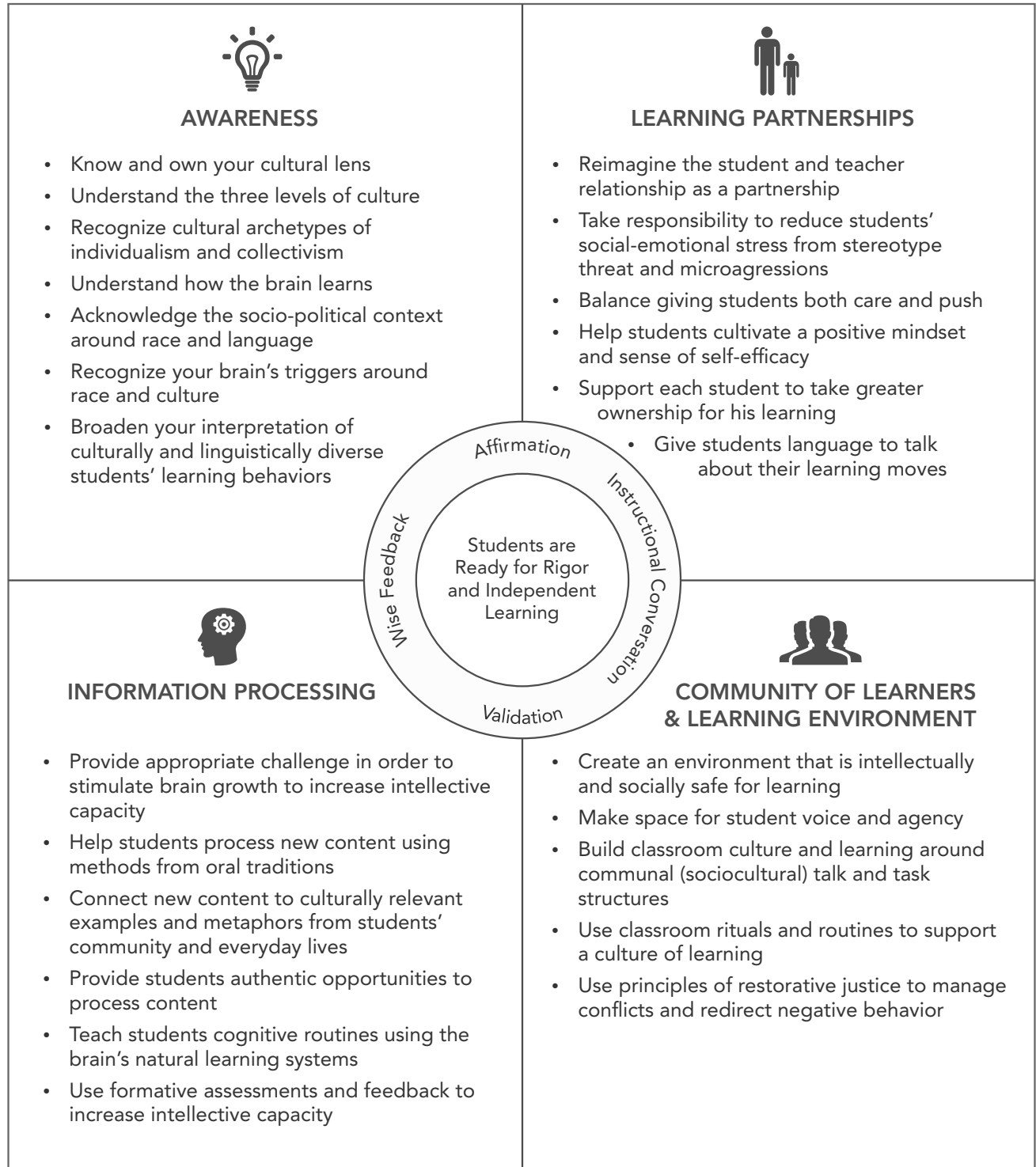
Dimensions of Student Achievement

Source: ELED - Dimensions of Student Achievement

Dimension of Achievement	Students	Teachers and Leaders
Mastery of Knowledge and Skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards • Use assessment practices that position students as leaders of their own learning • Use meaningful data for both teachers and students to track progress toward learning goals • Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
Character	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Elevate student voice and leadership in classrooms and across the school • Make habits of scholarship visible across the school and in daily instruction • Model a school-wide culture of respect and compassion • Prioritize social and emotional learning, along with academic learning, across the school
High-Quality Student Work	<ul style="list-style-type: none"> • 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 school 	<ul style="list-style-type: none"> • Design tasks that ask students to apply, analyze, evaluate and create as part of their work • Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality • Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

READY for RIGOR

A Framework for Culturally Responsive Teaching



APPENDIX 1.4 – LCCHS Master Schedule

Lighthouse Community Charter High School Sample Master Schedule

Dept	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
CTE/ART	3-D (10th grade)	Prep	Digital Photo	Lunch	12th Crew	Dept Collab	3-D (10th grade)	3-D (10th grade)
CTE/ART	Prep	Graphic Design	Entrepreneurship	11th Crew	Lunch	Dept Collab	Graphic Design	Graphic Design
Elective	AP Spanish	Span 3H	Prep			Span 1	Span 3H	Span 1
Elective	Performing Arts	Prep	Performing Arts	9th Crew	Lunch	Prep	Performing Arts	Performing Arts
English	Creative Writing	English 9	Dept Collab	9th Crew	Lunch	English 9	English 9	Prep
English	English 10	English 10	Dept Collab	Lunch	10th Crew	English 10	Creative Writing	Prep
English	Prep	English 12	Dept Collab	Lunch	12th Crew	English 12	English 12	Psychology
English	English 11	English 11	Dept Collab	11th Crew	Lunch	US Foreign Policy	Prep	English 11
History	American Hist	Dept Collab	American Hist	11th Crew	Lunch	American Hist	debate & mock trial	Prep
History	Ethnic Studies 9	Dept Collab	Ethnic Studies 9	9th Crew	Lunch	Writing Lab	Prep	Ethnic Studies 9
History	Prep	Dept Collab	World History	Lunch	10th Crew	World History	Art History	World History
Math	Calc	Prep	Calc	Lunch	12th Crew	Integrated 3	Integrated 3	Dept Collab
Math	Int 1	Int 1	Math Support	Lunch	10th Crew	Integrated 1	Prep	Dept Collab
Math	Integrated 2	Integrated 2	Integrated 2	Lunch	10th Crew	Integrated 1	Prep	Dept Collab
Math Inter.	Push-In/Pull-Out	Push-In/Pull-Out	Push-In/Pull-Out			Push-In/Pull-Out	Push-In/Pull-Out	Dept Collab
Reading Inter.	Reading Int 9	Prep/1:1 support	Reading Int 11/12	9th Crew	Lunch	Prep/1:1 support	ELD	Reading Int 10
Resource Specialist	Push-In Eng 11/12	11th Acad Support	Push-In Int 2			12th Acad Support	Prep	Prep
Resource Specialist	Push-In Eng 9 & 10	Push-In Int 1	Prep			Intervention (9)	Intervention (10)	Prep
Science	Dept Collab	Physics (12)	9th Physics	9th Crew	Lunch	9th Physics	Prep	9th Physics
Science	Dept Collab	Chem	Physics (12)	11th Crew	Lunch	Chem	Prep	Chem
Science	Dept Collab	Bio	Bio	Lunch	10th Crew	Prep	Bio	Physics (12)

APPENDIX 1.5 – LCCHS A-G List

Lighthouse Community Charter High School 2019-2020 A-G List

<u>Course Name</u>	<u>A-G AREA</u>	<u>CTE</u>
American History, Government, and Economics	A	
US Foreign Policy	A	
World History	A	
English 10	B	
English 11	B	
English 12	B	
English 9	B	
Calculus	C	
Integrated Math 1	C	
Integrated Math 2	C	
Integrated Math 3	C	
Statistics	C	
Biology	D	
Chemistry	D	
Physics (9th Grade)	D	
Physics (Honors)	D	
AP Spanish	E	
Spanish 1	E	
Spanish 2	E	
Spanish 3	E	
2-D Design	F	X
Digital Photography	F	
Graphic Design	F	
3-D Design	G	X
Advanced Ethnic Studies	G	
Advanced Manufacturing	G	X
Art History	G	
Creative Writing I	G	
Debate & Mock Trial	G	
Entrepreneurial Business	G	
Ethnics Studies	G	
Personal Psychology	G	

APPENDIX 1.6 – LCCHS Sample Professional Development Calendar

Wednesday Professional Development											
Quarter 1: 8/12/19 - 10/19/18 (10 weeks)	8/14/19	8/21/19	8/28/19	9/4/19	9/11/19	9/18/19	9/25/19	10/2/19	10/9/19	10/16/19	
Meeting	H.S. PD; 4:00 - 5:00 Grade Level Teams	5:00 - 7:00 Back To School Night	2:30 - 3:30 FTT Workshop; 3:30 - 5:00 H.S. PD	2:15 - 5:00 Course Group LCPS PD	2:00 - 3:00 PD; 3:00 - 4:00 Grade	2:00 - 3:00 H.S. PD; 3:00 - 4:00 Grade Teams; 4:00 - 5:00 Blue Time	2:00 - 3:00 Grade Team; 3:00 - 3:45 New Survey; 3:00 - 5:00 Blue Time	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Team	2:00 - 3:00 Grade Team; 3:00 - 5:00 Blue Time	SAT Test Schedule; 2:00 - 5:00 Blue Time	
Topic	Suicide Prevention (1 hr) Aeries Referral Training & Behavior PD (40 mins)	Blue Time: Prep for Back to School Night	Charter Renewal Meeting	LCPS K-12 PD (Curriculum Course Groups)	Close Reading & Warm Demander PD	TLAC Strategies; Blue Time: Curriculum Internalization for Q2	Blue Time: Curriculum Internalization for Q2	TLAC Strategies & Close Reading	Blue Time: Curriculum Internalization for Q2	Blue Time: Curriculum Internalization for Q2	
Quarter 2: 10/28/19 - 12/20/19 (8 weeks)	10/30/19	11/6/19	11/13/19	11/20/19	12/4/19	12/11/19	12/18/19				
Meeting	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Team	Course Group LCPS PD	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Team	2:00 - 3:50 Data Analysis & 4:00 - 5:00 Grade Level	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Team	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	Semester Final Exams: Period 1 & 2				
Topic	TLAC Strategies & Close Reading	LCPS K-12 PD (Curriculum Course Groups)	Close Reading PD	Data Analysis, Semester Final Exams & Study Guide	TLAC Strategies & Close Reading	Blue Time: Q3 Curriculum Planning	Blue Time: Sem 1 finals & Grading				
Quarter 3: 1/13/20 - 3/27/20 (11 weeks)	1/15/20	1/22/20	1/29/20	2/5/20	2/12/20	2/19/20	2/26/20	3/4/20	3/11/20	3/18/20	3/25/20
Meeting	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Teams	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	Course Group LCPS PD	2:00 - 3:50 Data Analysis & Planning Mtgs; 4:00 - 5:00 Grade Level	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Teams	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Teams	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Team	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time

Topic	TLAC Strategies & Close Reading	Blue Time: Curriculum Internalization	Blue Time: Curriculum Internalization	LCPS K-12 PD (Curriculum Course Groups)	Mid-Quarter Assessment Analysis & Curriculum Planning	Blue Time: Q4 Curriculum Planning	TLAC Strategies & Close Reading	TLAC Strategies & Close Reading	Blue Time: Q4 Curriculum Planning	TLAC Strategies & Close Reading	Blue Time: Q4 Curriculum Planning
Quarter 4: 4/13/20 - 6/12/20 (9 weeks)	4/15/20	4/22/20	4/29/20	5/6/20	5/13/20	5/20/20	5/27/20	6/3/20	6/10/20		

Meeting	2:00 - 3:50 H.S. PD; 4:00 - 5:00 Grade Level Team	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	2:00 - 5:00 LCPS K-12 PD (Curriculum Course Groups)	2:00 - 3:50 Data Analysis & Planning Mtgs; 4:00 - 5:00 Grade Level	2:00 - 3:00 Grade Level Team; 3:00 - 5:00 Blue Time	00 - 3:50 I.S. PD; 4:00 - 5:00 Grade Level Team	12th Final Exams: Periods 3 & 4	Min Day: 2nd Semester Final Exams: Periods 1 & 2
Topic	TLAC Strategies & Close Reading	Blue Time: Curriculum Internalization	Blue Time: Curriculum Internalization	LCPS K-12 PD (Curriculum Course Groups)	Mid-Quarter Assessment Analysis & Curriculum Planning	Blue Time: Final Exam Preparation			

Excerpted from *EL Education Core Practices, Introduction pp III -VI*

A Different Approach to Teaching and Learning

EL Education creates classrooms where ...

Learning is challenging.

Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.

Learning is active.

Students are scientists, urban planners, historians, artists, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.

Learning is meaningful.

Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose—getting smart to do good—and see that their education is in service of building a better world.

Learning is collaborative.

School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.

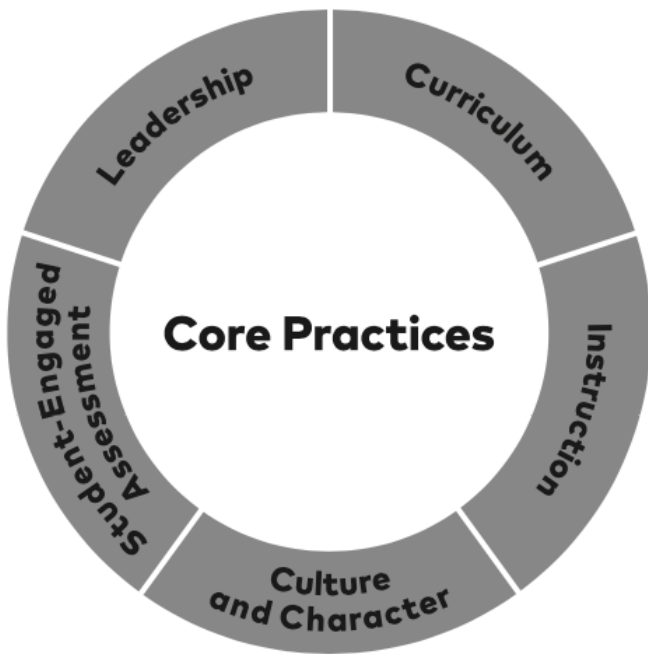
Learning is public.

Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

EL Education - Core Practices

Our Core Practices address five key domains of life in school.

Curriculum	EL Education’s approach to curriculum promotes both challenge and joy in learning. We encourage educators to use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. We believe curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing character; and should empower students to contribute to a more just and equitable world.
Instruction	EL Education promotes instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk and think more. Lessons challenge, engage, and empower students with complex issues, text, and problems. They lift up big disciplinary ideas and give students practice with the tools and skills professionals use in the real world as they create high-quality work. Teachers differentiate instruction and empower all students to be self-directed, independent learners.
Culture and Character	The EL Education model fosters and celebrates students’ character development by building a culture in which students and staff work together to become reflective learners and ethical people who contribute to a better world. Schools establish Habits of Character—qualities like respect, responsibility, courage, and kindness—and model and discuss them every day. The school is suffused by a spirit of crew: students and staff work together as a team to sustain a learning community where everyone belongs and can succeed.
Student-Engaged Assessment	EL Education believes that assessment practices should motivate students to become leaders of their own learning. Students track their progress toward standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student- led family conferences, passage presentations, and celebrations of learning.
Leadership	EL Education supports school leaders to build a cohesive school vision focused on EL Education’s Dimensions of Student Achievement, continuous improvement, and shared leadership. Leaders align resources and activities to the school’s vision and lead a professional culture with a growth mindset. Leaders shape school structures to provide equitable education to all students, celebrate joy in learning, and build a schoolwide learning community of trust and collaboration. Leaders work collaboratively with families, staff, and students to make evidence-based decisions that enable all students to achieve.



How to Use This Book

This book addresses the five domains of schooling that shape student achievement: **Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership**. Some educators refer to it as “the EL Bible.” Along with our ten Design Principles and our Dimensions of Student Achievement framework (on the following pages), the Core Practices outline EL Education’s model of education. They are a vision for improving schools.

This book represents 25 years of collaboration with our school partners to describe an ideal school environment. It has been revised twice over this time, based on our organizational learning and the practical wisdom of our schools. The structures and practices documented in this book are not simply aspirational: they are descriptions of the most effective practices in our schools pulled together in one book.

Within each domain, we have defined a set of Core Practices. The domains and Core Practices are not actually discrete—in the real life of any school, they overlap and are implemented simultaneously. Nor are the domains and practices prioritized sequentially. This book can be used in a targeted way, focused only on specific practices, or it can be used comprehensively to guide a full expression of the EL Education model.

This book does not belong on a shelf. It belongs on your desk, marked up with ideas, questions, and inspirations. Copy pages and post them. Read excerpts aloud in meetings. Customize the structures here to fit your classroom and school. Use them to create school-specific tools for observation, reflection, and learning.

EL Education Design Principles

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

More detail @ <https://eleducation.org/resources/the-core-practices-a-complete-list-with-links>

APPENDIX 1.8 – LCPS Graduation Requirements

LCPS High School Graduation Requirements

This document describes the graduation requirements for earning a high school diploma from Lighthouse Community Public Schools (LCPS).

There are three elements that are necessary for graduation from LCPS:

- I. Course Requirements
- II. GPA Requirement
- III. LCPS Milestones

Lighthouse College Preparatory Diploma

All students at LCPS are prepared for college and career through a sequence of rigorous coursework aligned to the UC/CSU A-G Requirements. The LCPS College Preparatory Diploma signifies completion of all entry requirements for the California State University (CSU) and University of California (UC) colleges as well as additional LCPS requirements.

I. Course Requirements

The following outlines the course requirements for an LCPS College Preparatory Diploma. In order to obtain credit in courses, students must master 60% of learning targets for the course. [70% of learning targets starting with the class of 2023]

Academic Subject Area	LCPS College Preparatory Course Offerings
History/Social Sciences (30 Units Required)	Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 Units)
English (40 Units Required)	English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units)
Mathematics (30 Units Required 40 Recommended)	Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)
Lab Science (30 Units Required 40 Recommended)	Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)
Language Other Than English (20 Units or Equivalent Required)	Spanish I (10 Units) Spanish II (10 Units) Spanish III Honors (10 Units) AP Spanish (10 Units)
Visual & Performing Art (10 Units Required)	2-D Design (5 Units) Required Graphic Design (5 Units) or

	Digital Photography (5 units)
College Preparatory Elective (10 Units Required)	Offerings include: US Foreign Policy Since 1945 Creative Writing Art History
CTE Pathway Courses (10 Units Required)	3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)
<i>A-G Required/Recommended Units</i> <i>Additional Units</i>	<i>180 A-G Units</i>
Additional Credits and Courses (30 units total)	College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	<i>210 Units Required</i> <i>240 Units Recommended</i>

II. 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.

III. LCPS Milestones

Passage: LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Students must successfully complete 10th grade passage to move to 11th grade. Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

Lighthouse State Basic Diploma

In some cases, for *qualifying* students with disabilities documented in 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. This recommendation is made with the IEP/504 Team and requires approval by the principal with sign off by 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 may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. (California *Education Code (EC)* Sections 51225.1, 51225.2) In such cases, students would receive a LCPS State Basic Diploma.

The following outlines the requirements for an LCPS State Basic Diploma.

I. Course Requirements

In order to obtain credit in courses, students must master 60% of learning targets for the course or as indicated by IEP.

Academic Subject Area	LCPS State Diploma Course Offerings
History/Social Sciences	Ethnic Studies I (5 Units)

30 Units Required	World History (10 Units) US History (10 Units) Ethnic Studies II (5 units)
English 30 Units Required	English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units) ELD (10 Units)
Mathematics 20 units Required <i>(including 10 Units Algebra or Algebra Equivalent)</i>	Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)
Lab Science 20 Units Required	Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)
Language Other Than English, Visual & Performing Art or CTE 10 Units Required	Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)
Additional Credits and Courses 80 units total	Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units) US Foreign Policy Since 1945 (5 units) Creative Writing (5 units) Art History (5 units) College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
Total Units	180 TOTAL Units Required

II. **GPA Requirements**

There is no minimum GPA for a State Basic Diploma.

III. **LCPS Milestones**

Passage

CPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Students must successfully complete 10th grade passage to move to 11th grade. Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.
Requirements for passage may be adjusted or modified for students receiving a State Diploma.

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 have passed all their ELA classes; scored proficient or advanced on the ELA SBAC in 11th grade; and received a score of 3 or higher on a World Language Advanced Placement Exam.

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 s/he receive a diploma.

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.

Reviewed by LCPS Academic Accountability Committee on 6/6/19
Board Approved on 6/13/2019

APPENDIX 1.9 – LCCHS WASC Term Letter



**Accrediting Commission for Schools
Western Association of Schools and Colleges**

533 Airport Boulevard, Suite 200 □ Burlingame, California 94010
(650) 696-1060 □ Fax (650) 696-1867 mail@acs-wasc.org □

www.acswasc.org
FRED VAN LEUVEN, Ed.D.
PRESIDENT

MARILYN S. GEORGE, Ed.D.
VICE PRESIDENT

April 6, 2018

Ms. Kate Bowman
Co-Principal
Lighthouse Community Charter School
444 Hegenberger Road Oakland, CA 94621

Dear Ms. Bowman:

Based on the ACS WASC mid-cycle review, it has been determined that Lighthouse Community Charter School (K - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Lighthouse Community Charter School's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2021.

Accreditation status is conditioned upon Lighthouse Community Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Lighthouse Community Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Fred Van Leuven, Ed.D.
President

APPENDIX 1.10 – LCCHS Product Innovation and Design Pathway

Lighthouse Product Innovation & Design Pathway

All students at Lighthouse Community Charter High School participate in our **Lighthouse Product Innovation & Design Pathway**. In this pathway, students will develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students will:

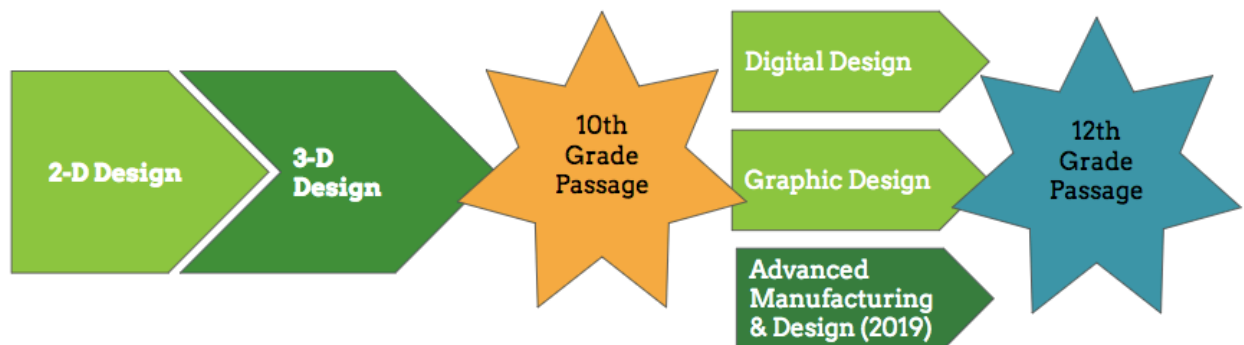
- create real products using the design process
- work as part of design teams to develop products that meet market demands and/or a community need
- develop entrepreneurial skills and knowledge to market products
- develop portfolios to showcase their work
- collaborate with industry professionals and real world clients.

Students will take:

- 2-D Design (Intro) (CTE & F - VPA)
- 3-D Design (Concentrator) (CTE & G - College Prep)
- Advanced Product Innovation & Design (Capstone) (CTE & G - College Prep)

These course outcomes area are aligned to the CTE Standards for Product Design and Innovation. Courses will utilize a design model based on the CTE standards.

Lighthouse Design Pathway Sequence 18-19



Over the course of their four years, Lighthouse students will develop product design portfolios that demonstrate their growth as designers, innovators, and entrepreneurs. These portfolios will be central to the capstone passage processes at the 10th and 12th grade.

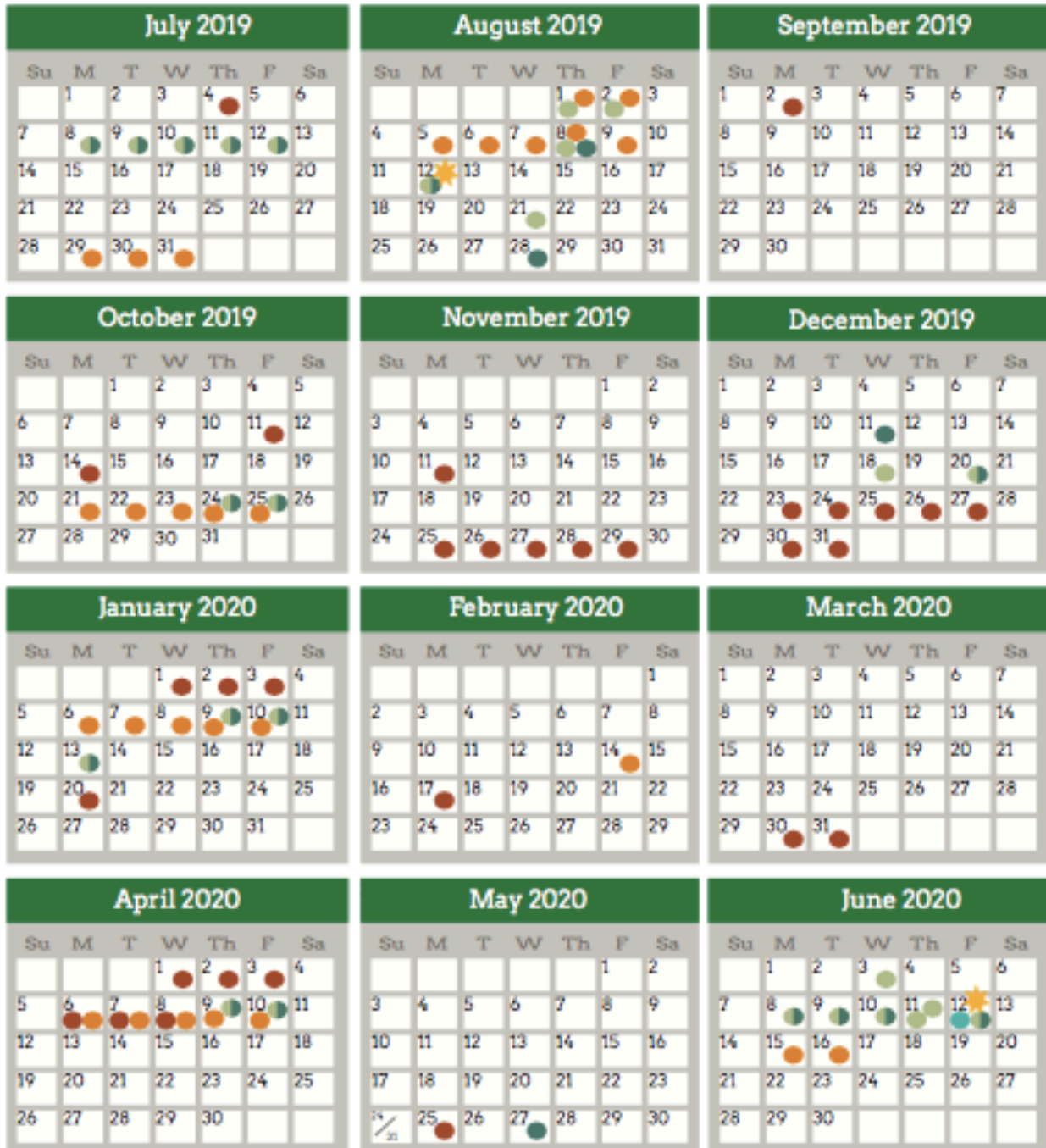
APPENDIX 1.11 – LCCHS Sample Bell Schedule

LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL Sample Bell Schedule								
Regular Day			Min. Day			Exam Day Schedule		
<i>Mon, Tues, Thur, Fri</i>		<i>min</i>	<i>Wednesdays</i>		<i>min</i>	<i>Mid-Term & Final Exams</i>		<i>min</i>
Block 1	8:30 - 9:35	65	Block 1	8:30 - 9:10	40	CREW	8:30 - 8:50	20
Passing Period	9:35 - 9:40	5	Passing Period	9:10 - 9:15	5	Passing Period	8:50 - 8:55	5
Block 2	9:40 - 10:35	55	Block 2	9:15 - 9:55	40	Exam 1	8:55 - 10:55	120
Passing Period	10:35 - 10:40	5	Passing Period	9:55 - 10:00	5	Lunch	10:55 - 11:25	30
Block 3	10:40 - 11:35	55	Block 3	10:00 - 10:40	40	Passing Period	11:25 - 11:30	5
Passing Period	11:35 - 11:40	5	Passing Period	10:40 - 10:45	5	Exam 2	11:30 - 1:30	120
Block 4	11:40 - 12:10	30	Block 6	10:45 - 11:25	40			
9/11 Crew			Block 4 & 5	11:25 - 11:55	30			
Block 5	12:10 - 12:40	30	9-12 Lunch					
9/11 Lunch			Passing Period	11:55 - 12:00	5			
Passing Period	12:40 - 12:50	10	Block 7	12:00 - 12:40	40			
Block 6	12:50 - 1:45	55	Passing Period	12:40 - 12:45	5			
Passing Period	1:45 - 1:50	5	Block 8	12:45 - 1:30	45			
Block 7	1:50 - 2:45	55						
Passing Period	2:45 - 2:50	5						
Block 8	2:50 - 3:45	55						

APPENDIX 1.12 – LCPS School Calendar

Lighthouse Community Public Schools

Academic Calendar 2019–2020



- KEY**
- ★ First/Last Day of Classes
 - Professional Development—No School
 - Holidays—No School
 - School Event
 - Lighthouse only
 - Lodestar only
 - Both schools



APPENDIX 1.13 – LCCHS Tiered Support Matrix Exemplar

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?
<p>Engage Students and Families May include:</p> <ul style="list-style-type: none"> 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 <p>Recognize Good and Improved Attendance May include:</p> <ul style="list-style-type: none"> Classroom Attendance Challenges Recognition of classrooms with improved attendance Off-campus lunch for students with good attendance <p><i>Note: “Perfect attendance” certificates/recognition has been shown to decrease attendance in the long run</i></p> <p>Monitor Attendance Data and Practices</p> <ul style="list-style-type: none"> 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 <p>Personalized Early Outreach May include:</p> <ul style="list-style-type: none"> 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 	<p>MTSS Teams – attendance configuration</p> <ul style="list-style-type: none"> AP Leads Dean Family Liaison Ops/Front Desk <p>Bi-Weekly Meetings in Q1 to catch early needs</p>

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	<p>Sites select one or more of the following:</p> <ul style="list-style-type: none"> • Summer Meetings with Tier II students and families (home visits) • Reminders of the importance of positive attendance at BTSN • Attendance review at SLCs 	<p>Family Meeting to:</p> <ul style="list-style-type: none"> • Identify reasons for poor attendance • Develop a personalized plan <p>Options for Plan May Include:</p> <ul style="list-style-type: none"> • 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 <p>Follow-Up Must Include:</p> <ul style="list-style-type: none"> • Personalized phone call for every day absent • Regular updates with family
Recognize Good and Improved Attendance	<p>Sites select one or more of the following:</p> <ul style="list-style-type: none"> • Personalized phone calls for improved attendance 	
Monitor Attendance Data and Practice	<p>Sites select one or more of the following:</p> <ul style="list-style-type: none"> • Documentation of family touchpoints • Sharing students on the intervention list with teachers • Continued monitoring through MTSS Attendance meetings 	
Provide Personalized Early Outreach	<p>Sites select one or more of the following:</p> <ul style="list-style-type: none"> • 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	

APPENDIX 1.14 – LCCHS Tiered Support Overview

Lighthouse Response to Intervention

TIER 3 • INTENSIVE

Few students require highly individualized intensive supports. This often includes students with IEPs for a range of disabilities.

<p>Assessment</p> <ul style="list-style-type: none"> • Psych Ed Evaluation <p>Intensive Supports</p> <ul style="list-style-type: none"> • Special Education Services including low-incidence disability services • Intensive ELL core classes (9-12) 	<p>Assessment</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment (FBA-s) <p>Intensive Supports</p> <ul style="list-style-type: none"> • Behavior Intervention Plan • Outside Referrals (Behavior Therapy) 	<p>Assessment</p> <ul style="list-style-type: none"> • Teacher and Parent Rating Scales • ERMTS assessment <p>Intensive Supports</p> <ul style="list-style-type: none"> • Individual Counseling • Intensive Group Counseling • Parent Counseling • Outside Referrals
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FEW

TIER 2 • TARGETED

Some students require more targeted interventions to supplement individualized instruction. These supports are small-group interventions specific to unique needs.

<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • ILL Diagnostic Assessments, Foundational Skills Assessments <p>Targeted Supports</p> <ul style="list-style-type: none"> • Designated ELL pull-out • Increased frequency/duration of small group instruction at independent level • SST goals and strategies • Targeted Reading Intervention • Targeted Math Intervention • Ringing Stars after school small group instruction (on hold 2017-18) 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • Individual Behavior Data Collection • AERIS data monitoring cycles <p>Targeted Supports</p> <ul style="list-style-type: none"> • Check-in/Check-out, Harm checks, Modified Schedules, structured / movement breaks, etc. • Positive Behavior Interventions / Reinforcement: Buddy Class, Life line • Alternative Placements for large group activity (recess, Band Level celebration) • Behavior support planning 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • Internal Referral Form, Teacher / Parent Referrals <p>Targeted Supports</p> <ul style="list-style-type: none"> • Small Group Counseling • Social Skills Group • Check-ins/ Crisis Intervention • Risk Assessments / Interviews • Acute Grief Counseling
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SOME

TIER 1 • UNIVERSAL

All students at Lighthouse receive high quality instruction in a climate of positive school culture. Students receive individualized instruction through a personalized daily schedule including small-group work at their independent level.

<p>Universal Screeners</p> <ul style="list-style-type: none"> • STEF, NWEA, MAP <p>Universal Supports</p> <ul style="list-style-type: none"> • Reading / Writing / Word Work at Independent level • Grade Level Standards in History, Social Sciences, Reading, & Writing • Individualized Online Learning Programs (e. RazKids, DreamBox, ST Main) • Integrated ELL • LEP Goals • LIT Lab 	<p>Universal Screeners</p> <ul style="list-style-type: none"> • Quarterly AERIS Data pulls and TIPS protocol, Admin Support Data, Community Agreement scores, Attendance Day Long Tracker (K-4) <p>Universal Supports</p> <ul style="list-style-type: none"> • Crew Curriculum • Core Values & Aligned Behaviors • Restorative Justice Practices • Trauma Informed practices • Responsive Classroom Techniques (e. Praise, Core Value tickets, buttons, Fab Friday, etc.) • Sensory & Environmental Supports (e. noise barriers, privacy screens, flexible seating, Wobble Seats, etc.) • Self-Directed Time • Kindergarten Gentle Start 	<p>Universal Screeners</p> <ul style="list-style-type: none"> • Enrollment Parent Survey • Kinder Readiness Assessment • Attendance • Socio-Emotional Screeners <p>Universal Supports</p> <ul style="list-style-type: none"> • Consult Structure (teacher collaboration) • Zones Curriculum • Tool Box • Crew • Morning Meeting • Fab Friday (K-4)
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ALL





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 ASSISTANT PRINCIPAL 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 510-562-8801.
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 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 Principal 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 the 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 Principal or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Principal 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 Principal.
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 Principal.
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

LCCS shall immediately notify the SELPA, if appropriate, and coordinate the procedures in this policy for the discipline of any student with a disability or student who LCCS 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, 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 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, 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.



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 Principal or designee shall ensure that this policy and set of procedures are 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.



Notice of Parent/Guardian and Student Rights Under
Section 504 and the Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act provide protections and/or services for students identified as having a disability as defined by the acts. Parents/Guardians/Students have the right to be informed by the school of their rights under Section 504 and the Americans with Disabilities Act.

1. Your child has the right to an appropriate education designed to meet his or her individual needs as adequately as the needs of non-disabled students are met.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to disabled students.
3. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students.
4. Your child has a right to an evaluation prior to an initial 504 placement and any subsequent significant change in placement. Parent/guardian signed written consent shall be obtained prior to the initial evaluation of a student.
5. Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The school shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background and adaptive behavior.
6. Placement decisions must be made by a group of persons including persons knowledgeable about your child, the meaning of evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities.
7. If eligible under 504, your child has a right to periodic reevaluations, generally every three years.
8. You have the right to notice prior to any action by the school in regard to the identification, evaluation, or placement of your child.
9. You have the right to examine relevant records.
10. You have the right to a 504 Review Hearing with respect to the school's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing.
11. You have the right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to Section 504 accommodations/services.
12. If you wish to challenge the actions of the 504 Team in regard to your child's identification, evaluation, or educational placement, you should file a written Request for 504 Review Hearing to the 504 Coordinator at your student's school within 30

calendar days from the time you receive written notice of the 504 Team determination/action that is at issue.

13. On 504/ADA matters other than your child's identification, evaluation, and placement you have a right to file a complaint with your student's school. The school will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
14. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office for California is:

U.S. Department of Education
Office of Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105
Telephone (415) 486-5555
Fax (415) 486-5570

I received a copy of these rights.

Parent/Guardian Signature

Date:

Parent/Guardian Name (Please print)

School Representative

Date:

APPENDIX 1.16 – LCPS Framework for Transformational Teaching (FTT)

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
LEARNER-DRIVEN: DEMONSTRATION OF LEARNING	Do all students actively demonstrate in a variety of ways that they are learning and constructing their own understanding?	Student Data Analysis Student Survey Reflective Documents
PROFESSIONAL PRACTICE	Am I growing and contributing as an educator, colleague, learner, and community member?	Self-Reflection Teacher-Selected Artifacts Observed Actions

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:



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.*

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.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
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.	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.
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.	Most students demonstrate a sense of ownership of community expectations by holding each other accountable for meeting them.
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 support each other to ensure all students are engaged, equitably participate, and persevere to collaboratively construct meaning and produce high quality work.
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.	Students demonstrate a sense of adventure and joy in their learning.
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 foster independence and care for materials and others.	The classroom is a beautiful and joyful space rich in student voice and evidence of learning.

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 microaggressions and regularly provide micro validation
- 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 developing lifeworthy understanding and/or skill mastery.	Learning Targets, units, and lessons are partially built from the standards and partially focus on content that supports students in developing lifeworthy understanding and/or skill mastery.	Most Learning Targets, units, and lessons are built from the standards and focus on content that supports students in developing lifeworthy understanding and/or skill mastery.	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 and/or skill mastery. Lesson planning includes space for student voice and agency.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i> 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 <i>very few or no</i> students to meet high expectations in skills/knowledge, character, and high quality work.	Selected strategies support <i>only some</i> students to meet high expectations in skills/knowledge, character, and high quality work, only sometimes expecting precision or probing for thinking.	Selected strategies support <i>most</i> 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 <i>all</i> 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.
- 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.
- Planning for the use 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.*

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.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p> <p>Students construct their own understanding and all students drive their own learning by regularly exercising choice in content, process, product, and learning environment.</p>
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	
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.	
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.	
Very few or no students drive their own learning by exercising choice.	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
- 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.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
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.	All students have extensive (multiple and in-depth) opportunities to 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.	All students revise their personal learning strategies based on reflection on their efforts and results.
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.	All students demonstrate that they make connections between what they are learning and how it advances their personal passions and goals
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.	

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 targets, 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.*

PROFESSIONAL PRACTICE: Am I growing and contributing as a skillful and culturally responsive educator, colleague, learner, and community member?

NOT MEETING (1-3)	MEETING (4)	TRANSFORMATIONAL (5)
Demonstrates insufficient <i>or</i> 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* <i>*Do not need to provide evidence or reflection for each; these represent some of the behaviors representative of each indicator</i>	Rating
Purposeful & Self Aware	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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-political context around race, class, and language and invites marginalized groups' voices into the classroom and school community. 	
Relationship Builder	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none">• Communicates clearly and in a timely fashion, expresses disagreement respectfully, and exemplifies shared core values when engaging colleagues and community.	
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WHERE OAKLAND SHINES

Diversity, Equity & Inclusion (DEI) Pillars & Commitments

The Story of Developing 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 an 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
<p>We <i>believe</i> diversity strengthens our community.</p> <p>We <i>define</i> diversity as representative of people from/with a wide range of intersecting identities, perspectives and experiences.</p> <p>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, economic status, faith, as well as diverse educational and career experiences.</p>	<p>We <i>believe</i> equity is justice in action.</p> <p>We <i>define</i> equity as each person receiving what they need to develop into lifelong changemakers who realize their unique vision.</p> <p>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 schools.</p>	<p>We <i>believe</i> inclusion allows all stakeholders to feel a deep sense of belonging so they can thrive.</p> <p>We <i>define</i> 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.</p> <p>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 stakeholders by welcoming a diversity of ideas, backgrounds, and voices.</p>

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
<ul style="list-style-type: none"> • Develop teachers and leaders who demonstrate culturally responsive pedagogy. • Recruit, retain and advance teachers and leaders who reflect 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 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.



WHERE OAKLAND SHINES

Los Pilares y Compromisos de Diversidad, Equidad & Inclusión (DEI)

The Story of Developing 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
<p>Creemos que la diversidad fortalece nuestra comunidad.</p> <p>Definimos la diversidad como representativa de personas de / con una amplia gama de identidades, perspectivas y experiencias que se cruzan.</p> <p>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,</p>	<p>Creemos que la equidad es justicia en acción.</p> <p>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.</p> <p>La creación de equidad es un proceso continuo que garantiza que nuestros estudiantes, personal y familias experimenten resultados igualmente</p>	<p>Creemos que la inclusión permite que todas las partes interesadas sientan un profundo sentido de pertenencia para que puedan prosperar.</p> <p>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.</p> <p>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</p>

<p>capacidad, estado migratorio, estructura familiar, estado económico, fe, tanto como experiencias diversas educativas y profesionales.</p>	<p>elevados que eliminen la predictibilidad del éxito o las fallas correlacionadas con cualquier factor social o cultural en nuestra sociedad o en nuestras escuelas.</p>	<p>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.</p>
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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:

DIVERSIDAD	EQUIDAD	INCLUSIÓN
<ul style="list-style-type: none"> • Desarrollar maestros y líderes que demuestren una pedagogía culturalmente receptiva². • Reclutar, retener y avanzar maestros y líderes que reflejen la diversidad de las comunidades de Oakland en las que se encuentran nuestras escuelas. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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,

<ul style="list-style-type: none"> Diversificar nuestra población estudiantil para reflejar las comunidades de Oakland en las que se encuentran nuestras escuelas. 		<p>especialmente aquellos a quienes servimos — estudiantes y familias.</p>
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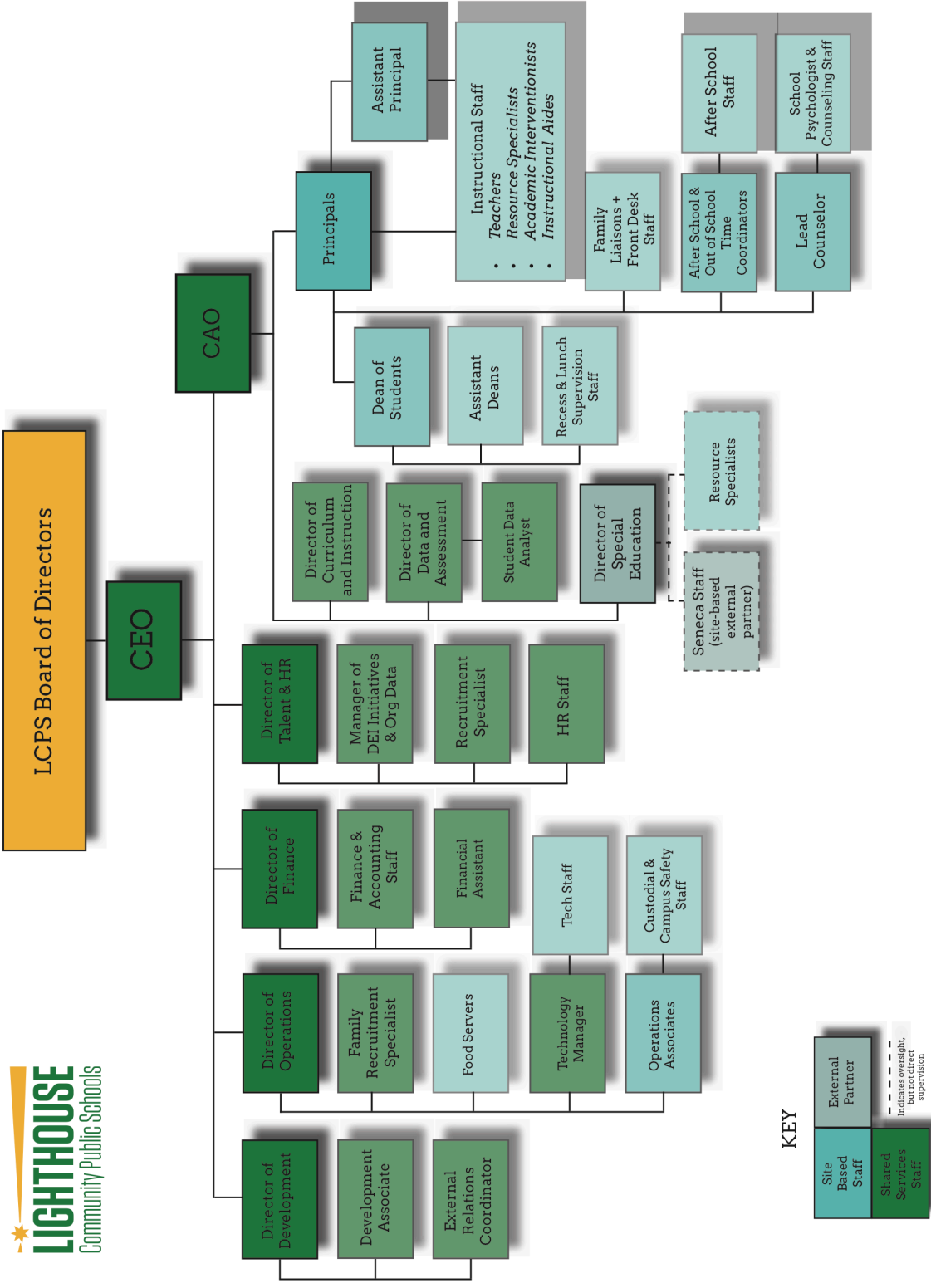
Nuestras Métricas

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 [Objetivos 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 también una espiral, permitiendo retroalimentación, accesibilidad, escuchar, y responder.

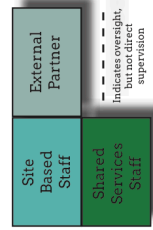
APPENDIX 2.1 – LCCHS Measurable Pupil Outcomes

MPO	LCCHS - NEW	Category
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent .	All
2	By the end of the charter term, for each statistically significant student group (Latino, Low-Income), increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent .	Subgroup
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent .	All
4	By the end of the charter term, for each statistically significant student group, (Latino, Low-Income) increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent .	Subgroup
5	Each year, the percent of students who are high achieving or high growth on the Reading portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.	All
6	Each year, for each statistically significant student group (Latino, Low Income), the percentage of students who are high achieving or high growth on the Reading portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.	Subgroup
7	By the end of the charter term, increase the percentage of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard by at least four percent or until a level of 75% is met.	Subgroup
8	Each year, have less than 5 percent of students absent more than 10% of the school days (chronic absence).	ALL
9	Each year, for each statistically significant student group (Latino, Low-Income) have less than 5 percent of students absent more than 10% of the school days (chronic absence) (OUSD 9-12 MPO #9).	Subgroup
10	Each year, at least 70% percent of both students and families positively rate school safety.	All
11	Each year, at least 70% percent of both students and families positively rate academic instruction.	All
12	Each year, at least 70% percent of both students and families positively rate their voice in school decision-making and/or opportunity for feedback.	All
13	Each year, achieve a High School cohort graduation rate of at least 80%.	All
14	Each year, for each numerically significant student subgroup, achieve a High School cohort graduation rate of at least 80%.	All
Site MPO 1	Each year, 95% percent of families will attend at least one Student Led Conferences meetings.	All
Site MPO 2	Each year, students who are "prepared" on the College Career Indicator will increase at least one percent above the previous year's baseline until the target of 80% is met, as measured by State of California Dashboard.	All

APPENDIX 4.1 – LCPS Organizational Chart



KEY



updated 9/10/19



APPENDIX 4.2 – LCPS Articles of Incorporation

NCB

2330534

A0798801

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

FILED
Secretary of State
State of California
JUN 01 2017

The undersigned certifies that:

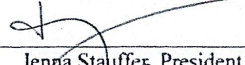
1. They are the President and the Secretary of Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this corporation is Lighthouse Community Public Schools (hereinafter the "Corporation").
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.


We further 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 our own knowledge.

DATE: 5/22/2017

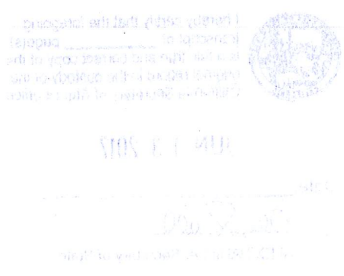
DATE: 5/22/2017



Jenna Stauffer, President



Sarah Chavez-Yoell, Secretary



APPENDIX 4.3 – LCPS Bylaws



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:

- 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;

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.

- 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 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 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

APPENDIX 4.4 – LCPS Conflict of Interest Code

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

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS PAGE 1 OF 2 CONFLICT OF INTEREST CODE

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.

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS PAGE 2 OF 2 CONFLICT OF INTEREST CODE

1. Information Systems Technician
2. Contractor

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).
 1. Members of the Governing Board and their alternates (if applicable)
 2. Candidates for Member of the Governing Board
 3. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 4. Executive Director of Charter School
 5. Principal of Charter School
 6. Chief Business Officer
 7. Director Personnel Services
 8. Assistant Director of Personnel Services

9. Consultants¹
- 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.”

**LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS CONFLICT OF INTEREST CODE
EXHIBIT A**

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:

1. 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.)

2. 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.
3. 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.

APPENDIX 4.5 – LCPS Board Roster and Bios



LCPS Board of Directors

Melissa Barnes-Dholakia, founder of MBD Consulting

Wayne Delker, Chief Innovation Officer Clorox (retired) — Board President

Tina Enagbare, Assistant Vice President of Talent, Peer Health Exchange

Kimi Kean, Education Consultant

Mark Milner, Risk Management, Finance and Analytics Executive and Consultant (retired)

Alicia Moore, Senior Vice President, Wells Fargo

Soo Zee Park, Chief Operating Officer, Leadership Public Schools

Brian Rogers, CEO, Rogers Family Foundation

Sara Solar, Director of Talent Partnerships and Programs, Educate78

Brandon Wall, Data Scientist, InClassToday

Updated 9/9/19

LCPS Board of Director Bios

Melissa Barnes-Dholakia, founder of MBD Consulting

Melissa Barnes Dholakia is founder of MBD Partners, supporting new and existing charter schools in the areas of school design, charter development, goal setting and monitoring, and performance reporting. She works with new schools to design program and develop their charters, as well as existing schools in preparing for renewal as well as replication and expansion. She also consults with school in areas of budget, start up grant writing, and compliance with evolving legal requirements (in particular, California's Local Control Accountability Plan and the Public Charter School Grant Program).

Prior to this work, Melissa served as co-Director of Lighthouse Community Charter Public Schools in East Oakland for ten years. She joined the original founders in year two of operation to grow Lighthouse into an exemplary, urban charter school organization that went from 4 grades serving 184 students to a K-12 program with two charters serving 750 students and graduating five classes of seniors - 95% of whom were first in family to go to college. During her tenure, the school's statewide similar school's rating increased from 4 out of 10 to 10 out of 10 and Academic Performance Index from 612 to 804, in turn earning the CCSA California Charter School of the Year award in 2013. At the national level, she was instrumental in two federal grant programs for Lighthouse: a Teacher Incentive Fund (TIF) grant in partnership with REACH Institute to develop new models of employee development and evaluation and an Investing in Innovation (i3) grant in partnership with the Seneca Family of Agencies to develop a comprehensive Response to Intervention (RTI) program. The school is scheduled to begin replicating in 2016.

Prior to entering administration, Melissa spent four years as a Content Producer for Online Masters in Education programs for Canter & Associates and Walden University. She taught for two-and-a-half years in Washington State and two years overseas at Taiwan's National Experimental High School, a K-12 public bilingual school. Melissa was a 2002 New Leaders for New Schools Fellow, through which she received her administrative training and credentialing. She earned her MA in 1998 from the University of Oregon, where she also held a Teaching Fellowship in the College of Education. She earned her BA and Teaching Credential from Whitman College in 1991.

Melissa serves as a Founding Board Director for OnePurpose School, a pre-K to 12 school scheduled to open in San Francisco's Mission district in August 2015 and as President of the Board of Cascade School of Music, which serves as the hub of music education for central Oregon. After a combined 27 years as a child and adult in Oakland, California, she now lives in Bend, Oregon with her husband and two children.

Wayne Delker, Chief Innovation Officer Clorox (retired) — Board President

Wayne L. Delker has spent more than 30 years in business leading innovation organizations and developing innovation processes, capability and culture. He recently retired as senior vice president & chief innovation officer of The Clorox Company and was appointed to the company's executive committee in June 2009. Delker, who previously held the title vice president -- global research & development since joining Clorox in 1999, served as the

company's chief technical and innovation executive. He led worldwide R&D for all of the company's products, providing technical and scientific guidance within the operating divisions and other staff functions, and oversaw the company's stewardship activities, ensuring the health, safety and environmental benefits of Clorox products. During this time Clorox achieved a record level of growth from innovation, was recognized by Forbes Magazine as one of the top 100 global innovators and won the Corporate Innovator of the Year Award from the Product Development and Management Association in 2013.

Delker is currently building on this foundation to successfully apply the lean innovation methods developed by start-up companies to large enterprises in the profit and nonprofit sector. These practices enable the acceleration of innovation as well as allow companies to build bigger and better ideas.

Prior to joining Clorox, Delker spent 14 years with General Electric, where he served as general manager of Six Sigma Quality for GE Silicones and general manager of Technology for GE Silicones. He also worked for five years as a research chemist for Union Carbide.

Beginning in September he will join the faculty of the University of Virginia as the Dan T. Montgomery Endowed Professor in Engineering Leadership. This role will help engineers and scientists integrate their disciplinary expertise with knowledge about business enterprises and social organizations so that they can become the leaders needed for the 21st century. He will teach at undergraduate, graduate, and postgraduate levels, as well as engage in scholarship as to how leadership must evolve in response to the changing nature of technology and society. He will also serve as a Professor of the University of Virginia Darden Business School to help build innovation and entrepreneurial capability. He will also participate in the Jefferson Innovation Forum whose top priority, in partnership with the Governor of Virginia, is developing better ways to incorporate innovation and entrepreneurial action into K-12 schools.

A native of Pennsylvania, Delker holds a bachelor's degree in chemistry from the University of Chicago. He received his Ph.D. in Chemistry from Columbia University. Wayne has served on the Board since 2015.

Tina Enagbare, Vice President, Talent and Equity at Peer Health Exchange

A community-centered philanthropist, Osayuwere (Tina) Enagbare is a strategic human resources and diversity, equity, & inclusion leader with experience in corporate & non-profit environments. Her passion for community empowerment and youth development fuels her mission to advance equity & engage and develop the people within the organizations that serve young people. As the Vice President, Talent & Equity for Peer Health Exchange Inc., she is the leader that safeguards their people & culture practices in addition to designing and aligning how they live out their commitment to health equity.

Tina joined the Board of Directors for Lighthouse Community Public Schools in 2017 and is a member of the Surge Institute's Inaugural Oakland Fellowship (2018). Tina loves traveling, watching soccer, and listening to Prince. She's an occasional blogger and is most likely the only person you know still fiercely loyal to her Blackberry device.

“For me, it isn’t enough to be a leader of color in education. It is critical that I unapologetically represent and serve Oakland’s students of color.”

Kimi Kean, Education Consultant

Kimi was raised in the Bay Area, in both East Palo Alto and Oakland. She is a former high school drop out who used her energy and determination to return to community college and eventually earn degrees from UC Berkeley and Columbia University Teachers College. Since 1996, Kimi has worked in youth development, leading college awareness and academic support programs for off-track adolescents before teaching English in Japan. Kimi taught in a dual language program in NYDOE, before founding a small school in East Oakland, where she eventually served as principal for five years. Acorn Woodland Elementary was one of the highest improving schools in California and was designated a California Distinguished School in 2010. Kimi was recognized for Leadership Excellence by New Leaders and as Principal of the Year by OUSD in 2007. Kimi is a proud fellow of New Leaders Cohort 4 and built on her passion for school leadership through serving as the Regional Executive Officer for 24 elementary and middle schools in Oakland Unified School District. Kimi was the Aspire Public Schools Bay Area Superintendent, where she managed the performance of all 11 Aspire Bay Area schools to achieve Aspire's College for Certain mission. Currently, Kimi is an Education Consultant support clients to develop and realize a vision of instructional excellence and create sustainable accelerated outcomes across a school or network through senior educational leader and team coaching and development, needs assessment and diagnosis, and strategy development and implementation. In addition, provide advocacy-related vision, strategy, implementation support that further education reform.

Mark Milner, Risk Management, Finance and Analytics Executive and Consultant (retired)

Mark is a retired Risk Management and Finance Executive. Currently he consults part-time with the Darling Consulting Group, where he validates financial models for banks. He has previously served as the Senior VP of Portfolio Analytics/Advisory Services at Black Knight Financial Services in San Francisco. Before that he was Senior VP-Chief Risk Officer at PMI Mortgage Insurance Co., Executive VP-Chief Risk Manager at GE Capital Rail Services, and held a number of finance and risk management roles at Bank of America. Mark grew up in Glendale, CA, near Los Angeles, graduating from Hoover High School. He received his BA in Economics and History from Stanford University where he was also on the Track and Field team competing in the long jump and triple jump. He later received his MBA at UCLA. Mark lives in Moraga with his wife, Valerie, who is a Marriage and Family Therapist at John Muir Behavioral Health in Concord. Their daughter, Amanda, lives in Los Angeles and their son, Jarrett, lives in Chicago.

Alicia Moore, Senior Vice President, Wells Fargo

Alicia is a Senior Vice President, ATM Banking with Wells Fargo Bank. She started her career at Wells Fargo as a teller 23 years ago, and joined the ATM Banking group in 2000. Alicia grew up in San Francisco where she graduated from Lincoln High School. She earned a Bachelor of Science in Business Management and an MBA with a Technology Management emphasis from University of Phoenix. She and her husband, Brett Moore, have # children who attend San

Ramon Public Schools. Alicia holds various board positions on the education foundations in San Ramon.

Soo Zee Park, Chief Operating Officer, Leadership Public Schools

Soo Zee Park is Chief Business Officer at Leadership Public Schools with over ten years of experience with the organization. She recently returned to LPS after working as Director of Real Estate Development for Community Housing Opportunities Corporation, where she oversaw a portfolio of thirty affordable housing properties in Solano, Yolo and Sacramento counties. Prior to joining LPS in 2005, she worked with the nonprofit Unity Council and Fruitvale Development Corporation as Project Manager for the \$68M mixed-use Fruitvale Transit Village adjacent to the Fruitvale BART Station. She has served on the board of Lighthouse Community Charter School since 2004. Soo Zee holds a Bachelor's degree in architecture from North Carolina State University and an MBA from John E. Anderson Graduate School of Management at UCLA.

Brian Rogers, CEO, Rogers Family Foundation

Brian Rogers currently serves as the Chief Executive Officer of the Rogers Family Foundation located in Oakland, California. Having served as Executive Director of the Rogers Family Foundation from 2003 to 2014, Brian was promoted to the role of Chief Executive Officer in 2014. During his tenure at the foundation, Brian has helped to create and grow Oakland education organizations such as Great Oakland Public Schools Leadership Center, the Oakland Education Fund, the Oakland Charter Collaborative and the Oakland Literacy Coalition. Brian currently serves on the Board of Directors of the Lighthouse Community Charter Schools and Education for Change Public Schools. Before joining the Rogers Family Foundation, Brian was the manager of the Lair of the Bear, a family summer camp run by the University of California, Berkeley, Alumni Association. Prior to that, Brian was an English teacher and Varsity Tennis Coach at his alma mater, Bishop O'Dowd High School in Oakland. Brian graduated from UC Berkeley's Haas Business School as an undergraduate in 1995 and received his California single subject teaching credential from St. Mary's College in 2000. Brian currently lives in Orinda with his wife Katie and their three children. Brian has served on the board since 2003.

Sara Solar, Director of Talent Partnerships and Programs, Educate78

Sara works in Oakland, where she launched her career as a teacher at Markham and Maxwell Park Elementary Schools in East Oakland. She currently works at Educate78, a nonprofit organization focused on school quality in Oakland, leading efforts to make Oakland a magnet for great teachers and school leaders. Before joining Educate78 she lived and worked in Tennessee where she was a Dean of Instruction at turnaround middle school Cameron College Prep, led by LEAD Public Schools, and portfolio director for the Memphis Priority Schools Talent Strategy efforts to retain, develop, and recruit exceptional educators to transform Memphis' lowest performing schools. Prior to moving to Tennessee, Sara worked at The Bridgespan Group, supporting education organizations on their core strategies. Sara earned her MA in educational leadership at Stanford and BA in Political Science at Yale. She and her husband Ash welcomed their first child, Ada Marie, in December 2017 and are soaking up all new parenthood brings every day!

Brandon Wall, Data Scientist, InClassToday

Brandon currently works at InClassToday, a company that reduces K-12 student absenteeism by using evidence-backed behavioral science interventions. Prior to joining InClassToday, he was a Senior Data Engineer at Schoolzilla, a PBC (spun out of Aspire Public Schools) that builds K-12 data tools used by teachers and school leaders across the country. Prior to that, Brandon served as the Manager of Research & Insight at the KIPP Foundation, where he helped roll out Healthy Schools & Regions and scale KIPP's data infrastructure as enrollment grew from 21,000 to 41,000 students. He started his career as a research associate at the Public Policy Institute of California, where he wrote about employment dynamics and business relocation. Brandon completed his graduate coursework in Economics at Stanford and earned his BA in Economics and International Studies at Yale. He and his partner, Ada, live in Oakland with their four young children, two of whom attend Oakland public schools.

APPENDIX 4.6 – LCPS Job Descriptions

Chief Executive Officer Job Description

The Organization & Its Results

At Lighthouse Community Public Schools (LCPS), we believe an exceptional education brings out each child's unique light and potential. Founded in 2002, LCPS operates two high-achieving K-12 public charter schools--Lighthouse and Lodestar--serving nearly 1,400 students in East Oakland and will continue to increase its impact-as we grow a high school on the Lodestar campus.

With a vision of transforming our community by creating a family of exceptional schools serving youth and families in Oakland, our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers. Grounded in our core values of Community, Integrity, Agency, Love, and Social Justice, LCPS is an educational leader in Oakland and beyond, with innovative schools achieving exceptional student outcomes where each child is at the center of their own learning.

LCPS exists to counter persistent educational inequity that threatens our collective future. Our results testify what is possible when a system is aligned around mission, strategy, and outcomes. 95% of our graduates, almost all of whom are first generation college students, are accepted to four-year colleges. Lighthouse was named the Hart Vision Charter School of the Year in 2013 and Lighthouse Community Charter High School was named the #1 high school for closing the achievement for low-income, Latino students in 2016.

Learn more at www.lighthousecharter.org.

The Opportunity & Looking Ahead

Lighthouse Community Public Schools is seeking a strategic and equity-focused leader who is rooted in the LCPS core values to lead a tenacious, innovative, mission-aligned team. The CEO will play a critical role in ensuring LCPS lives up to its promise of ensuring educational equity for Oakland's students, especially those who have been most affected by the Opportunity Gap. They will be a reliable, consistent, and persistent champion of Lighthouse's priorities, engaging all stakeholders in its strategic plan, and stewarding - with great respect, love, and accountability- the relationship, human, and financial capital of the community and organization. The CEO will set, monitor, and evaluate strategic Outcomes and Key Results with heightened attention to our most vulnerable student populations.

Following the outgoing Founder and CEO, Jenna Stauffer, this is a rare opportunity for an inspiring and committed leader who is energized and deeply committed to help lead and grow our family of schools, who is passionate about transformational growth for the leaders teachers you will serve, and our students, families, and Oakland community.

The CEO will:

Inspire a Shared Vision & Strategy

- Demonstrates relentless belief that all students are capable of transformational academic results through deeds, actions, decisions
- Commits to the LCPS Mission, Core Values, Theory of Change

- Sets long-term strategic vision, creates implementation plans to carry it out, and adapts as needed
- Shepherds rigorous annual goal setting processes for the organization, teams, and individuals
- Makes decisions with students at the center and empowers distributed decision making as appropriate
- Builds and fosters teams to carry out the mission of our schools and organization
- Applies systems thinking to align the organization

Ensure Academic Rigor and Equitable Outcomes for All Students

- Supports and holds accountable the instructional leadership teams to articulate, monitor, and ensure success of the academic program in successfully preparing LCPS students for college, a fulfilling career, and life
- Expects, builds, and holds team accountable to a data-driven culture
- Aligns academic program across sites when appropriate

Champion Organizational and School Culture

- Define, promote, and hold all accountable to an organizational and school culture that embodies the LCPS core values, as well as high expectations, constant learning, and joy
- Empowers others to lead themselves, their teams, and the organization
- Demonstrates cultural competence and commitment to Diversity, Equity, and Inclusion
- Promote, resource, and prioritize operationalizing race and equity work across our schools with all stakeholders

Recruit, Develop, Coach, and Retain a Diverse and Strong Team

- Build/maintain systems that support the success of all staff, particularly staff of color, to thrive and excel so that our students thrive and excel
- Implement effective talent management strategies throughout the organization
- Build a strong, cohesive culture of community, love, integrity, agency, and social justice
- Embrace a distributed leadership model with clear roles, responsibilities, and decision rights
- Coach and mentor direct reports to support them to thrive, be successful, and stay
- Ensure the conditions are in place for staff to thrive, excel, and stay

Drive Effective Execution and Accountability for Programmatic, Operational, and Financial Results

- Works with the senior team and school leaders to set clear academic, growth, operational, philanthropic, and finance goals
- Implements effective accountability systems to assess and drive progress toward Objectives and Key Results (OKRs)
- Clarifies decision rights and processes
- Maintains high standards for quality from all teams and departments
- Ensures fund development strategies realize philanthropic goals
- Ensures long-term facilities, enrollment, and operational health of our organization
- Ensures operations are supportive of safe and efficient learning environments
- Maintains legal compliance with local, state, and federal expectations
- Ensures LCPS has a long-term financial plan that creates a healthy reserve, manages resources strategically, and has clean audits

Build Strong Partnerships

- Serves as the face and “Communicator in Chief” to all stakeholders
- Engages the Board of Directors collaboratively and productively to drive organizational results and works closely with the Board Chair to promote rigorous board-management practices and make the work of the board open and transparent to stakeholders
- Develops meaningful and respectful partnerships with students, families, alumni, and staff to further the Lighthouse mission
- Builds positive working rapport with local and state-wide politicians, business leaders, government officials, and partners in Oakland to promote Lighthouse’s mission
- Serve as an active advocate in the broader political climate in defense of excellent quality options for families in Oakland
- Nurtures existing and develops new funder relationships and leads all fundraising efforts

Qualifications

- At least seven years or more of leadership experience in K - 12 setting, preferably with low-income students and families
- C-Level experience in complex organization with a budget of considerable scale
- Track record of leading, motivating, and developing diverse, high performing and culturally competent teams
- Excellent project management and execution skills
- Experience partnering with diverse stakeholders, including Board of Directors, funders, parents, students, staff, and alumni
- Excellent communication skills
- Ability to inspire and motivate others
- Fundraising experience, including with major donors
- Spanish fluency preferred
- CA charter school experience, a plus

Time Commitment & Compensation

This is a 12-month, full-time salaried exempt position. LCPS offers a competitive compensation package with nearly 7 weeks of paid time off, generous health and retirement benefits, and a salary commensurate with experience. Salary and benefits commensurate with experience.

Supervision

This position reports to the LCPS Board of Directors.

Start Date

July 1, 2020.

Active onboarding, overlap with current CEO, and transition into the job before the start date to be negotiated.

To Apply

People of color and bilingual candidates are strongly encouraged to apply.

Submit the following:

- Cover letter
- Resume or CV
- Statement of leadership philosophy (500 - 750 words)
- Three references

Lighthouse Community Public Schools is an equal opportunity employer committed to diversity at all levels.

CHIEF ACADEMIC OFFICER - Lighthouse Community Public Schools

THE ORGANIZATION:

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Learn more at www.lighthousecharter.org.

THE OPPORTUNITY:

Lighthouse Community Public Schools is seeking a strategic and equity-focused educational leader for the 2017-18 school year to lead a tenacious, innovative, mission-aligned team of K-12 instructional leaders to collectively improve outcomes for all students across our family of schools. The CAO will develop, inspire, empower, and manage school and other instructional leaders to foster innovative and progressive learner-centered K-12 school communities and programs. The CAO will be accountable for setting academic priorities that increase student engagement, achievement, and outcomes as we seek to actualize our innovative instructional vision. The CAO will also monitor and evaluate strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. In addition, the CAO will play a critical role in growing the organization and schools to ultimately serve 2500 students in vibrant city of Oakland. *The CAO will report directly to and partner closely with the CEO to lead the instructional vision of the organization.*

This is an exciting opportunity for an inspiring and committed instructional leader who is energized to help lead and grow our family of schools and passionate about transformational growth for yourself, the leaders and teachers you will serve, and our students, families, and Oakland community.

CAO CORE COMPETENCIES

- Leadership development and management of instructional leaders and teams
- Sound knowledge and practice of organizational development
- Facilitation of data-driven and equity-focused teams and processes
- Ability to make high-impact decisions rooted in vision, values, best practice, and stakeholder input
- Ability to set clear academic priorities, develop strategic plans, and empower others to achieve them
- Deep knowledge of learner-driven, relationship-based, and purposeful teaching and learning
- Highly flexible and comfortable with change, growth, and possibility
- Skilled collaborator, communicator, and relationship-builder

CAO RESPONSIBILITIES AND OUTCOMES

Instructional & Team Leadership Development & Management

- Supervise, develop, coach, and evaluate principals and other instructional leaders in the development and execution of high-leverage goals, work plans, and actions that improve student, teacher, and team outcomes;
- Identify, recruit, and promote excellent school/instructional leaders;
- Cultivate a culture of collaboration, learning, equity, and achievement by bringing together instructional leaders for high-quality professional learning and leadership development;
- Supervise academic program leaders at the site and network level (Directors of ASP, K-12 RTI, SPED, Curriculum, Instruction & Assessment, and Creativity Lab/Making);
- Work with other organizational leaders on the Organizational Leadership Team to improve and streamline LCPS operational systems to help instructional leaders prioritize instructional leadership and student outcomes.

Instructional Vision Alignment & Prioritization

- Lead the actualization of a clear vision for teaching and learning that strategically aligns with Lighthouse’s mission of high expectations for *all* and defines clear academic priorities and foci;
- Create alignment and make decisions within and across our schools in order to realize LCPS’ unique instructional vision and program;
- Define, clarify, evaluate, and codify our Family of Schools’ academic systems and programs in partnership with the Director of Curriculum, Instruction, and Assessment (DCIA) and site principals;
- Support site-based instructional leadership teams to establish student outcomes and teacher practice goals and create and execute plans for curriculum, assessment, and instructional practice;
- Lead cross-network and K-12 learning opportunities for all instructional staff and LCPS’ leaders to create alignment to our instructional vision and stances within and across our schools while fostering the unique academic programs at each site.

Evaluation & Monitoring of Student & Program Outcomes

- Oversee and evaluate the effectiveness and quality of all academic programs with particular attention to outcomes for our most vulnerable student populations (English learners, students with disabilities, and African-American and Latino students, particularly African-American boys);
- Hold primary responsibility for external and internal academic accountability measures (WASC, LCAP, SPF, LCPS outcomes, charter renewal, etc.) by monitoring outcomes, ensuring timely reporting and use of data, etc.;
- Lead strategic initiatives to continuously utilize and analyze a variety of instructional and student data to improve student outcomes, attending to equity and opportunity gaps revealed;
- Manage and cultivate our partnership with EL Education and, in conjunction with the DCIA, support instructional leaders to bring their site EL work plans to life.

QUALIFICATIONS

- Significant instructional and school leadership experience required (including at least 7-10 years of successful classroom teaching and school leadership),
- CA administrative credential or certificate of eligibility preferred; MA in education or related field, preferred,
- Deep supervisory & management experience, including observation and evaluation of teachers and school administrators,
- Knowledge of learner-centered curriculum, instruction, and assessment,
- Spanish fluency preferred,
- CA charter school experience, a plus,
- EL Education experience, a plus.

Time Commitment & Compensation

This is a 12-month, full-time salaried exempt position. LCPS offers a competitive compensation package with nearly 7 weeks of paid time off, generous health and retirement benefits, and a salary commensurate with experience.

Supervision

This position reports to the CEO.

Start Date

July 1, 2017

TO APPLY

People of color and bilingual candidates are strongly encouraged to apply.

Interested candidates should submit:

- A detailed resume outlining your experience
- A thoughtful cover letter describing why you are an optimal fit for this position

Applications should be submitted directly through our Careers site. To inquire or learn more, reach out to Anna Martin, Director of Talent & HR, at anna.martin@lighthousecharter.org.

Lighthouse Community Public Schools is an equal opportunity employer committed to diversity at all levels.

Director of Finance

Job Description

THE ORGANIZATION

At Lighthouse Community Public Schools (LCPS), we believe an exceptional education brings out each child's unique light and potential. Founded in 2002, LCPS operates two high-achieving K-12 public charter schools--Lighthouse and Lodestar--serving nearly 1,000 students in East Oakland. With a vision of transforming our community through creating a family of exceptional schools serving youth and families in Oakland, our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers. Grounded in our core values of community, integrity, agency, love, and social justice and rooted in the EL Education model, LCPS is a leader in fostering innovative schools achieving exceptional student outcomes where each child is at the center of their own learning. LCPS will continue to increase its impact-as we grow to a third site in 2019, ultimately serving 2500 low-income students and their families. Lighthouse exists to counter persistent educational inequity that threatens our collective future. Lighthouse is a beacon for public education and each graduate fulfills the promise of a better, brighter Oakland and our results can testify. 95% of our graduates, almost all of whom are first generation college students, are accepted to four-year colleges. Lighthouse was named the Hart Vision Charter School of the Year in 2013 and Lighthouse Community Charter High School was named the #1 high school for closing the achievement for low-income, Latino students in 2016.

Learn more at www.lighthousecharter.org.

THE OPPORTUNITY

The realization of our mission to prepare students for college and career can only be actualized when our financial oversight and accounting systems run like a well-oiled machine. The Director of Finance will have financial oversight of this successful charter management organization's approximately \$22M annual budget. Reporting to the CEO and serving as a member of LCPS's Senior Leadership Team, the DOF is responsible for all aspects of the schools' and organization's finances. All of this is in service of LCPS' mission and vision.

Overview of Responsibilities

- **Fiscal Oversight & Board**
 - Administrative control and supervision of all business and financial operations of the organization and schools
 - Leading the financial relationship with Board committees: Finance and Audit
 - Partnering with the CEO and Board of Directors to create and monitor financial policies
 - Compiling of Board Packets
- **Budgeting and Forecasting**
 - Partnering with the CEO and Board of Directors to develop the annual operating budget and structuring and maintaining a long-range financial model for the school
 - Day-to-day management of the operating budget and working with all school and functional departments to ensure expenses are managed efficiently and the budget is achieved
 - Strategic financial forecasting: anticipating potential revenue shortfalls; identifying opportunities to strengthen the school's programs to increase revenue and efficiency, and preparing financial models to inform and support leadership decision making

- Manage Cash Flow across LCPS
- Provide the following budget reports:
 - Generate reports feeding into dashboards for Principals
 - Generate reports for CEO/CAO
 - Provide expense updates to Shared Service Directors
 - Generate Board / Committee packets
- **Facilities**
 - Partnering with the CEO and facility development partners to structure and maintain facility financing and modeling
- **Payroll, Contracts, and Vendors**
 - Serving a key role in the employee and vendor contract processes as well as in legal matters
 - Oversee and approve Payroll
 - Consult to and guide intersectional work with HR contracts, as necessary
 - Conduct Insurance reviews and make recommendations to CEO and board as necessary
- **External Compliance and Reporting**
 - Preparing for the annual audit of the school's finances
 - Preparing and monitoring compliance and reporting processes to external stakeholders, such as USDOE, CDE, OUSD, El Dorado, and granting agencies
- **Team Management & Collaboration**
 - Serving as a manager for direct reports, ensuring their growth and development as members of the finance team
 - Serve as leader on key teams:
 - Senior Leadership Team
 - Organizational Leadership team
 - Serve as consultant to site-based teams, including
 - Principals, Operations teams, After School Coordinators
 - Shared Service intersections:
 - CEO & CAO: overall financial health of LCPS, focus on instructional initiatives
 - Development: grant support, budgets for grants, involvement with reconciliation process, reporting
 - Ops: facility-related intersections
 - HR: policy-setting, payroll / addendums, QC'ing as needed

Minimum Qualifications:

- B.A. or B.S., required
- 5+ years working in financial and budget oversight and management (including at least 3 years working in school finances)
- Experience directly supervising and managing people, required and a team of at least four preferred
- Experience in project management preferred
- Experience working in schools or with youth and families, highly preferred
- Experience with Google Apps administration preferred
- Bilingual in Spanish preferred

Collaboration:

- **Reports to:** CEO
- **Manages:** Finance Assistant/Associates, Staff Accountants

Time Commitment:

This is a 12-month position (220 days). This role is expected to maintain minimum building hours of M - F from 8:00 - 5:00 p.m., with occasional needs during evenings and weekends (e.g., Student Expos, Support for Community Events).

Compensation

This role is a salaried, full-time, exempt position. Lighthouse offers competitive wages; benefits include a comprehensive employer-contributed retirement plan, medical and dental coverage, medical and dependent care FSA, and professional development opportunities. LCPS also offers generous PTO/vacation, including approximately 6 weeks of vacation scheduled with supervisor approval and 8 sick/personal days.

TO APPLY

Interested candidates should submit:

- Resume
- Cover letter describing your interest in this exciting position and why you are an optimal fit
- 3 references with Name, Email, Phone Number and Title/nature of working relationship

Application submission screening and initial phone interviews will be completed on a rolling basis until filled. In-person interviews and performance tasks will take place on-site.

*People of color and bilingual candidates are strongly encouraged to apply.
Lighthouse Community Charter Public Schools is an equal opportunity employer committed to diversity at all levels.*

Director of Operations

Job Description

THE ORGANIZATION

At Lighthouse Community Public Schools (LCPS), we believe an exceptional education brings out each child's unique light and potential. Founded in 2002, LCPS operates two high-achieving K-12 public charter schools--Lighthouse and Lodestar--serving nearly 1,000 students in East Oakland. With a vision of transforming our community through creating a family of exceptional schools serving youth and families in Oakland, our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers. Grounded in our core values of community, integrity, agency, love, and social justice and rooted in the EL Education model, LCPS is a leader in fostering innovative schools achieving exceptional student outcomes where each child is at the center of their own learning. LCPS will continue to increase its impact-as we grow to a third site in 2019, ultimately serving 2500 low-income students and their families. Lighthouse exists to counter persistent educational inequity that threatens our collective future. Lighthouse is a beacon for public education and each graduate fulfills the promise of a better, brighter Oakland and our results can testify. 95% of our graduates, almost all of whom are first generation college students, are accepted to four-year colleges. Lighthouse was named the Hart Vision Charter School of the Year in 2013 and Lighthouse Community Charter High School was named the #1 high school for closing the achievement for low-income, Latino students in 2016.

Learn more at www.lighthousecharter.org.

THE OPPORTUNITY

The realization of our mission to prepare students for college and career can only be actualized when our school's operations systems run like a well-oiled machine. The Director of Operation's primary skill set includes the ability to organize systems and the teams that serve as the "backbone" to the school and organization. This includes management of site-based operations, food service, and technology staff and teams, LCPS' facilities oversight and maintenance, and oversight, data management, and reporting for student information systems, testing, and enrollment systems. Additionally, the Director of Operations is forward-thinking, setting up policies and partnerships to benefit students and staff, and leveraging existing ones. All of this is in service of LCPS' mission and vision.

CORE COMPETENCIES

- **Mission and Core Values Focus:** Inspired by our mission and belief that all students can achieve, models the LCCPS' values of community, integrity, love, social justice, and agency
- **Strong Organization & Project Manager:** Able to coordinate, prioritize, and oversee multiple, large projects being carried out by multiple stakeholders across the organization
- **Individual and Team Management:** Directly supervises and supports the growth and development of operations and technology teams and staff who supervise custodial and supervision staff.
- **Detail Orientation** and ability to manage multiple streams of data
- **Systems Thinking:** Ability to assess, develop, improve, and implement effective ops systems across organization
- **Agency:** Innovative, highly flexible and comfortable with change, growth, and possibility
- **Skilled Collaborator, Communicator, and Relationship Builder:** Works with diverse stakeholders inside and outside the organization to ensure operations are efficient and support strong instructional programs.

Roles and Responsibilities:

- **Operations & Technology Management:**
 - Directly supervise a high-performing operations team including, but not limited to, site-based Operations Associates, Food Service Staff, and Facility and Technology Team members to ensure seamless, efficient and high quality school operations across our schools and organization.

- Provide meaningful evaluations of Operations staff performance through regular check-ins and quarterly conferences related to compliance, budget, facilities and safety, operational systems, operational-instructional partnerships and parent engagement as appropriate.
 - Provide consistent, high quality onsite feedback, coaching and support to all direct reports in order to grow and develop operational staff over time including their ability to manage custodial, operations, and supervision staff.
 - Hire excellent Operations staff (direct reports) and support those who manage others to follow the LCPS hiring process & work with the Talent & HR Team to make hiring and placement decisions for roles they supervise.
 - Serve as point of escalation for school-based operational issue
 - Collaborate with managers of student supervision teams to support smooth and efficient student supervision staff at sites
- **Student Systems Management & Oversight**
 - **Data Reporting:** Maintains integrity of data and manages attendance reporting at LCPS.
 - **Enrollment:** Oversee and standardize the recruitment, lottery, enrollment, registration process across our sites, supporting Operations Associates and Family Recruiter to implement at each site.
 - **Technology Platforms:** Assist with the evaluation of new student data technology platforms, considering usage across sites and with other platforms
- **Facilities Maintenance & Oversight:**
 - Oversee facilities maintenance and improvements, including deferred maintenance plans, across LCPS' sites.
 - Communicate with landlords and outside facilities' related vendor management.
 - Manage procurements for large-scale facilities' purchases.
 - Serve as school-liaison and project lead to any major construction projects at sites, including safety, project management, procurement, liaising with community and political stakeholders, evaluation of vendors for operational needs, etc.
- **Stakeholder Relationships & Partnerships**
 - Partner with instructional leadership and LCPS' Finance/Business & HR Teams to uphold a high standard of excellence for school operations.
 - Develop and manage relationships with vendors across LCPS (e.g., facilities, food)
 - Develop, cultivate, and manage external partnerships and volunteers as appropriate
 - Incorporate perspectives of different stakeholders and Lighthouse culture in decision-making
 - As needed, collaborate across LCPS to support new organization-wide initiatives, share best practices, create tools, and serve on cross-functional teams
 - Serve on Senior Leadership and Organizational Leadership Teams
- **Operations Policies, Processes & Systems Management**
 - Develop and manage a clear operational vision and strategy including new operations initiatives in response to changing organizational needs.
 - Work with other organizational leaders on the Organizational Leadership Team to improve and streamline LCPS operational systems to help instructional leaders prioritize instructional leadership and student outcomes
 - Oversees processes, policies, and programs such as emergency preparation, food services, enrollment, etc. including proposing revisions or new ones to optimize operational efficiency
 - Conducts annual reviews of key policies including enrollment policies, handbooks, calendar
 - Ensure excellence in operations through regular evaluations of organization-wide operations priorities, including identifying needs and providing solutions
- Additional Responsibilities, as assigned

Minimum Qualifications:

- B.A. or B.S., required
- 5+ years working in operations management (including at least 3 years in direct school site management)

- Experience directly supervising and managing people, required and a team of at least five preferred
- Experience in project management preferred
- Experience working in schools or with youth and families preferred
- Experience with Google Apps administration preferred
- Bilingual in Spanish preferred

Collaboration:

- **Reports to:** CEO
- **Manages:** Operations Associates, Technology Manager, Food Service Staff

Time Commitment:

This is a 12-month position (220 days). This role is expected to maintain minimum building hours of M - F from 8:00 - 5:00 p.m., with occasional needs during evenings and weekends (e.g., Student Expos, Support for Community Events).

Compensation

This role is a salaried, full-time, exempt position. Lighthouse offers competitive wages; benefits include a comprehensive employer-contributed retirement plan, medical and dental coverage, medical and dependent care FSA, and professional development opportunities. LCPS also offers generous PTO/vacation, including approximately 6 weeks of vacation scheduled with supervisor approval and 8 sick/personal days.

TO APPLY

Interested candidates should submit:

- Resume
- Cover letter describing your interest in this exciting position and why you are an optimal fit
- 3 references with Name, Email, Phone Number and Title/nature of working relationship

Application submission screening and initial phone interviews will be completed on a rolling basis until filled. In-person interviews and performance tasks will take place on-site.

*People of color and bilingual candidates are strongly encouraged to apply.
Lighthouse Community Charter Public Schools is an equal opportunity employer committed to diversity at all levels.*

Director of Talent & Human Resources

Job Description

THE ORGANIZATION

At Lighthouse Community Public Schools (LCPS), we believe an exceptional education brings out each child's unique light and potential. Founded in 2002, LCPS operates two high-achieving K-12 public charter schools--Lighthouse and Lodestar--serving nearly 1,000 students in East Oakland. With a vision of transforming our community through creating a family of exceptional schools serving youth and families in Oakland, our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers. Grounded in our core values of community, integrity, agency, love, and social justice and rooted in the EL Education model, LCPS is a leader in fostering innovative schools achieving exceptional student outcomes where each child is at the center of their own learning. LCPS will continue to increase its impact-as we grow to a third site in 2019, ultimately serving 2500 low-income students and their families. Lighthouse exists to counter persistent educational inequity that threatens our collective future. Lighthouse is a beacon for public education and each graduate fulfills the promise of a better, brighter Oakland and our results can testify. 95% of our graduates, almost all of whom are first generation college students, are accepted to four-year colleges. Lighthouse was named the Hart Vision Charter School of the Year in 2013 and Lighthouse Community Charter High School was named the #1 high school for closing the achievement for low-income, Latino students in 2016.

Learn more at www.lighthousecharter.org.

THE OPPORTUNITY

The Director of Talent and Human Resources will be a pivotal thought leader as Lighthouse works to realize its vision of opening two additional schools in East Oakland, increasing our impact from 740 students reached to 2100 students over several years. This important organizational growth will require identifying, recruiting, hiring, training, and retaining the most talented educators possible. The Director of Talent & HR will bring a passion for urban teaching and issues of equity for low-income students of color and a deep knowledge of people, HR and employment law and best practices. Additionally, the Director of Talent & HR will have the drive and skills to develop and grow the new Lighthouse Teacher and Leader Pipelines, ensuring a long-term supply of quality, diverse, mission-aligned educators for Lighthouse schools. This is an exciting opportunity for a strategic professional with the right skills and experiences to have a lasting impact on the school's students and community, in service the mission of ensuring that every child achieves college and the career of his or her choice.

CORE COMPETENCIES

- **Mission and Core Values Focus:** Inspired by our mission and belief that all students can achieve, models the LCCPS' values of community, integrity, love, social justice, and agency
- Effectively Communicate with Zeal and Passion
- Work Autonomously in a Strategic and Organized Manner
- Develop Deep and Meaningful Relationships
- Collaborate with Consistent Efficacy Across a Variety of Teams
- Develop, Maintain, and Reflect Upon Data Streams to Advance Talent Goals

Responsibilities

- Talent & People Strategy:
 - Develop a comprehensive talent and people development strategy that aligns to LCPS' Strategic Plan and Vision attending to all elements of the employee lifecycle and ensuring diversity, equity, and inclusion and retention of staff in service of our students
- Hiring & Recruitment:
 - Oversee all hiring and recruitment efforts including work of the Recruitment Specialist and other members of the recruitment team to plan, organize, and manage the logistics of hiring/interview events, orientations, and training sessions leading to the hiring of highly effective, diverse staff poised to increase student outcomes.

- Leverage internal and external resources to highlight Lighthouse’s resources and benefits to potential candidates and program partners;
- Coordinate and, as needed, conduct phone and in-person interviews for various staff roles;
- Lead or support the search for senior school and shared services leadership roles;
- Organize and align all job descriptions and interview processes
- Train, support, and develop all staff who are part of the interview process to ensure alignment
- Talent Pipeline & Career Pathways:
 - Ensure a strong pipeline of talent by proactively building strategic partnerships and building systems to attract and identify aspiring educators with potential to be excellent teachers and leaders;
 - Oversee the development of all marketing materials for performance and recruitment, including print and online communications;
 - Support the development of a strong organizational structure providing opportunities for staff to grow and develop in their careers with LCPS
 - Establish and maintain partnerships with higher education institutions, organizations, and individuals to:
 - Provide effective and engaging professional development opportunities for current Lighthouse educators.
 - Establish and provide leadership development programs to create a pipeline of aspiring school leaders.
 - Provide training programs for aspiring teachers.
 - Delineate staff talent development and performance management practices across all staff
 - Provide training and development arc for leaders and emerging leaders across the organization
- Human Resources Oversight & Strategy
 - Oversee all human resources management functions including:
 - Compensation planning and implementation of equitable and competitive rubrics and salary ranges for all staff roles including coordination with payroll staff/Finance Team
 - Personnel compliance and HRIS management
 - Employee health and retirement benefits planning and execution to offer a suite of competitive benefits to staff
 - Conducting confidential investigations and oversight of employee discipline and performance improvement plans in line with LCPS Employee Handbook
 - Maintain effective and equitable personnel policies, procedures, and training for all staff including annual updates of employee handbook and policies to remain up to date on changes in employment and education law and best practice
 - Ensuring staff and student safety via oversight of worker’s compensation, staff/student interaction policies, etc.
 - Collect, analyse and provide organizational and people data (hiring, recruitment, retention, staff diversity, staff effectiveness/performance, DEI metrics, exit, staff engagement, etc) to inform organizational and leadership strategy and actions
 - Manage a team of talent and human resource professionals to oversee all HR and talent functions
- Employee Growth and Performance Development
 - Lead the design and implementation of performance evaluations for all staff, ensuring that evaluations are supported by valid and reliable measures of performance and explicitly linked to the school’s instructional vision and mission;
 - Design development pathways linked to the evaluation system, working closely with the home office to develop and manage staff induction and mentorship programs and professional development programs;
 - Manage internal teacher pipeline to move all candidates to year two status
 - Develop Teacher to Administrator Pipeline for 2015-16 school year

Qualifications

- Deep understanding of human resource management, with experience directly advancing organization-wide goals in a measurable way.

- Experience related to adult professional development and on-the-job embedded learning experiences preferred.
- Demonstrated understanding of school structure and the education sector .
- Excellent communication, collaboration, initiative, and leadership skills.
- Excellent organizational skills; which include the ability to prioritize and manage several projects simultaneously.
- Ability to work with a variety of school stakeholders from staff to volunteers to families and students.
- Excellent data analysis skills and experience synthesizing data to drive action steps.
- Proficient in Microsoft Office applications, including Word, Excel, PowerPoint, html and other web design programs.
- Warm, congenial, and able to maintain cooperative working relationships.
- Bachelor's degree required; Master's in education, nonprofit management, business or related field preferred.

Time Commitment

This is a 12-month position. It includes approximately 5 weeks of holidays/vacation during the school year in accordance with the school calendar, and an additional 10 days allotted during the summer. This position is expected to maintain building hours of M - F from 8:00 - 5:00 p.m.

Compensation

Commensurate with experience.

TO APPLY

Interested candidates should submit:

- Resume
- Cover letter describing why you are an optimal fit for this position, and
- Your philosophy of how the recruiting, hiring and human capital management efforts of a school lead to students achieving the Lighthouse mission

People of color are strongly encouraged to apply.

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site. Application materials should be submitted to Brandon Paige, Director of Finance, at brandon.paige@lighthousecharter.org. Please specify in the subject line which position you are applying for.

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HIGH SCHOOL PRINCIPAL - Lighthouse 9-12

Job Description

THE ORGANIZATION:

Social justice movements come in all shapes and sizes. Here at Lighthouse Community Public Schools, we are engaged in an educational movement that goes beyond our classrooms working 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, LCPS is a leader in fostering innovative schools achieving exceptional student outcomes where each child is at the center of their own learning. Our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers.

Founded in 2002, LCPS operates a high-achieving K-12 public charter school, and our K-8 sister site, Lodestar, that opened in Fall 2016; serving nearly 1,000 students in East Oakland. Lighthouse is a beacon for public education and our graduates fulfill the promise of a better, brighter Oakland. 95% of our graduates, almost all of whom are first-generation college students, are accepted into four-year colleges. We were named the Hart Vision Charter School of the Year in 2013, and the #1 high school for closing achievement for low-income Latino students in 2016. If the work we do here at LCPS appeals to your values regarding quality education for all then please join our movement! Learn more at www.lighthousecharter.org

THE OPPORTUNITY:

Lighthouse Community Public Schools (LCPS) is looking for an innovative, highly-motivated, and dedicated school leader to be the principal of Lighthouse Community Charter High School. At LCPS, the Principal is the instructional leader and holds primary responsibility for ensuring the high academic achievement of all students. Lighthouse's next High School Principal will have the unique opportunity to collaboratively shape the next phase of Lighthouse's instructional model and vision for student-centered learning. The High School Principal's primary responsibility will be to manage the high school's academic program and develop, inspire, empower, and supervise teachers and other staff. The Principal is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The principal will be accountable for student and staff outcomes across 9-12, accelerating achievement for all students and eliminating equity gaps (with particular attention to students with IEPs, English learners, and African-American boys). The Principal will work in close collaboration with the existing school community and the CAO to support the high school's expeditionary learning model and bring to life our Linked Learning Pathway in Design. The Principal will champion and drive forward our vision of college and career readiness for every student.

This is an exciting opportunity for an inspiring, innovative, committed, and equity-focused instructional leader who is energized to lead within a family of schools and passionate about transformational growth for yourself, the teachers, staff, students, and families you will serve, and our Oakland community.

LCPS PRINCIPAL CORE COMPETENCIES

As a strategic and visionary leader for equity, LCPS Principals:

- **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 the school's growth** as a dependable, organized, solutions-oriented, and optimistic transformational leader committed to our community.

PRINCIPAL RESPONSIBILITIES AND OUTCOMES

Recruit, onboard, supervise, develop and support instructional staff

- Build a strong, collaborative, equity-focused adult learning community 9-12, including hiring, developing, and retaining excellent teachers and staff to serve our students and families;
- Supervise, observe, coach, evaluate, and develop the instructional staff utilizing knowledge of adult learning theory and in alignment with LCPS Instructional Stances and LCPS Framework for Transformational Teaching;
- Nurture distributed leadership in support of the school's mission and continued growth and sustainability.

Management & Monitoring of Academic Programs & Student Outcomes

- Serve as the visionary and manager for the academic and professional programs for the school ensuring that all student are college and career ready and meet the outcomes in the LCPS Graduate Profile.
- Assume responsibility for evaluating student learning: supervise the collection, analysis, and utilization of key data to improve learning and engagement for all students.
- Ensure in-class and out-of-class interventions are effective and matched with student needs, resulting in equitable outcomes for all students;
- Work closely with Director of Finance to ensure school operates within budget.
- Oversee retention and passage processes working to close gaps in students' successful passage and graduation.

School Culture Builder

- Collaboratively develop systems & structures to promote a strong school culture in service of the school mission with staff, students, and families;
- Build strong relationships with students, families, and the community.
- Apply restorative school practices and policies in resolving conflicts in the school community..

K-12 Systems and Vision Holder & Collaborator

- Collaborate with Lighthouse Elementary and Middle School Principal and other instructional leaders as appropriate in decisions and resource allocation impacting the whole Lighthouse K-12 community or where alignment of systems and processes is especially important.

Leadership Development and Reflection

- Model holding a learner-driven stance for own professional learning.
- Engage in regular collaboration, learning, and development through coaching, co-principal meetings, and one-on-one check-ins with CAO.

QUALIFICATIONS:

- At least 5-7 years of successful secondary 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 & 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 or Linked Learning experience, a plus.
- Spanish fluency preferred,

SUPERVISION

This position reports to: Chief Academic Officer (CAO).

TIME COMMITMENT

This position is a full-time salaried exempt 12-month position that follows the 220-day school year and summer schedule. Includes approximately 5 weeks of paid holidays/breaks during the school year in addition to 10 days of vacation time during the summer. Start date is July 1, 2018 with some paid time in the spring to provide opportunities to engage with stakeholders and work with the leadership team prior to fully coming onboard in summer 2018.

COMPENSATION

Commensurate with experience. Competitive benefits package and generous time off and vacation policies.

TO APPLY

People of color and bilingual candidates are strongly encouraged to apply.

Interested candidates should submit:

- Resume
- Cover letter describing your interest in this position and why you are an optimal fit
- 4-5 references with Name, Email, Phone Number and Title/nature of working relationship

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site.

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ASSISTANT PRINCIPAL - LCPS

THE ORGANIZATION:

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THE OPPORTUNITY:

At Lighthouse Community Public Schools, the Assistant Principal (AP) is a developing instructional leader who works with the Principal and instructional leadership team to lead school culture and learning systems. The AP, together with the principal and teacher leaders, will work to foster an innovative and progressive learner-centered community, including being tasked with the leadership of specific school initiatives/systems. The Assistant Principal's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specific academic programs including the RTI team to achieve increased academic outcomes for all students in line with our mission and vision.

The Assistant Principal is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The AP will be accountable for managing one or more elements of the academic program/systems leading to improved student and staff outcomes, with particular attention to our most vulnerable students (SPED, English learners, African-American boys, etc.). The AP will work in collaboration with the principal, dean, and teacher leaders to align curriculum, instruction, and assessment at the site to the LCPS shared vision and the school's vision and strategic plan.

This is an exciting opportunity for a growing, committed, and equity-focused instructional or teacher leader who is energized to develop their school leadership capacity and passionate about transformational growth for yourself, the teachers, staff, students, and families you will serve, and our Oakland community.

LCPS ASSISTANT PRINCIPAL CORE COMPETENCIES

As a strategic and visionary leader for equity, LCPS Principals:

- **Inspire a shared vision** of college and career readiness in collaboration with the leadership team.
- **Ensure an exceptional education for all** by monitoring and developing the academic program and by facilitating data-driven and equity-focused teams.
- **Encourage the heart** by promoting 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 supervising and developing teachers resulting in retention of a diverse, highly effective team and increased student outcomes..
- **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 the school's growth** as a dependable, organized, solutions-oriented, and optimistic transformational leader committed to our community.

ASSISTANT PRINCIPAL RESPONSIBILITIES AND OUTCOMES

Supervise and Develop Adults and Teams (30%)

- Contribute to building a strong, collaborative, equity-focused adult learning community, including supporting, hiring, and leading professional development for staff;
- Develop and lead one or more high-functioning adult teams;
- Supervise, observe, coach, evaluate, and develop 6-10 teachers and non-instructional staff using knowledge of adult learning theory and in alignment with LCPS Instructional Stances, Framework for Transformational Teaching, and school instructional model;
- Support the professional development path of assigned teachers and instructional staff members, including a combination of coaching cycles and other internal, EL, and external professional learning experiences aligned to unique needs and leading to professional growth for staff across a range of experience;
- Facilitate professional development spaces both formal and informal, where the use of data is timely, consistent, and actionable;
- Complete evaluation process or end of the quarter conference for all supervisees using a defined process.

Coordinate Response To Intervention System (30%)

- Lead the RTI Team to engage in regular and ongoing analysis of student attendance, behavior, and academic data to develop and implement early intervention strategies to support all students in being college and career ready.
- Manage and monitor the COST process for individual students, identifying potential supports, and drafting intervention plans in collaboration with the student's teachers.
- Coordinate implementation of research-based interventions aligned to a three-tiered intervention framework
- Collaborate with the Director of Student Services to oversee referrals of students requiring Tier 3 supports.
- Support teachers to implement individual behavior/intervention plans
- Support teachers with the tracking of student behavioral/academic data during the implementation of the intervention plan.
- Oversee and monitor 504 plans.
- Serve as an administrator in IEP meetings

School Culture Builder (5%)

- Help to implement a vision and develop systems & structures to promote a strong school culture in service of the school mission in collaboration with the principal, dean, and other instructional leaders;
- Using principles of Restorative Justice, collaborate with the Principal and Dean of Students to implement and evaluate a responsive positive behavior system that clearly articulates the school-

wide systems and supports students will use to build positive relationships and manage their own behavior.

- Collaborate with leaders and teachers to engage families in the life of the school
- Build strong relationships and communicate clearly and effectively with students, families, and the community.

Management & Monitoring of Select Academic Programs & Student Outcomes (20%)

- Serve as manager for one or more academic programs and testing coordinator for the school ensuring they meet the needs of students within the context of our Theory of Change, Graduate Profile, and Instructional Stances;
- Regularly use and analyze key data in measuring the effectiveness of program(s) and individual student success with a particular focus on equity gaps and our most struggling students;
- Support the principal in the development of resource and budget allocation to meet programmatic and student needs;
- In collaboration with other instructional leaders, strategically design, implement, and adjust school level systems toward achieving institutional goals at a high level;
- Support the implementation and analysis of common assessment and core curricula in collaboration with Principal and Shared Service Academic Team;
- In collaboration with the Principal and other instructional leaders, assess the effectiveness of student achievement, coaching, EL Workplan, and Professional Development.

New Teacher Support: (10%)

- Mentor, onboard, and train new teachers in core LCPS practices (SLC meetings, standards-based grading, EXPO, Crew, etc.).
- Facilitate teachers' understanding and implementation of the Common Core State Standards.
- Serve as the year-long Induction coach as assigned, complying with state and local requirements regarding induction and other teacher education programs;

Leadership Development and Reflection (5%)

- Assists the principal in carrying out their duties and acts in the capacity of the principal during the principal's absence from the school;
- Model holding a learner-driven stance for own professional learning;
- Participate fully in professional learning experiences led by the CAO, Principal, and other instructional leaders to engage in leadership development, alignment of systems/processes, and reflection of practice;
- Engage in regular collaboration, learning, and development through coaching, ILT meetings, and one-on-one check-ins with Principal;
- Prioritize setting and scheduling regular planning/work time each week/month devoted to prioritized instructional leadership moves/work.

Performs other duties as assigned by supervisor.

MINIMUM QUALIFICATIONS:

- At least 3+ years of successful elementary 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,

SUPERVISION

This position reports to: Principal

TIME COMMITMENT

This position is a full-time salaried exempt 12-month position that follows the 220-day school year and summer schedule. Includes approximately 5 weeks of paid holidays/breaks during the school year in addition to 10 days of vacation time during the summer that accrues yearly. Start date is July 1, 2019.

COMPENSATION

Commensurate with experience. Competitive benefits package and generous time off and vacation policies.

TO APPLY

People of color and bilingual candidates are strongly encouraged to apply.

Interested candidates should submit:

- Resume
- Cover letter describing your interest in this position and why you are an optimal fit
- 4-5 references with Name, Email, Phone Number and Title/nature of working relationship

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site.

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Director of College and Career Success

Lighthouse CTE Pathway Coordinator

Job Description

THE ORGANIZATION:

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THE OPPORTUNITY:

Lighthouse Community Public Schools is seeking an emerging leader to oversee the growth and development of our Lighthouse Product Innovation Design Pathway. This will include serving as primary point of contact and oversight of program elements for both Measure N and Strong Workforce Program Grant implementation. This will include supervising and coaching pathway teachers and leading our pathway team's continued compliance with the Measure N, Linked Learning and Strong Workforce Program requirements. This person will also work closely with our College Counselor to develop our work-based learning offerings in alignment with our pathway and to connect students and families to this work. This person will report to the HS Principal as well as collaborate with site and other instructional leaders and teams to make collective progress towards our high quality pathways and linked learning goals.

This is an exciting opportunity for a developing instructional leader or teacher leader who is energized to bring to life an innovative vision for career pathways for high school students and passionate about transformational growth for yourself, the leaders and teachers you will serve, and our students, families, and Oakland community.

Core Responsibilities:

Instructional Leadership & Support (25-30%)

- Coach, evaluate and supervise pathway teachers.
- Oversee, manage, and champion the Lighthouse Product Innovation & Design Pathway courses.
- Ensure continued development of interdisciplinary pathway projects integration into core classes and integration of Pathway into 10th passage and 12th Capstone experiences.
- Lead professional development that results in articulation of Lighthouse pathway courses to Laney CC course offerings.
- Lead the development of math support model for grades 7-9 that align to Laney CC Math 220 course sequence in accordance with pathway improvement plans outlined in strong workforce.

Community Leadership (25-30%)

- Build and sustain partnerships with Laney college to ensure that pathway courses are articulated and all students earn community college credit through articulation.
- Oversee the Lighthouse Industry Advisory Board and facilitate Advisory Board meetings (4-8 times a year).
- Participate in required external meetings as part of the Bay Area Manufacturing Alliance in support of pathway.
- Build and sustain partnerships with industry and community organizations that lead to improved opportunities and outcomes for pathway students.

Operational Leadership (15-20%)

- Support budget process for Measure N and SWP program funds to ensure alignment of program goals.
- Plan and execute work based learning experiences including fieldwork and job shadow opportunities for students aligned to pathway goals and outcomes.
- Serve as the lead member of the Pathway team and manage communication with the Measure N Commission, OUSD including writing our yearly SPSA report, attending Measure N meetings and co-ordinating site visits from the Measure N team.
- Ensure goals and outcomes of Strong Workforce Grant are met

High Quality Pathway Development (5%)

- Lead team process for Linked Learning Gold Certification.
- Oversee and collaborate on the Lighthouse Work-based Learning continuum in partnership with the College Counselor and Principal.
- Champion the Pathway courses with students and families.
- Support integrated project development across high school.
- Participate in linked learning community of practice and conferences.

CORE COMPETENCIES

HIGH EXPECTATIONS FOR ALL

- Believes that every student can meet high expectations and our mission of college and career of choice.
- Demonstrates commitment to coaching and supporting teachers to achieve equitable outcomes.
- Supports teachers to provide access and results for all students, in particular, SPED and English Language Learners.
- Holds a growth-mindset for self, colleagues, and students.

SERVING THE WHOLE CHILD & ENGAGING FAMILIES

- Builds meaningful relationships and communicates effectively with students, families, colleagues, and community.
- Builds a school culture where all students and staff are known well and are supported in their learning.

DEEP LEARNING THROUGH RIGOROUS CURRICULUM

- Supports teachers to design and facilitate culturally responsive and rigorous learning experiences in which students wrestle with complex, cognitively engaging problems.
- Holds a sense of urgency by assessing and analyzing teacher practice and student achievement data and making strategic decisions about coaching moves which advance goals.
- Extensive knowledge of EL instruction, standards-based grading, constructivist pedagogy.

PROFESSIONAL LEARNING COMMUNITY

- Provides strong leadership and actively collaborates with all colleagues and staff.

- Complies with all school and band obligations, policies, and expectations, including abiding by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Exhibits the highest level of professionalism and urgency driven by understanding of our student and community needs.

MINIMUM QUALIFICATIONS:

- B.A. or B.S. required, Master's Degree preferred
- California secondary teaching credential and/or administrative credential preferred
- 5+ years teaching experience in an urban education setting serving low-income students of color preferred
- 2+ years of coaching and/or school leadership experience preferred
- Experience teaching and support teachers within a CTE pathway preferred
- Experience with Google apps
- Bilingual in Spanish a plus

Reports to: HS Principal

Time Commitment

This is a 1.0 FTE 12-month, salaried exempt position. The schedule for this position is in accordance with the school calendar, including approximately five weeks off during school vacations and two additional weeks off during the summer months determined in conjunction with manager.

Compensation

Lighthouse offers competitive wages; benefits include a comprehensive employer-contributed retirement plan, medical and dental coverage, medical and dependent care FSA, and professional development opportunities. LCPS also offers generous PTO/vacation, including approximately 6 weeks of vacation scheduled with supervisor approval and 8 sick/personal day

TO APPLY:

People of color are strongly encouraged to apply.

Interested candidates should submit:

- Resume
- Cover Letter--Describing why you are an optimal fit for this position and your philosophy of teaching that describes how your instruction and leadership would support teachers and students achieving the Lighthouse mission

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site.

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LCPS High School (9-12) Dean of Students

THE ORGANIZATION:

Social justice movements come in all shapes and sizes. Here at Lighthouse Community Public Schools, we are engaged in an educational movement that goes beyond our classrooms working 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](#), LCPS is a leader in fostering innovative schools achieving exceptional student outcomes where each child is at the center of their own learning. Our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers. Founded in 2002, LCPS operates two high-achieving K-12 public charter schools--Lighthouse and Lodestar--serving nearly 1,300 students in East Oakland. Lighthouse is a beacon for public education and our graduates fulfill the promise of a better, brighter Oakland. 95% of our graduates, almost all of whom are first-generation college students, are accepted into four-year colleges. We were named the Hart Vision Charter School of the Year in 2013, and the #1 high school for closing achievement gaps for low-income Latino students in 2016. If the work we do here at LCPS appeals to your values regarding quality education for all then please join our movement! Learn more at www.lighthousecharter.org

THE OPPORTUNITY:

The Dean of Students at Lighthouse- A Lighthouse Community Charter School- enthusiastically serves as an architect of student and school culture for our high school community. The Dean of Students is charged with creatively bringing our values of community, integrity, love, social justice, and agency to life resulting in a community where students are prepared for success in college and career of their choice. The Dean of Students primary responsibility lies in developing and supporting restorative practices and systems to ensure that all students are developing as upstanders within their community who are able to repair harm and find solutions to problems. The Dean of Students is central to creating and upholding a positive college-going culture where all students belong and develop as lifelong learners and community changemakers.

Primary Responsibilities

The Dean of Students' primary charge is to foster the school-wide conditions for our students to successfully build positive relationships and be accountable for their own behavior. To this end, the Dean of Students will:

Collaboratively Build and Celebrate Positive College-Going School Culture

- Collaborate with teachers and administrators to design and implement key whole-school activities to build and celebrate school culture, such as weekly community meetings, annual community-building trips, etc.
- Support bridging and orientation activities for new students and families and Lighthouse teachers during the summer before the start of the school year.
- Develop student leadership pathways, student voice in community meetings, and opportunities for students to use their agency to build culture and community at Lighthouse.
- Identify ways to visually celebrate student achievement of character targets and living our values.
- Support the development and effective implementation of Crew (advisory) curriculum that supports students positive identity development and aligns to our [graduate profile](#).

Lead and Collaboratively Implement a Responsive and Restorative Behavior Management System

- Using principles of Restorative Justice, collaborate with the Principal and RTI Director to implement and evaluate a responsive behavior system that clearly articulates the school-wide systems and supports students will use to build positive relationships and manage their own behavior.
- Design and facilitate professional development for teachers and high school staff on principles of Restorative Justice and provide ongoing coaching and support to teachers in developing relationship based communities in their classrooms.
- Facilitate Restorative Justice experiences among community members.

Restoratively Manage Behavior Support Systems including Student Referrals & Interventions

- Lead and support the implementation of school-wide consistent practices to support students' positive inclusion in all learning spaces.
- Effectively respond to student referrals with a restorative and responsive lens as well as appropriate behavior modification strategies.
- Manage a data system to collect, input, and monitor effectiveness of individual student behavior referrals.
- Evaluate student behavioral trends and impact on classroom and school community when determining when and how to accelerate/intensify supports.
- Observe target students or student sub-groups in the classroom in order to collaborate effectively with teachers to develop effective supports and behavior plans.

Collaboratively Design and Implement Individual Student Behavior and Social-Emotional Supports

- Oversee implementation of the COST system and collaborate closely with the Director of RTI to ensure that all students who need support are served.
- Collaborate with teachers to implement individual behavior plans; in some cases, serve as a direct behavioral support to students with a behavior plan, 504 plan, or IEP.
- Support teachers with the tracking of student behavioral and relationship-based growth during the implementation of the behavior plan.

Family Communication & Support

- Lead pro-active, site-based learning experiences for Lighthouse families. Including designing and facilitating evening family meetings on a monthly/bi-monthly basis.
- Provide targeted pre-emptive support for families of students who are at need (e.g. previously retained, acute stress or trauma, identified COST students).
- Clearly and consistently communicate with all stakeholders, especially families, about student referrals and progress of interventions.
- Clearly articulate role of staff, student, and family in successful intervention and establish systems for stakeholders to hold one another mutually accountable to implement interventions with fidelity.
- Collaborate with Family Liaison Staff to support teachers during home visits at the start of the school year and on-going.

Coordinate and Oversee Student Activities

- Collaborate with after-school program staff to ensure effective afterschool programming for high school students.
- Oversee Athletic Director and support the development of robust student sports program.
- Support the expansion and development of student learning opportunities and experiences that extend outside of the school year in collaboration with the Director of College and Career Readiness.

Core Competencies

We are looking for educators who exhibit competencies in our 5 tenets:

High Expectations for All

- Asset-Based & Equity-Focused Urban Educator: Believes and demonstrates that every student can learn and commits to holding high expectations and an assets-based mindset even when students make mistakes.
- Models Growth Mindset: Holds a growth-mindset for self, colleagues, and students demonstrated by self-reflection and the belief that everyone is a lifelong learner.

Deep Learning

- Restorative Learning: Supports students to have the agency to find solutions to mistakes and fix harm. Harm and mistakes done to the community are seen as learning opportunities to repair relationships for the good of all involved and the community.
- Data Analyst: Transparently uses and analyzes student data to support students and identify school-wide patterns.

Serving the Whole Person & Engaging Families

- Community Builder: Ensures a safe learning community that promotes a sense of belonging by building deep relationships, using restorative and responsive practices, addressing the whole person, embracing diversity and communicating effectively with students, families, colleagues, and community.

Professional Learning Community

- Skilled Collaborator: Collaborates with empathy by listening to divergent perspectives and demonstrating mission-alignment, knowledge of child development and socio-emotional learning, and high levels of professionalism at all times.
- Strategic Teammate: Works in a strategic manner autonomously and collaboratively despite the complexity.

Minimum Qualifications

- B.A. or B.S. required, relevant Master's Degree a plus
- 3+ years experience working with urban youth required
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning and any other progressive positive behavior approaches a plus
- Appropriate California Credential a plus
- Bilingual in Spanish a plus

Supervision This position reports to the High School principal.

TIME COMMITMENT

This position is a full-time salaried exempt 12-month position that follows the 220-day school year and summer schedule. Includes approximately 5 weeks of paid holidays/breaks during the school year in addition to 10 days of vacation time during the summer that accrues yearly. Start date is July 1, 2019.

COMPENSATION

At Lighthouse Community Public Schools we take good care of our employees. We provide a competitive compensation and benefits package, including a competitive salary and generous health and retirement benefits (100% employee health coverage/50% for dependents; 8% employer-matching for retirement program; medical and dependent FSA).

TO APPLY

People of color and bilingual candidates are strongly encouraged to apply.

Interested candidates should submit:

- Resume
- Cover letter describing your interest in this position and why you are an optimal fit
- 4-5 references with Name, Email, Phone Number and Title/nature of the working relationship

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site.

Lighthouse Community Public School is an equal opportunity employer committed to diversity at all levels.

High School Out of School Program Coordinator Job Description

The Organization

Lighthouse Community Public Schools

Social justice movements come in all shapes and sizes. Here at Lighthouse Community Public Schools, we are engaged in an educational movement that goes beyond our classrooms working 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, LCPS is a leader in fostering innovative schools achieving exceptional student outcomes where each child is at the center of their own learning. Our mission is to prepare diverse students for college, a career of their choice, and to be lifelong changemakers.

Founded in 2002, LCPS operates a high-achieving K-12 public charter school, and our K-8 sister site, Lodestar, that opened in Fall 2016; serving nearly 1,300 students in East Oakland. Lighthouse is a beacon for public education and our graduates fulfill the promise of a better, brighter Oakland. 95% of our graduates, almost all of whom are first-generation college students, are accepted into four-year colleges. We were named the Hart Vision Charter School of the Year in 2013, and the #1 high school for closing achievement gaps for low-income Latino students in 2016. If the work we do here at LCPS appeals to your values regarding quality education for all then please join our movement! Learn more at www.lighthousecharter.org

The Opportunity

About the High School Out of School Time (ASP) Program Coordinator Position

Lighthouse Community Charter School is looking for an Out of School Time (ASP) Program Coordinator for our High School program who is relentlessly committed to ensuring that traditionally underserved students of color achieve our mission of completing college and securing the career of choice. The Out of School Time (ASP) Program Coordinator plays an important role by coordinating a suite of out of school opportunities and extracurriculars to support our high school students to achieve academic and character outcomes in service of our mission and aligned to our graduate profile. Additionally, the Out of School Time (ASP) Program Coordinator needs to be a capable team player who communicates effectively with the High School Principal and administrative team, teaching staff, and external partners and subcontractors. Finally, the Out of School Time (ASP) Program Coordinator is a consummate project manager with strong organization and attention to detail managing and reporting on all aspects of ASSETS grant compliance including tracking the attendance and fulfillment of all grant requirements with a high degree of accuracy. All of this is in service of the school mission, ensuring that every child is prepared for college and the career of their choice.

CORE COMPETENCIES

We are looking for a HS Out of School Time (ASP) Program Coordinator who exhibits competencies:

- **Mission and Core Values Focus:** Inspired by our mission and belief that all students can achieve, models the LCPS' values of community, integrity, love, social justice, and agency in their work and relationships.
- **Out of School Programming Knowledge & Vision:** Knowledge of community resources and partners to expand out of school opportunities for high school students in a variety of areas.
- **Project Management:** Create and execute detailed timelines in order to move forward and complete projects associated with different out of school opportunities in a timely manner.
- **Organization & Detail Orientation:** Possesses incredible attention to detail and the ability to handle multiple work streams.
- **Community Relationship Building & Collaboration:** Demonstrates an ability to manage diverse relationships, including HS core day staff, our college counseling team, external partnerships and subcontractors, students, and parents.
- **Communication:** Strong written and verbal communication skills, including grant reporting. Communicates clearly, consistently, and in a highly responsive manner to staff, families, students and external stakeholders, including subcontractors.

RESPONSIBILITIES

- **Holds primary responsibility for the management, oversight, and success of all “out of school time” program offerings for the High School.**
 - This includes a combination of:
 - Faculty office hours and before and after school tutoring programs, including SAT/PSAT, foreign language, and online coursework
 - Student clubs and intramural athletics offerings
 - Student internships and college counseling
 - Summer credit recovery and fall, winter, and spring intersession programming for HS students
 - Partnerships with external organizations and partners to expand opportunities and learning for students
 - Student supervision
 - Collaborate with Director of College and Career to support the development of the youth internship model.
 - Identify opportunities to partner with outside organizations and subcontractors to bring in additional opportunities and learning experiences for students and families.
 - Oversee field trips and external learning opportunities for students.
- **Facilitate and monitor day-to-day operations of the high school out of school program:**
 - Oversee, track and monitor student registration, recruitment and retention in various out of school program offerings and activities.
 - Maintain efficient, organized office systems, distribute, collect, and track student attendance daily including maintaining and storing attendance records.
 - Coordinate with core day operations and facilities staff regarding use of space for out of school time programming.
 - Make decisions regarding student behavior management in collaboration with school administrators
 - Manage supply ordering as needed, including, distributions and collection of receipts and budget maintenance when appropriate
 - Supervise all students involved in programming
- **Provide oversight of tutoring and other out of school time programs, including:**
 - Manage all subcontracting relationships with external program partners including getting MOUs in place and monitoring the success of partnerships towards agreed upon outcomes.
 - Conduct observations and provide on-site coaching, support, and oversight for all tutoring staff whether LCPS employees or subcontractors.
 - Be the primary supervisor of any LCPS assigned 9-12 tutoring or out of school program opportunities staff, including hiring, recruitment, regular check ins, and evaluation (if not contracted through an outside agency).
 - Manage the high school campus during before and after school hours to ensure safety and security of the facility in partnership with HS leadership team.
- **Manage grant oversight and program budget in partnership with Director of Finance and Development Team:**
 - Manage the budget of the program and ensure budgets are aligned to goals and student need.
 - Comply with administrative operating practices set by LCPS including: Aeries, Powerschool, SWIS, and ASSETS grant reporting data system.
 - Implement and enforce all ASSETS grant and school policies.
- **Attendance Records & Grants Data Collection & Reporting:** Maintain daily attendance and other data collection systems and reporting for all HS Out of School Time programs and grants (ASSETS, and OFCY):
 - Make attendance copies
 - File weekly attendance & compile monthly Powerschool “Class Audit Report”
 - Compile all ASP enrollment numbers to specified spreadsheets
 - Maintain and collect 9-12 demographic data intake form for ASSETS reporting
 - Be the sole holder of all OFCY reporting except narratives, including: adding activity blurbs, schedule & dates, units of service and staff assigned to each activity as well as enrolling students to activities and/or choosing students’ enrichments from compiled data.

- Utilize SWIS for behavior reporting and provide to DRTI as needed
- Other duties as assigned by supervisor

MINIMUM QUALIFICATIONS

- A.A. required, B.A. or B.S. preferred
- 2+ years of experience in urban education or out of school programming serving low-income students of color, preferred
- 2+ years of experience in program management or project management in an education or non-profit setting, preferred
- Experience with grant reporting and budgeting, preferred
- Experience with Google apps
- Bilingual in Spanish a plus

Time Commitment

12-month (220 days), full-time exempt salaried employee (1.0 FTE), with typical work hours between 9:30-6:30pm. Some morning, weekend and weeknight hours as needed to support out of school programming opportunities. Position starts as soon as possible.

Supervision

This position reports to the HS Principal.

Compensation

Lighthouse offers competitive wages; benefits include a comprehensive employer-contributed retirement plan, medical and dental coverage, medical and dependent care FSA, and professional development opportunities. LCPS also offers generous PTO/vacation, including approximately 6 weeks of vacation scheduled with supervisor approval and 8 sick/personal days.

TO APPLY

People of color are strongly encouraged to apply.

Interested candidates should submit:

- Resume
- Cover letter describing your interest in this exciting position and why you are an optimal fit for the Lighthouse team
- 3 references with Name, Email, Phone Number and Title/nature of working relationship

External application deadline is May 16, 2016. Application submission screening and initial phone interviews will be completed on a rolling basis until filled. In-person interviews and performance tasks will take place on-site.

Lighthouse Community Charter Public Schools is an equal opportunity employer committed to diversity at all



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 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 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.

Signature of Complainant

Date: _____

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):

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 7.1 – LCPS Volunteer Policy

LCPS Volunteer Policy and Guidelines

(Adopted June 12, 2019)

Purpose and Background

At Lighthouse Community Public Schools, 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 volunteer policy that both protects the safety of our students and schools 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 as further outlined below. A volunteer must be at least eighteen (18) years of age.

There are two (2) types of volunteers at Lighthouse: 1) supervised and 2) unsupervised. Supervised volunteers are those who remain in the same room as a Lighthouse 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 the direct supervision of Lighthouse staff. (i.e. tutoring a student one-on-one).

Volunteers may include parents/legal guardians or community members who are not parents or legal guardians. Volunteers may serve only occasionally (less than ten (10) days for parents/legal guardians and less than seven (7) days for community members, within a school year) or on an ongoing basis having frequent or prolonged contact with students. Depending on the category and type of volunteer, volunteer service is subject to different safety requirements to be cleared to serve as a volunteer in our schools.

As a member of our educational team, we welcome the 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 application form (provided to all parents at registration) and comply with the volunteer guidelines outlined herein.

Safety Requirements

1. All volunteers of more than two (2) supervised days, regardless of assignment, must fill out and submit a volunteer application form.
2. All volunteers of more than two (2) supervised days must submit proof of an up to date negative TB test. (In compliance with Ed Code 49406(m)).
3. Supervised volunteers of less than ten (10) days if a parent/legal guardian, or less than seven (7) days if a community member, are not required to complete a criminal background check.

1. Unsupervised volunteers, no matter what length of service must successfully complete a criminal background check. LCPS covers the cost of fingerprinting for parent/legal guardian volunteers.

All volunteers must be cleared by the Human Resources Department and a record of their application and fulfillment of all safety requirements must be on file before commencing any volunteer service beyond two (2) supervised days. A list of cleared volunteers will be shared with appropriate school personnel and once volunteer applicants are cleared, they and the school will be notified. All unsupervised volunteers will be issued a volunteer clearance badge with their name and status that must be worn at all times when on site in their capacity as a volunteer. Any other supervised or occasional volunteers will be issued a visitor's pass for each volunteer engagement and must wear it at all times. Please refer to our Volunteer page on the LCPS website for further information and to submit the volunteer application.

Volunteer Guidelines

Supervision of Volunteers

Volunteers always work under the direct supervision of the professional staff at each site and only with those teachers who have requested the services of the volunteer. The school is responsible for the safety and well-being of each student. For this reason, the school will dismiss any volunteer whose actions are not in the best interest of the school or students.

Confidentiality

As volunteers work with the staff and students, information of a confidential nature may be shared with them. The problems, abilities, relationships, and confidences of students, their parents, and the staff cannot not be discussed with anyone who does not have a professional right or need to know them. Like teachers, volunteers are bound to a code of ethics to safeguard confidential pupil and personnel information.

Volunteers are prohibited from discussing a child's school progress or difficulties with the child's parent. This is the teacher's responsibility.

Occasionally, a child may confide in a volunteer about family matters or personal problems. Volunteers must keep this information confidential, or if it is important for the school to have this information in order to help the student in any way (e.g., related to the child's general health, safety, and/or well-being), the volunteer must discuss the child's conversation with the teacher or principal. More importantly, if a volunteer suspects child abuse or neglect, the volunteer is obligated to immediately notify the child's teacher and the appropriate school administrator. All volunteers are encouraged, and any ongoing volunteer is required, to complete training in how to recognize signs of child abuse and neglect.

Discipline

The responsibility of disciplining students rests on the professional staff at Lighthouse. Volunteers must support students in following the rules and guiding principles of the school, but report any discipline issues to the teacher or supervising staff with whom the volunteers are working.

Dress and Behavior

A volunteer's speech, behavior, and dress must serve as a positive model for our students to follow. Casual clothing is fine, but we ask that attire be neat and appropriate for a school. Volunteers must wear their volunteer badge or visitor's pass at all times when volunteering with the school.

Volunteer Commitment

Before agreeing to volunteer, volunteers must carefully consider the commitment they are making. The work volunteers do is important. Volunteers should avoid promising more time than they may be able to commit.

Responsibility

We know there will be times when volunteers will be ill, on vacation, or unable to volunteer. Volunteers must communicate with the school or their supervisor (via phone, email, or text) as far in advance as possible when they are unable to volunteer.

School Rules

Volunteers must become familiar with the rules and policies of our school by reading through the student/family handbook. Always consult with school staff for guidance when needed. All volunteers must sign in and out with the front desk during every day of their volunteer service to provide an accurate record of who is onsite for safety purposes including in the case of an emergency.

Volunteer At-Will

Serving as a volunteer is a privilege, not a right. To that end, Lighthouse may terminate a volunteer's services at any time with or without cause or advance notice, at the school's sole and unreviewable discretion.

LCPS is grateful to anyone who wants to volunteer in our schools as through this service volunteers are living our core values of love, community, agency, integrity, and social justice.

APPENDIX 7.2. – Blood Borne Pathogens Policy

Lighthouse Community Charter School School Safety

Exposure Control Plan For Blood Borne Pathogens

The Head of School, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Head of School, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Head of School, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School’s exposure determination may petition to be included in the Charter School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Head of School, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Head of School, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Policy:

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Director shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with blood-borne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

The Director shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the school's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Director may exempt designated first aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified by the Director as having occupational exposure may submit a request to the Director to be included in the training and hepatitis B vaccination program. The Director may deny a request when there is no reasonable anticipation of contact with any infectious material.

Procedure:

Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193(b))

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parental contact with blood or other potentially infectious materials that result from the performance of an employee's duties.

Parental contact means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident.

A sharps injury is any injury caused by a sharp, including but not limited to cuts, abrasions or needle sticks.

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed.

Engineering controls are controls, such as sharps disposal containers, needle less systems, and sharps with engineered sharps injury protection, that isolate or remove the blood-borne pathogens hazard from the workplace.

Engineered sharps injury protection is a physical attribute built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident.

Exposure Control Plan

The school's exposure control plan shall contain at least the following components:

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials

The school's exposure determination shall be made without regard to the use of personal protective equipment and shall include a list of:

- a. All job classifications in which all employees have occupational exposure
 - b. Job classifications in which some employees have occupational exposure
 - c. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #b above
2. The schedule and method of implementing:
- a. Methods of compliance required by 8 CCR 5193(d), such as universal precautions, general and specific engineering and work practice controls, and personal protective equipment
 - b. Hepatitis B vaccination
 - c. Blood-borne pathogen post-exposure evaluation and follow-up
 - d. Communication of hazards to employees, including labels, signs, information and training
 - e. Recordkeeping
3. The school's procedure for evaluating circumstances surrounding exposure incidents
4. An effective procedure for gathering information about each exposure incident involving a sharp, as required for the log of sharps injuries
5. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents documented in the sharps injury log
6. An effective procedure for identifying currently available engineering controls and selecting such controls as appropriate for the procedures performed by employees in their work areas or departments
7. An effective procedure for documenting instances when a licensed healthcare professional directly involved in a patient's care determines, in the reasonable exercise of clinical judgment, that the use of an engineering control would jeopardize an individual's safety or the success of a medical, dental or nursing procedure involving the individual

8. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to:

1. Reflect new or modified tasks and procedures affecting occupational exposure
2. To the extent that sharps are used in the school, reflect progress in implementing the use of needle less systems and sharps with engineered sharps injury protection
3. Include new or revised employee positions with occupational exposure
4. Review and evaluate the exposure incidents which occurred since the previous update
5. Review and respond to information indicating that the exposure control plan is deficient in any area

The school's exposure control plan shall be accessible to employees upon request.

Preventive Measures

The Director shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness.

Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series shall be made available at no cost to all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons.

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement.

The Director may exempt designated first aid providers from the pre-exposure hepatitis B vaccine in accordance with 8 CCR 5193 (f).

Information and Training

The Director shall ensure that all employees with occupational exposure participate in a training program containing the elements required by state regulations, during working hours and at no cost to the employee. This program shall be offered at the time of initial assignment to tasks where

occupational exposure may take place, at least annually thereafter, and whenever a change of tasks or procedures affects the employee's exposure.

Designated first aid providers shall receive training that includes the specifics of reporting first-aid incidents which involve blood or body fluids which are potentially infectious.

Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Director.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident.

Sharps Injury Log

The Director shall establish and maintain a log recording each exposure incident involving a sharp. The exposure incident shall be recorded within 14 working days of the date the incident is reported to the school.

The information recorded shall include the following, if known or reasonably available:

1. Date and time of the exposure incident
2. Type and brand of sharp involved in the exposure incident
3. A description of the exposure incident, including:
 - a. Job classification of the exposed employee
 - b. Department or work area where the exposure incident occurred
 - c. The procedure that the exposed employee was performing at the time of the incident
 - d. How the incident occurred
 - e. The body part involved in the incident
 - f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during or after the protective mechanism was activated
 - g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury

h. The employee's opinion about whether any other engineering, administrative or work practice could have prevented the injury

Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Director shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. The Director shall, at a minimum:

1. Document the route(s) of exposure and the circumstances under which the exposure incident occurred
2. Identify and document the source individual, unless that identification is infeasible or prohibited by law
3. Provide for the collection and testing of the employee's blood for hepatitis B, hepatitis C and HIV serological status
4. Provide for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
5. Provide for counseling and evaluation of reported illnesses

The Director shall provide the health care professional with a copy of 8 CCR 5193; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the school relevant to the appropriate treatment of the employee, including vaccination status.

The school shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation.

Records

Upon an employee's initial employment and at least annually thereafter, the Director shall inform employees with occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records.

Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law.

Upon request by an employee, or a designated representative with the employee's written consent, the Director shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made.

Records shall be maintained as follows:

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.
3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for at least 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to myself.

Signature

Employee Name (Please print)

Date

APPENDIX 7.3 – Anti-Discrimination and Harassment Policy

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):

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.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX 7.4 - LCPS Youth Suicide Prevention Policy

LCPS Youth Suicide Prevention Policy

(Adopted: June 13, 2018)

A. Introduction

The Governing Board of Lighthouse Community Public Schools (“Charter School” or “LCPS”) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of all charter school officers and staff to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

B. Overall Strategic Plan for Suicide Prevention and Messaging about Suicide Prevention

In compliance with Education Code section 215, this policy has been developed in consultation with LCPS and community stakeholders, in planning, implementing, and evaluating the charter school's strategies for suicide prevention and intervention. Charter schools must 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, and updated, This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Lighthouse Community Public Schools, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

C. Suicide Prevention Training and Education

Lighthouse Community Public Schools, along with its partners, has carefully reviewed available staff training techniques and materials to ensure they it promote the mental health model of suicide prevention and do not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

1. Training

At least annually, all Lighthouse Community Public Schools staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of charter school-employed mental health professionals (e.g., charter school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour [MMH2] general suicide prevention training.

2. Initial Orientations: Core Components

Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;

- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- e. Emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide;

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from school climate surveys will also be analyzed to identify charter school climate deficits and drive program development.

3. Ongoing Staff Professional Development

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may 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 suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on charter school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter school guidelines;
- h. Board-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Board--approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- n. The professional development also shall include additional 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:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;

- v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
- vi. Youth who have suffered traumatic experiences

D. Employee Qualifications, Scope of Services, and Staff Training

Employees of Lighthouse Community Public Schools must act only within the authorization and scope of their credential or license. While it is expected that charter school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what charter schools are able to provide.

E. Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This suicide prevention policy shall be prominently displayed on the Lighthouse Community Public School Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors;
2. How to talk with a student about thoughts of suicide;
3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

Lighthouse Community Public Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention. 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.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- a. Coping strategies for dealing with stress and trauma;
- b. How to recognize behaviors (warning signs) 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.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, crew or advisory, freshman orientation classes, science, and physical education).

Lighthouse Community Public Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

G. Intervention and Emergency Procedures

LCPS designates the following administrators to act as the primary and secondary suicide prevention liaisons.

Lighthouse Community Charter School

- Lead Counselor
- School Principal(s)

Lodestar

- Director of Special Education
- School Principal

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 Principal 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 Charter School or in the community.

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.

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 of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - 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.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
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.
4. After a referral is made, Charter School 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 care. If follow up care is still not provided, Charter School may contact Child Protective Services.
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 Charter School.
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.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Principal 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 Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School 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 Charter School campus and unrelated to school activities, the Principal 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 Charter School 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.

H. Supporting Students during or after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her 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 provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.
7. Monitor the student closely in the months following the crisis by creating a streamlined and well planned re-entry process to ensure the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt.
8. Work with parents/guardians/caregivers to involve the student in an aftercare plan that may include:
 - Obtaining a written release of information signed by parents/guardians/caregivers and providers;
 - Conferring with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;
 - Informing the student's teachers about possible days of absences;
 - Allowing accommodations for the student to make up work (be understanding that missed assignments may add stress to the student);

- Monitoring student actions/moods by Mental health professionals or trusted staff members

I.Responding After a Suicide Death (Postvention)

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 primary prevention liaison shall:

1. Identify a staff member to confirm death and cause;
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. 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;
6. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
7. Notification to parents and families of the larger community about the suicide death and the availability of support services
8. Share information that is relevant and that which you have permission to disclose.
9. Prepare staff to respond to needs of students regarding the following:
 - . Review of protocols for referring students for support/assessment;
 - a. Talking points for staff to notify students;
 - b. Resources available to students (on and off campus).
 - c. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - d. Identify students affected by suicide death but not at risk of imitative behavior;
10. Communicate with the larger school community about the suicide death;
11. Consider funeral arrangements for family and school community;
12. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
13. Identify media spokesperson skilled if needed.;
14. Include long-term suicide postvention response
 - . Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - a. Support siblings, close friends, teachers, and/or students of deceased
 - b. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

J. Resources

Messaging about Suicide Prevention:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site:
<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page: <http://resource-center.yourvoicecounts.org/content/how-use-social-media>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

Suicide Prevention and Training

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page:
<http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site:
<http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page: <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page: <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page:
<https://www.kognito.com/products/pk12/>
- Cal-SCHLS Web site: <http://cal-schls.wested.org/>.

Staff Training

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page: "<http://www.sprc.org/training-events/amsr>" <http://www.sprc.org/training-events/amsr>

Parent, Guardian, Caregiver Education

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page: <https://www.save.org/product/parents-as-partners/>

Student Education

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page: <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page: <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page: <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page: <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page: <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Student Re-entry

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding after Suicide/Death

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page: <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page: <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page: http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at: <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.
- Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors: www.reportingonsuicide.org

APPENDIX 7.5 – Emergency Management Plan

Lighthouse Community Charter School Emergency Management Plan

FORWARD

The Lighthouse Emergency Management 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.

Lighthouse 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

Lighthouse Community Charter 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 REVISIONS 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 Charter School

principal. 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
	08/2018	Updated for new personnel	Arlene Aldrette
	09/2019	Updated for new personnel	Arlene Aldrette

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 Associate/ Director of Operations	Principals (K-8 > 9-12)	Assistant Principals (K-8> 9-12)	Dean of Students (K-8> 9-12)

APPROVAL STATEMENT

The Lighthouse Community Charter 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, Arlene Aldrette and updated to maintain current procedures.

Drills will be conducted periodically and at least once 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: Sonali Murkara

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:

Principals: _____
Signature *Date*

Operations Associate: _____
Signature *Date*

Dean of Students: _____
Signature *Date*

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147-Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one

classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer

a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

“All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED’s Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities”.

NIMS includes training requirements in the Incident Command System. All “key school personnel” are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Lighthouse. Director of Operations, Arlene Aldrette is responsible for the protection and preservation of vital records. Lighthouse stores hardcopies of records and files, regulations, and contracts in the Director of Operations office. Back-up data systems are stored at the Lighthouse Community Charter Public School home office at 433 Hegenberger Road, CA. 94621.

AMERICANS WITH DISABILITIES ACT

Lighthouse Community Charter Public School must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, Lighthouse Community Charter School will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

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

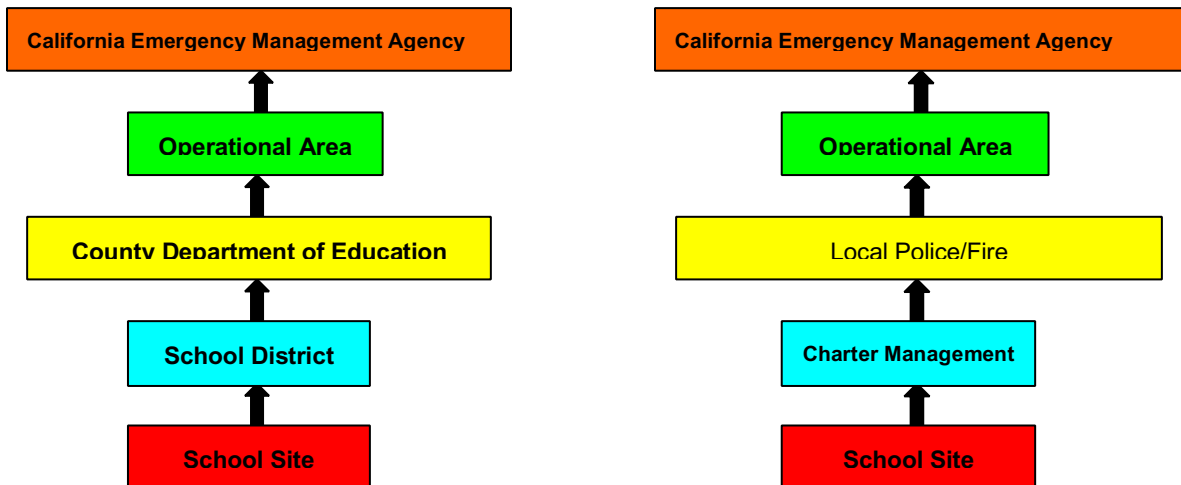
A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of County emergencies requiring regional support.

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 444 Hegenberger Road, Oakland, 94621.. The site consists of 1 building. There is an average daily attendance of 750 students and 100 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.

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS

INSERT YOUR SCHOOL MAP HERE

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

NOTE:

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Include:

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas
- HazMat storage areas
- Heat plants/boilers
- Room numbers
- Door locations

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
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
Director of Operations	Arlene Aldrette	510-499-3086
Principals	Tina Hernandez Kelly Lara	510-435-8607 925-353-3799
Dean of Students	Miriam Vasquez	510-508-7574
Assistant Principals	Anna Lima Kelly Norris	404-406-7692 408-605-7360
Operations Associate	Franklin Zuniga	510-200-4256
Director of RTI	Meka Tull	510-427-6283
IT Team member	Joette Harris	510-927-1175
Front desk	Talia Gonzalez-Medina Claudia Espinoza	510-761-2777 510-772-9127
After School Coordinator	Aunnmarie Vical	510-586-3883
Board President	Wayne Delker	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

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

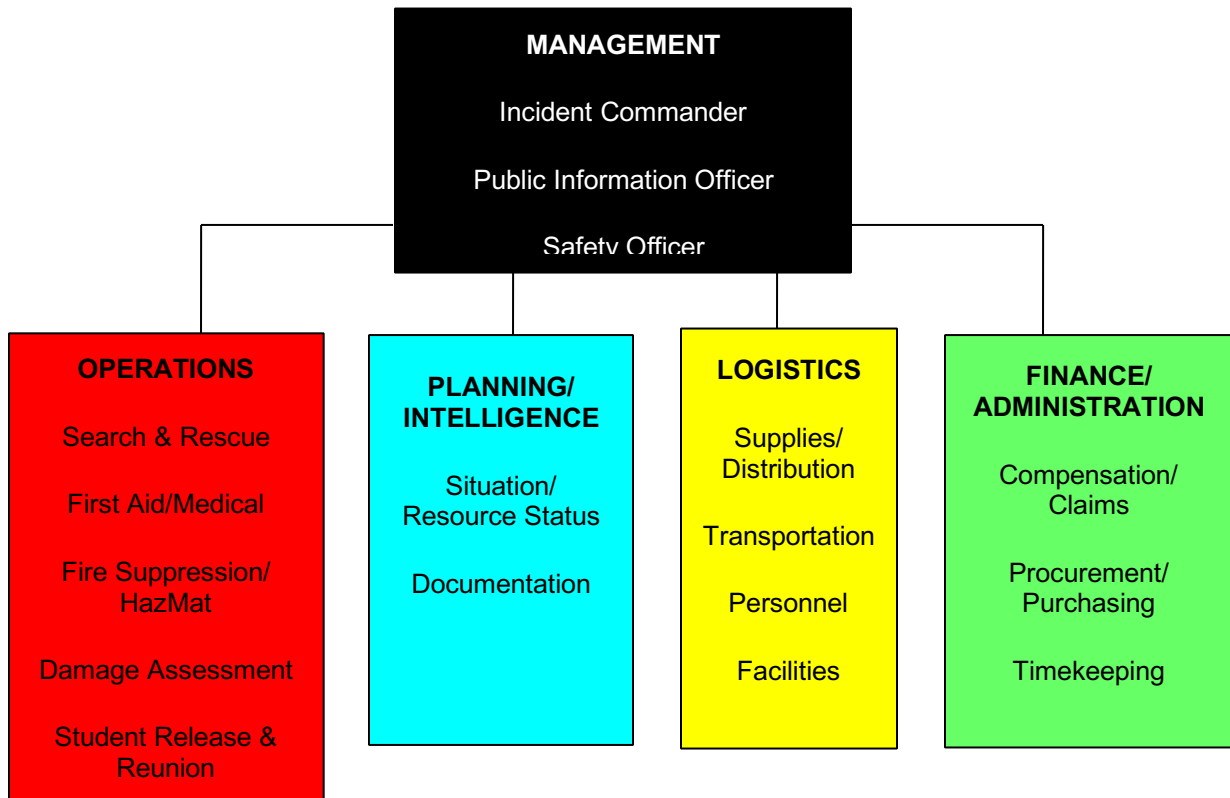
It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member 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
Incident Commander	Franklin Zuniga	Arlene Aldrette and/or principals
Public Information Officer	Jenna Stauffer	
Safety Officer	Brandon Paige	Arlene Aldrette
School Liaison	Jenna Stauffer	

OPERATIONS SECTION		
Search & Rescue	Geoffrey and Miriam	
First Aid/Medical	Talia and Claudia E	
Fire Suppression/Hazmat	Maritza Aiello	
Damage Assessment	Brandon Paige	
Student Release/Reunion	Talia and Claudia E	
Assembly Area/Shelter	Talia and Claudia E	
Crisis Intervention	Meka Tull/Courtney C	
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Talia and Claudia E	
Documentation	Talia and Claudia E	
LOGISTICS SECTION		
Supplies/Distribution	Talia and Claudia E	
Transportation	Franklin Zuniga	
Personnel	Brandon Paige	Arlene Aldrette
Facilities	Arlene Aldrette/Franklin Z	Jenna Stauffer
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Brandon Paige	
Purchasing/Procurement	Franklin Z	Billing department
Timekeeping	Franklin Z	Billing department

SCHOOL EMERGENCY ORGANIZATION

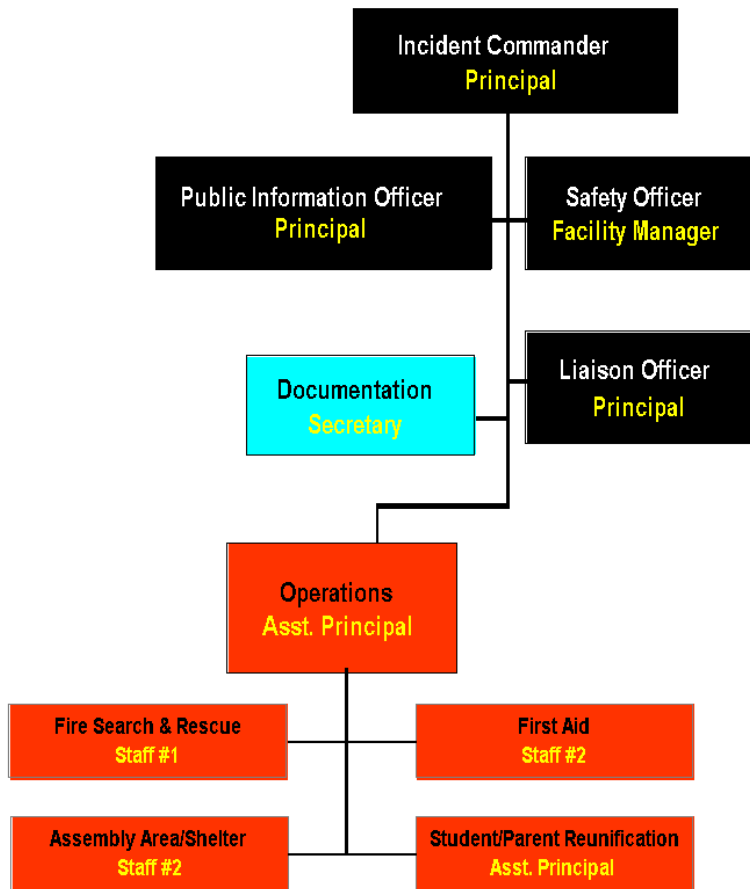
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying 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 principal 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.

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

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 Documentation Unit.
- Check-out at ICP and leave contact information in case you need to be reached

Primary Tasks

- Liaison between the school, the media and the public
- Obtain information about the incident to write press releases
- Get press releases approved by the Incident Commander
- 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
- Get approval of Incident Commander for all press releases/statements
- 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)



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

Deactivation

- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- 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



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 Documentation Unit
- 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 Documentation Unit
- 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
- Shut off utilities that could be hazardous or fire danger and report to IC
- Evaluate areas for any release or potential release of chemicals
- 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 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
- 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 de-activated
- 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 for 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.

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 building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter 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

<i>AIRCRAFT CRASH</i>	DATE / /
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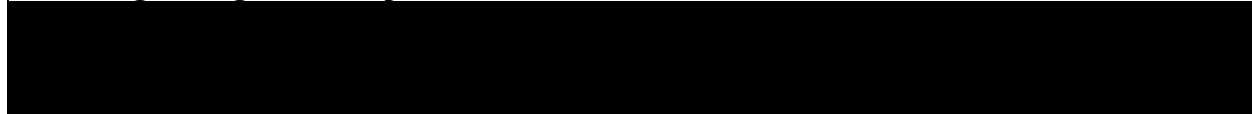
Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		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.	
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.	

<i>ASSAULT/FIGHTING</i>	DATE / /
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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.	

<i>BOMB THREAT</i>	DATE / /
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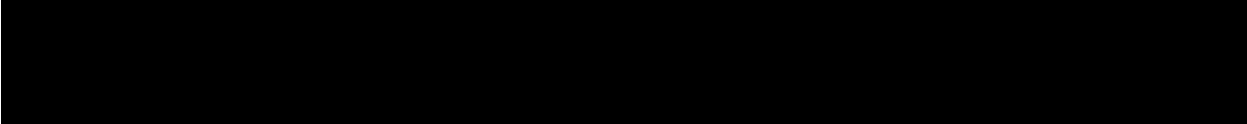
Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

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 it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	TIME	PRINCIPAL	NOTES
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		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.	
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.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	

		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear 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 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 release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

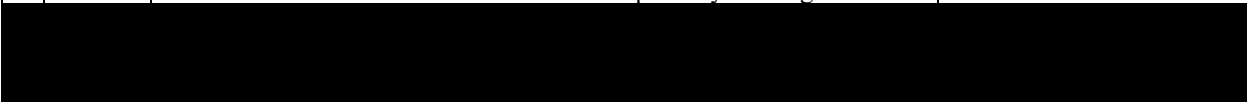
<i>EARTHQUAKE</i>	DATE / /
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Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the 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 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 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 search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by 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 table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If 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.	

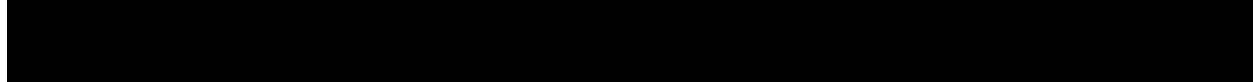


		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	
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 open, drop to knees, clasp both hands behind 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 over head 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 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.	
x	TIME	PRINCIPAL	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify 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 arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

<i>FIRE / EXPLOSION</i>		DATE / /	
Open flames, smoke, or excessive heat radiating from an adjoining 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.			
		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.	

<i>FLOOD</i>	DATE / /
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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.	

<i>HAZARDOUS MATERIALS (HazMat)</i>	DATE / /
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An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

		Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	PRINCIPAL	NOTES
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	TIME	STAFF	NOTES
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.	
		Assist Principal or Fire Department with access to school.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

<i>INTRUDER</i>	DATE / /
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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.	

<i>WEAPONS</i>	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

		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 from 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 evacuation area and immediately report missing students.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		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 incident.	
		Coordinate information with the Police Department to release information to the press/media.	

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	PRINCIPAL	NOTES
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact 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 site.	
		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 site.	
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 a safe distance from the fire and the fire fighting equipment.	
x	TIME	OFFICE STAFF	NOTES
		Help with evacuation and securing of affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

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/Multi-lingual, 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
<u>Hazardous Materials</u> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____ _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____ _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
<u>Physical Hazards</u> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____

Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____

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:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

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	Franklin Zuniga	Crisis Intervention	Meka Tull/Courtney C
Public Information	Jenna Stauffer	Situation Analysis	Talia and Claudia E
Safety/Security	Brandon Paige	Documentation	Talia and Claudia E
School Liaison	Maritza Aiello	Supplies/Distribution	Talia and Claudia E
Search and Rescue	Geoffrey and Miriam	Transportation	Franklin Zuniga
First Aid/Medical	Talia and Claudia E	Personnel	Bradnon Paige/Arlene Aldrette
Fire Suppression/HazMat	Maritza Aillo	Facilities	Franklin Zuniga/Arlene Aldrette/Jenna Stauffer
Damage Assessment/Utilities	Brandon Paige	Compensation/Claims	Brandon Paige
Student Release/Reunion	Talia and Claudia E	Purchasing/Procurement	Billing department
Assembly Area/Shelter	Talia and Claudia E	Timekeeping	Joette Harris

<input type="checkbox"/> Communications	<input type="checkbox"/>	<input type="checkbox"/> _____
---	--------------------------	--------------------------------

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.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO		TIME OF RELEASE:
If YES, Name(s):		

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.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO		TIME OF RELEASE:
If YES, Name(s):		

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.

APPENDIX K

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
Personal Protective Equipment	First Aid Unit

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 knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10
CPR pocket masks/disposable	10
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: _____
Authorized representative/position

By: _____
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.

SAMPLE COMMUNICATIONS

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 time 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.”

Completed by:		Position Title:	Date:

APPENDIX 7.6 Medications in School

Return form to school with Parent and Health Care Provider signature

Student Name: _____ Date of Birth: _____

School Name: _____ Grade Level: _____

Parent Name: _____ Best contact number _____

Emergency Contact Name/Relationship to student _____

Emergency Contact phone number _____

When LCPS has received written orders from the student's physician and written permission from the parent/guardian, designated personnel under supervision of the School Director shall assist the student in taking the medication. All medication must be brought to the school in an original container and appropriately labeled by the pharmacist. Parent/guardians may request that the pharmacist dispense two bottles of medication, one for home and one for school. Written permission must also be provided for students to carry and self-administer prescribed medication. (CA Education Code 49423)

This section to be completed by health care provider

Name of medication	Reason	Dosage	Route	Time	Refrigerate (Y/N)	Self Administer? (Y/N)	Self-Carry? (Y/N)

Diagnosis/Significant Findings: _____
 Allergies (Medication/Other substances) _____

This box needs to be completed if student has ASTHMA

To best provide assistance to a student experiencing asthma symptoms:

If you see or hear the following symptoms, follow Health Care Provider Orders

* Noisy breathing * Coughing * Shortness of breath * Complaint of chest tightness * Difficulty breathing * Other

Health Care Provider Orders

1. Stay with student, speak softly, and stay calm
2. Keep student sitting upright and encourages slow deep breathes
3. Give quick relief medication Albuterol Inhaler 2 puffs with spacer

Other quick relief medication: _____ Location of Meds:

(school to complete)

4. Have helper call guardian and school nurse
5. If symptoms do not improve, repeat in 5-10 minutes.
6. Call 911 if you see any of the following: Student having trouble walking or talking, stooped body posture, skin pulling in around collarbone and ribs with breathing, continuous coughing, or lips or fingernails turning gray, blue, or purple. May give 3-4 puffs albuterol every 20 minutes (3 times maximum) until medical help arrives.

Does student need medication before PE or sports? Yes/ No (circle)

Albuterol inhaler- 2 puffs with spacer, 15-20 minutes before exercise; Other quick relief medication:

Health Care Provider Signature: _____

Date:

Address: _____

Phone: _____

To be completed by parent/guardian:

I authorize the school nurse and/or other trained school personnel to assist my child in taking his/her medications and treatments, and I authorize the nurse and/or school personnel to consult with the Health Care Provider about my child's medical needs as necessary while my child is at school.

Parent/Guardian Signature: _____

Date: _____



LIGHTHOUSE

A Lighthouse Community Public School
High School

Family Handbook 2019-20

Essential Information for
Parents and Guardians

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History of Lighthouse Community Public Schools (LCPS)

Lighthouse Community Charter School (LCCS) was founded in 2002 by a team of educators and parents to serve the diverse community of Oakland and to ensure that all children and youth - regardless of ethnicity, first language, or income, have access to a college preparatory education. Lighthouse Community Charter School currently serves over 750 students in grades K-12. In 2016, Lodestar was founded. Currently, Lodestar serves over 600 students in grades K-8 and will be growing to K-12 school over the next 4 years.

Our 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.

Our 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.

Our 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

In 2016, LCPS Vision Keepers and Board of Directors established our 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

Lighthouse Community Public Schools

Academic Calendar 2019–2020

July 2019

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

Su	M	T	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2020

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

KEY

- ★ First/Last Day of Classes
- Professional Development—No School
- Holidays—No School
- School Event
- Lighthouse only
- Lodestar only
- Both schools

updated 5/24/19



●	June 22-26, 2019	LCPS Curriculum Institute
●	June 24- July 19, 2019	Summer Programs at Lighthouse
●	July 4, 2019	Independence Day Holiday
●	July 8-12, 2019	Student Registration (New and Returning Families)
●	July 8-12, 2019	New 5th–8th Student Testing—Lighthouse only
●	July 29-August 2, 2019	New Staff Only Professional Development
●	August 1, 2019	New K–4th Grade Student Orientations—Lighthouse only
●	August 2, 2019	5th Grade Student Orientation (Families & Students must attend)—Lighthouse only
●	August 2, 2019	New 5th–8th Grade Orientations—Lighthouse only
●	August 8, 2019	New K–8th Grade Student Orientations—Lodestar only
●	August 8, 2019	9th Grade Student Orientation—Lighthouse only
●	August 8, 2019	New HS Student Orientations—Lighthouse only
●	August 5-9, 2019	Whole Staff Professional Development Week
★	August 12, 2019	First Day of Classes for Students
●	August 12, 2019	First Day for After School Program
●	August 21, 2019	Back to School Night (No ASP)—Lighthouse only
●	August 28, 2019	Back to School Night (No ASP)—Lodestar only
●	September 2, 2019	Labor Day Holiday (No School)
●	October 11, 2019	School Holiday (No School)
●	October 14, 2019	Indigenous Peoples' Day (No School)
●	October 21-25, 2019	Fall Intersession (No School/No Paid Childcare Available)
●	October 21, 2019	LCPS Professional Development Day
●	October 22-23, 2019	Site-based Professional Development
●	October 24-25, 2019	Student Led Conferences (SLCs)
●	November 11, 2019	Veterans' Day Holiday (No School)
●	November 25-29, 2019	Fall Break (No School)
●	December 11, 2019	Lodestar Winter EXPO (Parent Event—No ASP)
●	December 18, 2019	Lighthouse Winter EXPO (Parent Event—No ASP)
●	December 19-20, 2019	LCHS Minimum Days for Finals
●	December 20, 2019	LCPS Minimum Day for Whole School
●	Dec. 23, 2019 - Jan. 3, 2020	Winter Break (No School)
●	January 6-10, 2020	Winter Intersession (No School / No Paid Childcare Available)
●	January 6, 2020	LCPS Professional Development Day
●	January 7-8, 2020	Site-based Professional Development
●	January 9-10, 2020	Student Led Conferences (SLCs)
●	January 13, 2020	Classes Resume
●	January 20, 2020	Martin L. King, Jr. Day Holiday (No School)
●	February 14, 2020	LCPS Professional Development Day (No School for Students)
●	February 17, 2020	President's Day Holiday (No School)
●	March 30-April 10, 2020	Spring Break / Intersession (No School)
●	April 6, 2020	LCPS Professional Development Day
●	April 7-8, 2020	Site-based Professional Development
●	April 9-10, 2020	Student Led Conferences (SLCs)
●	May 25, 2020	Memorial Day Holiday Observed (No School)
●	May 27, 2020	Lodestar Spring EXPO (Parent Event—No ASP)
●	June 3, 2020	Lighthouse Spring EXPO (Parent Event—No ASP)
●	June 8-12, 2020	Passage Presentations (Minimum Days)
●	June 11, 2020	Last Day of After School Program
●	June 11, 2020	Lighthouse 8th Grade Promotion Ceremony
●	June 12, 2020	High School Graduation
★	June 12, 2020	Last Day of Classes for Students
●	June 15-16, 2020	Teacher Work Days/Professional Development

updated 5/24/19

KEY

- ★ First/Last Day of Classes
- Professional Development — No School
- School Event
- Lighthouse only
- Lodestar only
- Both schools
- end of the quarter
- Holidays — No School



School Bell Schedules

Days	Schedule	Grades 9-12
M, T, Th, F	Regular Instructional Day	8:30 am - 3:45 pm
M, T, Th, F	After School Program	TBD
W	Minimum Day for Students	8:30 am - 1:30 pm
W	After School Program	TBD

Please note that students can be dropped off as early as 7:30am and will be supervised until 4pm/2pm during dismissal.

Respecting Dismissal Times/Early Dismissal Policy

School ends at 3:45 p.m. every day except Wednesday, when everyone is released at 1:30. Unless your student has an appointment or is ill, please do not take your student out of school early. It is disruptive to the learning of your student and the other students in the class.

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 ages 14+ can be released for confidential medical services, but require the permission of a LCPS adult. Parent permission is not required.

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 Dean of Students is available to assist you. If there is a need for further help regarding academic matters the Assistant Principals are available to assist you.

This structure is set up so that most concerns can be solved by the teachers, crew leaders or the Dean of Students/Assistant Principals. If there is a serious concern, and no proper action has been taken either by the teacher/crew leader or the Dean of Students/Assistant Principals, then please reach out to your Principal.

If the Dean of Students, Assistant Principals and Principal are unavailable, feel free to reach out to the front desk at (510) 562-8225 to schedule an appointment.

YOUR HIGH SCHOOL ADMINISTRATIVE TEAM

Maritza Aiello	Family Liaison	maritza.aiello@lighthousecharter.org
Jeanine Evains-Robinson	9-12 Assistant Principal	jeanine.evains-robinson@lighthousecharter.org
Geoffrey Godfrey	9-12 Dean of Students	geoffrey.godfrey@lighthousecharter.org
Talia Gonzalez-Medina	High School Front Desk	talia.gonzalez-medina@lighthousecharter.org
Kelly Lara	9-12 Principal	kelly.lara@lighthousecharter.org
Joshua Weintraub	Director of College and Career Success	joshua.weintraub@lighthousecharter.org
Franklin Zuniga	Operations Associate	franklin.zuniga@lighthousecharter..org

LCPS High School Graduation Requirements

This document describes the graduation requirements for earning a high school diploma from Lighthouse Community Public Schools (LCPS).

There are three elements that are necessary for graduation from LCPS:

- I. Course Requirements
- II. GPA Requirement
- III. LCPS Milestones

Lighthouse College Preparatory Diploma

All students at LCPS are prepared for college and career through a sequence of rigorous coursework aligned to the UC/CSU A-G Requirements. The LCPS College Preparatory Diploma signifies completion of all entry requirements for the California State University (CSU) and University of California (UC) colleges as well as additional LCPS requirements.

I. Course Requirements

The following outlines the course requirements for an LCPS College Preparatory Diploma. In order to obtain credit in courses, students must master 60% of learning targets for the course. [70% of learning targets starting with the class of 2023]

Academic Subject Area	LCPS College Preparatory Course Offerings
History/Social Sciences	Ethnic Studies I (5 Units) World History (10 Units)

(30 Units Required)	US History (10 Units) Ethnic Studies II (5 Units)
English (40 Units Required)	English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units)
Mathematics (30 Units Required 40 Recommended)	Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)
Lab Science (30 Units Required 40 Recommended)	Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)
Language Other Than English (20 Units or Equivalent Required)	Spanish I (10 Units) Spanish II (10 Units) Spanish III Honors (10 Units) AP Spanish (10 Units)
Visual & Performing Art (10 Units Required)	2-D Design (5 Units) Required Graphic Design (5 Units) or Digital Photography (5 units)
College Preparatory Elective (10 Units Required)	Offerings include: US Foreign Policy Since 1945 Creative Writing Art History
CTE Pathway Courses (10 Units Required)	3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)
<i>A-G Required/Recommended Units</i> <i>Additional Units</i>	<i>180 A-G Units</i>
Additional Credits and Courses (30 units total)	College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)
<i>Total Units</i>	<i>210 Units Required</i> <i>240 Units Recommended</i>

II. 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.

III. LCPS Milestones Passage

LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Students must successfully complete 10th grade passage to move to 11th grade.

Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

Lighthouse State Basic Diploma

In some cases, for *qualifying* students with disabilities documented in 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. This recommendation is made with the IEP/504 Team and requires approval by the principal with sign off by Chief Academic Officer. 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 may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. (California *Education Code (EC)* Sections 51225.1, 51225.2) In such cases, students would receive a LCPS State Basic Diploma.

The following outlines the requirements for an LCPS State Basic Diploma.

I.Course Requirements

In order to obtain credit in courses, students must master 60% of learning targets for the course or as indicated by IEP.

Academic Subject Area	LCPS State Diploma Course Offerings
<p align="center">History/Social Sciences</p> <p align="center">30 Units Required</p>	<p align="center">Ethnic Studies I (5 Units) World History (10 Units) US History (10 Units) Ethnic Studies II (5 units)</p>
<p align="center">English</p> <p align="center">30 Units Required</p>	<p align="center">English 9 (10 Units) English 10 (10 Units) English 11 (10 Units) English 12 (10 Units) ELD (10 Units)</p>
<p align="center">Mathematics</p> <p align="center">20 units Required</p> <p align="center"><i>(including 10 Units Algebra or Algebra Equivalent)</i></p>	<p align="center">Integrated I (10 Units) Integrated II (10 Units) Integrated III (10 Units) Advanced Mathematics (10 units)</p>
<p align="center">Lab Science</p> <p align="center">20 Units Required</p>	<p align="center">Physics (10 Units) Biology (10 Units) Chemistry (10 Units) Advanced Laboratory Science (10 Units)</p>

<p>Language Other Than English, Visual & Performing Art or CTE</p> <p>10 Units Required</p>	<p>Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units)</p>
<p>Additional Credits and Courses</p> <p>80 units total</p>	<p>Spanish I (10 units) Spanish II (10 units) Spanish III Honors (10 units) AP Spanish (10 units) 2-D Design (5 units) Graphic Design (5 units) Digital Photography (5 units) 3-D Design (5 units) Advanced Product Design (5 units) Entrepreneurship (5 units) US Foreign Policy Since 1945 (5 units) Creative Writing (5 units) Art History (5 units) College & Career Prep (5 units) Senior Seminar (5 units) Crew (20 units)</p>
<p><i>Total Units</i></p>	<p>180 TOTAL Units Required</p>

II. GPA Requirements

There is no minimum GPA to graduate with a LCPS State Basic Diploma.

III. LCPS Milestones

Passage

LCPS students complete a rigorous passage process aligned to the LCPS Graduate Profile. Students must successfully complete 10th grade passage to move to 11th grade. Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate. Requirements for passage may be adjusted or modified for students receiving a State Diploma.

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 have passed all their ELA classes; scored proficient or advanced on the ELA SBAC in 11th grade; and received a score of 3 or higher on a World Language Advanced Placement Exam.

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 s/he receive a diploma.

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.

Standards Based Grading

Lighthouse uses a standards-based grading system, meaning that all grades are linked to standards that we refer to as learning targets. Learning targets are generated from state and national standards as well as our school's graduate profile. Within each class, students are assessed on each learning target in the following manner:

- **Not Meeting:** *The student hasn't yet demonstrated enough understanding or skill in this area*
- **Meeting:** *The student shows proficiency/competency in this area*
- **Exceeding** = *The student goes above and beyond the expectations of "meeting" work to demonstrate mastery in this area.*

Assessments

For each Learning Target, students are given multiple opportunities to demonstrate their understanding and skills. Assessments may include in-class assignments, homework, projects, presentations, quizzes and exams. In order to "meet" a learning target, students must meet the more than 50% of the assessments given to them.

Revision

Assignments have deadlines and students must turn in completed work at the deadline. However, because we also value growth and continuous learning, we offer students' opportunities to revise and resubmit work. Assignments that earn a grade of "not meeting" can be revised and resubmitted by all 9th and 10th graders, and by 11th graders during the first semester. After this point, students must meet their assessments on the first try (with some exceptions made for students with IEPs, 504 plans, or other accommodations).

Letter Grades

At Lighthouse, letter grades are never used in classes because they shift the focus away from our learning targets and the learning process. At the end of every quarter, Lighthouse translates standards-based grades into letter grades using the guidelines below:

Progress in Standards Based Grading System	Letter Grade	GPA Value
<i>Meeting or Exceeding in 90-100% of learning targets</i>	A	4.0
<i>Meeting or Exceeding in 85-89% of learning targets</i>	A-	3.67
<i>Meeting or Exceeding in 80-84% of learning targets</i>	B+	3.33
<i>Meeting or Exceeding in 75-79% of learning targets</i>	B	3.0
<i>Meeting or Exceeding in 70-74% of learning targets</i>	B-	2.67
<i>Meeting or Exceeding in 65-69% of learning targets</i>	C+	2.33
<i>Meeting or Exceeding in 60-64% of learning targets</i>	C	2.00
<i>Meeting or Exceeding in 0-59% of learning targets</i>	F	0

Monitoring Grades & LT Mastery

Lighthouse provides students and parents with access to your Learning Target information at **ALL** times. In addition, Lighthouse provides students and parents with detailed evidence of work that is meeting or not meeting expectations. You must use all of this information to advocate for yourself to pass and attain the highest percentage possible. Your Crew Leader will help you access your grade book the first time. Additionally - you will periodically review your learning target percentages in crew.

Attendance Policies & Procedures

At LCPS, every day is an essential learning opportunity. Children who are absent for even one day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. When a student is absent from school, it results in a loss of funding for our schools, funding that the State does not reimburse our schools. 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 the education process is not disrupted.

As a parent or guardian, you can help your child success in school by paying attention to attendance.

Keep Your Child On Track in Middle and High School

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent of the school year, or about 17 days, can drastically affect a student's academic success.

- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

Your Role

- Make school attendance a priority.
- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

Help your teen stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, contact your child's crew leader.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

Communicate with the school

- Be sure you and your child understand LCPS's attendance policy - incentives and penalties,
- Talk to teachers or 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 officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.

Missed Classwork and Homework During Absences

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason.

Participation in Extracurriculars & Sports During Absences

In order to participate in any extracurricular after-school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

What to do in case of illness

We understand that when a child is sick or has a communicable illness that it may be best for the child to stay at home to rest and recover. Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has any sign of head lice
- Has a severe cough

Excused Absences

Excused absences are absences where a student is too ill to report to school, has a medical, legal, dental appointment, a death in the family or attending a naturalization ceremony.

While excused absences are legally permissible, they still affect learning and should only be avoided when possible.

Specifically, a student's absence shall be excused for the reasons below and described in LCPS Attendance Policy (**Appendix D**):

- Personal illness;
- Quarantine under the direction of a county or city health officer;
- Medical, dental, optometric, or chiropractic appointments;
- Attendance at funeral services for a member of the immediate family:
 - Excused absence limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
- Participation in religious instruction or exercises in accordance with Charter School policy:
 - The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

- Appearance in court;
- Attendance at a funeral;
- Observation of a holiday or ceremony of his/her religion;
- Attendance at religious retreats for no more than four hours during a semester.
- Attendance at the pupil's naturalization ceremony to become a United States citizen.

Additional reasons for absence are detailed in full policy in **Appendix D**.

Verification of Absences

All absences require appropriate documentation. A parent or caring adult must notify the school the **same day** of absence by telephone, letter, email, or in person. 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.

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

School begins at 8:30 a.m. each day. Students can arrive to campus as early as 7:30am and be supervised. Therefore, we expect that all students can arrive at school on time. If a student is tardy, the student must report to the office. Tardies are only excused if a student has a medical, dental, or legal appointment or for reason above (as described above as Excused Absences). All excused tardies require appropriate documentation, such as a note from a parent/guardian or doctor. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies.

Chronic Absenteeism

Any student who is absent (Excused or Unexcused) for more than 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 to create a contract to improve student attendance. If absences continue to occur, the school will refer the parents to a School Attendance Review Board (SARB) at the LCPS Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

Truancy

In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the age of 6, the school is still required to follow the same procedure as student becomes our responsibility to stay in school. Three (3) Unexcused Absences and/or tardies more than 30 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 to SARB at the LCPS Home Office 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	Consequences
One - Two	<ul style="list-style-type: none"> • Phone call home from front desk, crew leader, or administrator.
Three (3) <i>Student will be officially designated as truant</i>	<ul style="list-style-type: none"> • First official truancy notice from the school. • Phone call home from front desk, crew leader, or administrator. • Possible initiation of SART Process <ul style="list-style-type: none"> ○ <i>Family meeting with parent, student, and administrator to develop a support plan.</i>
Five (5)	<ul style="list-style-type: none"> • SART Meeting Initiated & Contract Developed

	<ul style="list-style-type: none"> ○ Family meeting with Parents, Students, Principal, Dean of Students, Teacher Crew Leader. Develop Attendance Contract.
Six (6)	<ul style="list-style-type: none"> • Second official truancy notice from the school
Ten (10) <i>Student in danger of chronic absenteeism.</i>	<ul style="list-style-type: none"> • Third official truancy notice from the school. • SART Meeting Initiated & Contract Reviewed • Possible Referral to SARB <ul style="list-style-type: none"> ○ Possible referral to hearing with family, student, administrator and LCPS personnel. <p><i>*If a student is absent 10 consecutive days without communication, student will be in danger of involuntary disenrollment. See appendix D.</i></p>
Fifteen (15)	<ul style="list-style-type: none"> • Fourth official truancy notice from the school. • Referral to SARB <ul style="list-style-type: none"> ○ Possible referral to hearing with family, student, administrator and LCPS personnel. • Possible Referral to District Attorney/County
Twenty (20)	<ul style="list-style-type: none"> • Student may be retained at their current grade level for the following year. • Referral to District Attorney/County

Unexcused Tardies	Consequences
Three (3)	<ul style="list-style-type: none"> • Student determined as truant.
Six (6) <i>Student will be officially designated as truant.</i>	<ul style="list-style-type: none"> • First official notice from the school • Family Meeting
Ten (10)	<ul style="list-style-type: none"> • Second official notice from the school • Begin SART process..
Fifteen (15)	<ul style="list-style-type: none"> • Third official notice from the school. • SART, Contract Implemented
Twenty (20)	<ul style="list-style-type: none"> • Fourth official notice from the school • Referral to SARB.

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 are our Core Values. These are character traits that necessary for achievement of our mission and success in college, and beyond. We expect all adults and students to model the core values on a daily basis. They are:

- **COMMUNITY:** We are best when we respect, value and celebrate our diversity and strengthen our connections.
- **INTEGRITY:** We act on our shared and personal values, especially in the face of adversity.
- **LOVE:** We extend ourselves so that all feel a sense of belonging and acceptance.
- **SOCIAL JUSTICE:** We act with courage and commitment to move toward a just and equitable world.
- **AGENCY:** We are empowered to pursue purposeful action as life-long changemakers.

Restorative Justice (RJ)

At LCPS, we believe that community is created and must be fostered constantly. We use Restorative Justice (RJ) as a tool to help nurture our community. The 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 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. The goals of using Restorative Justice 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 Restorative Justice from your child. The terms below are here to support your shared understanding, and are there for your use if you are asked yourself to participate in RJ practices. This language helps us to separate the behavior or action from a judgement on 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 Restorative Justice 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)

By high school, we expect that students will be prepared to meet the expectations of the school community in alignment with our school's core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's values/norms.
- Students will be redirected and provided time to correct their behavior.
- Counselors or administrators may be called up to give students one-on-one support when necessary to help students in meeting 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 is greatly inhibiting the learning of the other students.
- 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.

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 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 to Dean

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 he/she is picked up.

It is important to note that student may be immediately suspended for certain/specific behaviors (details Appendix C of this handbook). See the **Suspension and Expulsion Policies and Procedures** for more information. Suspensions are administered by a school official.

Suspension and Expulsion Policy

See **Appendix C** for a full explanation of policy as it is essential that parents/guardians understand these policies.

Student Support Services

Mental Health Support

At Lighthouse, we believe that all students should have access to emotional and mental health supports, whether this is for a short term need or a more lengthy concern. Students seek counseling supports for a variety of reasons, including: grief, unresolved sadness, anxiety, stress, anger, relationship (friend, familial, or romantic), etc. In the High School, we have several mental health support providers on staff. Our providers provide consultation, individual counseling, group counseling, staff collaboration, family counseling as appropriate. Due to the high demand for services in our school community and the limited service available, students are often placed on the waitlist for services and referred to outside agencies in order to get services started as soon as possible. The payment for these outside services are the responsibility of the student's parent/guardian.

In order to access these supports a student can self-refer, a teacher/crew leader/staff member can refer the student (with student and parent consent), or the student's parent/guardian can refer them for services. For students under the age of 18 years, Lighthouse requires parent/guardian consent, with strict exceptions as dictated by California Law.

For more information about services, please contact Courtney Cerefice, Lead Counselor: courtney.cerefice@lighthousecharter.org or (510) 775-0386 or contact your/your student's Crew Leader.

Intervention/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 as part of 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 special education assessment is appropriate. If you have any questions about intervention supports, please reach out to your crew leader or to the assistant principal who oversees interventions

Child Find

Lighthouse 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 in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the El Dorado County Office of Education Charter 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.

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 have 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 Mariza Aiello, Lighthouse 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 work days and special events
- Participate in all Family Events
- Join the *Parents in Action* team and help organize parents, grow as leaders and help with school events.
- Come to Coffee Tuesday, every Tuesday at 8:45 a.m. in the Family Resource Center.
- Participate in parent workshops & trainings (ex: Mental Health workshops led by Clinica de la Raza, parent leadership with CCSA, etc.)

Family Events

At Lighthouse, 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:

- Three Student-Led Conferences (SLCs) held during intersession weeks
- Back to School Night in Fall
- Winter and Spring EXPOS of Student Work
- End of Year Passages
- Community Meetings throughout the year, as scheduled

Family Surveys

Each year, we ask parents to take satisfaction surveys to inform of us of how we are doing. If you have a concern, do not hesitate to contact your child's teacher or an administrator. These surveys are administered in January.

Parents in Action

Parents in Action is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Spanish translation, food and childcare is provided. Parents can attend either the morning session at 8:45am or evening session at 6pm in the Family Resource Center. Meetings take place on the first Thursday of the month. The first meeting for the school year is on September 5, 2019. Please note that meeting dates or locations may change and information will be available in weekly news as dates get closer.

Mom's Club

This year, Lighthouse will have a Mothers/Grandmothers Club. This is a social club where mothers can build community, have fun and get support from one another. Meetings will happen the first Friday of every month (except during holidays) from 2:00pm - 3:30pm in the Family Resource Center. The group will decide what activities to do together throughout the year. Spanish translation will be available.

Fundraising

You can also have a meaningful impact in your student’s life by giving a donation to support their education. Your donations help pay for essential programs such as 1:1 college, career and mental health counseling, books and supplies and championship-winning sports teams. There are two 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.

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 2019-2020 school year. If everyone gives, it will make a big difference. Donations are gratefully accepted, but not required. Questions? email Karen Fee: karen.fee@lighthousecharter.org

Families can also help the school is through their participation in fundraising events throughout the school year. You will hear more information about various events throughout the school year via newsletters and the Lighthouse Facebook Page.

Communication Methods for Families

There are several ways you can get information about what’s happening at school.

Method	Purpose
Automated Phone Messages	In order to ensure you get important information and announcements in a timely way, we will use a phone messaging service that calls your home with information about once per week.
Lighthouse Website	Information about upcoming events are available on our website at http://www.lighthousecharter.org then click on the For Students and Families tab.
Weekly News	Weekly News will be posted on Aeries Parent Portal, online on our Lighthouse website and posted on our Parent Facebook page.
Newsletters	Family newsletters are sent home at regular intervals.
Lighthouse Parent Facebook Page	Events and news are available on our parent Facebook page, https://www.facebook.com/groups/LCCSparents/ If you are having trouble finding or adding the group, please email Maritza.aiello@lighthousecharter.org
Calls, emails, letters, and texts from Lighthouse	Aeries Student Information System LCPS will be using Aeries, a Student Information System, to maintain all student and family information, including primary and emergency contacts, addresses, and other necessary demographic information. Aeries will also have a parent portal for parents to check their student’s attendance and monitor their grades. The Aeries parent portal will house our new communication system, which will be used both for parent-teacher communication and general announcements (ie. weekly or monthly

	bulletins). Families will receive mass communication from the school via telephone, text, and/or email. All families will receive a welcome email upon completion of the online registration process. All families will be able to set up their contact method preferences and opt out of all calls except for emergency notifications.
Translation Support	Lighthouse has the responsibility of providing interpretation services in a family's language. Staff members and trained students are utilized to provide interpretation. In order to request interpretation, please contact our front office staff. Main office number is 510-562-8225. Parents may opt-out of having interpretation services provided 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. 9-12 th grade - 510-562-8225

LCPS Volunteer Policy

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 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 18 years of age.

There are two types of volunteers at LCPS: supervised and unsupervised. Supervised volunteers are those who remain in the same room as a Lighthouse 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 Lighthouse 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 the volunteer guidelines. Forms are available upon request at the front desk.

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. Unsupervised volunteers do.

Please see **Appendix F** for full Volunteer Policy. Please reach out to Donna Williams, Family Liaison for further information.

Lighthouse High School Dress Policy (PENDING BOARD APPROVAL)

Students are expected to follow the Lighthouse Dress Code at all times. The Dress Code will be consistently enforced during school hours from 8:30 a.m. to 3:45 p.m. and during school events at all hours, unless otherwise specified. This dress code applies to all genders.

Updated Policy 19-20 School Year

As a result of student advocacy, we have revised the previous (2018 - 2019 school year) dress code policy. All students are encouraged to dress in a manner that is comfortable and conducive to an active school day. Students are expected to come to school dressed in a manner that assures adequate modesty. Students should be able to wear clothing without fear of unnecessary discipline or body shaming. This student dress code should serve to support all students to develop a body positive self-image. Student dress that causes disruption or leads to unsatisfactory behavior is inappropriate and is not to be worn.

- Clothing must be kept neat and clean at all times and must fit appropriately.
- Excessively baggy, ‘sagging’ pants or shorts are not permitted.
- No underwear or undergarments are to be exposed.
- No low back, deep scooped neck lines, or clothing that exposes cleavage, breasts, and/or nipples is permitted.
- No clothing that exposes bare midriffs, abdomen, or buttocks, is not permitted to be worn to school.
- Sexually provocative clothing and/or see-through clothing is not permitted to be worn to school.
- Potentially dangerous apparel items such as spiked clothing, bracelets, large or long chains or unsafe accessories are not allowed.
- Students should be able to sit without exposing undergarments while wearing shorts, skirts, and dresses.
- Leggings must not be sheer.
- Clothing cannot present an actual distraction or disruption to the educational process.
- No inappropriate logos should be worn on clothing that represent drugs, alcohol, or other illegal or inappropriate behavior.

Students May Wear

Tops	<p>Shirt, Sweater, and Jackets</p> <ul style="list-style-type: none"> • All tops (shirts, sweatshirts, hoodies, jackets, etc.) <u>must</u> meet the dress code requirement. • Athletes may wear school approved jerseys and warm-ups on game days. • Students may wear <u>APPROVED</u> (by administration) crew shirts and sweatshirts.
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	<p><i>No inappropriate logos should be worn on clothing. (drugs, alcohol, etc.) If unapproved logos are visible, staff will ask students to cover up the logo.</i></p>
Bottoms	<p>Pants/skirts</p> <ul style="list-style-type: none"> • No offensive patches, patterns, designs, or other lettering on clothing. • No pajamas, sport, jogger, or sweat pants. • No sagging. <p>Jeans: Black jeans, blue denim, or grey jeans.</p> <p>Distressed/ripped Jeans: Ripped jeans are acceptable at school as long as they do not expose underwear, bare midriffs, abdomen, or buttocks.</p> <p>Skirts or Shorts: Students should be able to sit without exposing undergarments while wearing shorts, skirts, and dresses.</p>
Footwear	<p>Shoes</p> <ul style="list-style-type: none"> • Rubber bottom, flat-soled, closed toed shoes. • No flip flops or open toed shoes, slides, house shoes, slippers.
Accessories	<p>Accessories</p> <ul style="list-style-type: none"> • Headgear (hats, caps, rags, scarves, nets, hoods, combs, etc) may not be worn inside the building. With the exception for religious and medical reasons. • Cultural hair accessories are permitted. • Appropriate headbands for all genders are permitted. • Headwear for specified religious reasons is permitted. • No offensive buttons, patches, patterns, designs, or other lettering on clothing.
Student May Not Wear	<ul style="list-style-type: none"> • Violent language or images on any clothing or accessory. • Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of • Hate speech, profanity, pornography • Sexually suggestive images or images that bring focus on student genitalia • Images and/or language that create a hostile or intimidating environment based on any protected class • Visible underwear or bathing suits of similar design -visible waistbands or straps on undergarments worn under other clothing <u>are a violation</u>

Other Information	<ul style="list-style-type: none"> • Student MAY NOT wear other clothing over their school attire. If a student is on campus, they should be in dress code. • Changing clothes at school, unless for a school sponsored activity, is <u>not allowed</u>.
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Professional Dress Days

Several times throughout the year your teacher or crew leader may require you to come dressed in professional attire. Professional Dress times include: Field, In-class presentations, state testing, ILPs, Passage, Internships and interviews. Similar attire may be worn to a religious event, interview and/or a youth conferences. Please note, professional dress is not free dress!

The guidelines for Professional Dress Days can include:

- Pant suits
- Dress shirts and slacks- No jeans!
- Skirt suits
- Dresses
- Dress shoes and heels

Professional Dress Days are your time to shine, so come dressed to impress! If you're not sure whether an outfit is okay to wear on this day:

1. Bring the clothing in early to get it approved
2. Plan to bring a change of clothes in case you are asked to do so
3. Don't wear it

Fieldwork Dress Days

Several times throughout the year your teacher or crew leader may require you to come dressed for field work. You will be notified in the permission slip if you need to come in fieldwork attire.

The guidelines for Fieldwork Days are:

- **Tops:** Lighthouse logo shirts **OR** solid (White, Black, Grey) colored shirt with no logo.
- **Bottoms:** Black jeans, blue denim, or grey jeans. White, brown, khaki or olive colored dress pants.

Dress Code Violations

Students are expected to be in dress code at all times. Students who are not in dress code will:

First Instance	Warning
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Second Instance	Student will be asked to change into dress code appropriate clothing or to contact a parent/guardian to bring them dress code appropriate clothing to change into.
Third Instance	Student will be asked to change into dress code appropriate clothing or to contact a parent/guardian to bring them dress code appropriate clothing to change into. AND Student will be assigned detention.
Fourth Instance	Student will be asked to change into dress code appropriate clothing or to contact a parent/guardian to bring them dress code appropriate clothing to change into. AND Student will be assigned detention and parent conference will be held to review school-wide expectations.

Electronic Devices

At Lighthouse, we understand that students will bring electronic devices to school, but students who bring phones, iPods, and other games to school **at their own risk**. Lighthouse will not take responsibility for the security and safety of these devices. If a student is using a device at an inappropriate time or place, the device will be confiscated by staff and returned to the parent only.

Phone and Electronics policy

At **no time** should student phones or other electronics be visible in communal and classroom spaces **within the school building**. Phones should be stored in a safe location between the hours of 8:25am - 3:45pm. **If it is out - it will be taken!**

Phones may be used during lunch in Zone 6 or the Atrium **ONLY** between the hours of 8:25am -3:45pm.

If a parent or guardian needs to get in contact with their child between the hours of 8:25 am - 3:45 pm they need to call the front desk. Parents and Guardians may **also text the high school cell phone** and your message will be given to your student.

High School Front desk: **510-562-8225**
Cell phone: **(510) 359-7991 (text only)**

If a student violates this policy the following consequences will be applied. If the student is eligible to pick up their phone (according to chart below), they may pick it up **after 3:55 pm**.

1st Instance	Staff member collects phone and turns it into the front desk; Student may collect phone at the end of the day.	<u>Electronics violation form</u> completed. Student completes electronics device policy form.
2nd Instance	Staff member collects phone and turns it into the front desk; Student may collect phone at the end of the day and parent/guardian is notified.	<u>Electronics violation form</u> completed. Student completes electronics device policy form.
3rd Instance	Staff member collects phone and turns it into the front desk; Electronic device is kept on a 24 hour hold and parent/guardian is notified.	<u>Electronics violation form</u> completed. Student completes electronics device policy form.
4th Instance	Staff member collects phone and turns it into the front desk; Electronic device is kept on a 24 hour hold and parent/guardian is notified and required to pick up the electronic device.	<u>Electronics violation form</u> completed. Student completes electronics device policy form.
5th Instance	Staff member collects phone and turns it into the front desk; Electronic device is required to be turned in at the start of all remaining school days and is picked up at the end of each remaining school day, for the entirety of the remainder of the school year.	<u>Electronics violation form</u> completed. Student completes electronics device policy form.
Refusal to turn in personal electronics	Parent is contacted to come and pick up the phone immediately.	Electronics violation form completed, family meeting and restorative agreement.

G-Suite for Education

At LCPS **G-Suite for Education** is a vital part of our educational program. With the G-Suite of projects, 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 G** for more information.

Transportation

Lighthouse: Getting to and from Campus

AC Transit

There are several ways to get to school on public transportation. 444 Hegenberger Road is located about 1.5 miles from the Coliseum BART station. If you can access the school from 73 and 59 bus lines.

Parking

Parking inside the gates at 444 Hegenberger Road is limited to staff-use only. Parents who are visiting the campus will need to park on Hegenberger loop. Please be respectful to the neighboring businesses and do not park in their parking lots. You risk the chance of being towed.

Pick-up and Drop-off Procedures

Drop-Off

- Time: Drop off can begin at 7:30 a.m. Students are to report to the multipurpose room where an adult is present to supervise.
- Location: Students should be dropped off in the 444 Hegenberger Loading Zone in the parking lot. Please do not double park to drop off your child.

Pick-Up

- Time: Pick-up is at 3:30 p.m. for K - 8 and 3:45 p.m. for 9 - 12 on M, T, Th, F and 1:30 p.m. on W for K - 12
- Only designated adults may pick up your children. If someone new is picking your child up from school, please call the main office of the school to inform the staff of the change.
- Location: Students should be picked up in the 444 Hegenberger Loading Zone in the parking lot. Please do not double park to pick up your child. At no point in time, should you leave a vehicle unattended in the drop-off/pick-up zone. The parking lot gates will open 5 minutes after dismissal. Do not block traffic on Hegenberger Loop and follow the requests of a Lighthouse staff member that is directing traffic.

Student Driving

A student who has obtained a valid driver's license and proof of insurance may drive his/her vehicle to school.

Parking inside the gates at 444 Hegenberger Road **is for staff-use only**. Students who drive to campus will need to park on Hegenberger Loop. Please be respectful to the neighboring businesses and do not park in their parking lots. You risk the chance of being towed.

Please be mindful of your speed limit as it is a school zone and the safety of our students and families is our number one priority.

Meals Program

Lighthouse Community Public Schools participates in the National School Lunch Program. 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.

This year, we are partnering with The Lunch Master to provide breakfast and lunch throughout the school year.

Breakfast

Students will be able to receive breakfast each day at no cost through our universal breakfast program. Breakfast foods may include items such as bagels, cereal, muffins, breakfast sandwiches, pancakes, omelets, fruit, and milk. Students will have breakfast in the classroom after the start of their day.

Lunch

- Free to students who qualify for FREE MEALS
- \$0.40 per day for students who qualify for REDUCED MEALS
- \$3.25 per day for students who do not qualify for free or reduced lunch

Snack

Students will not be provided snacks during the day. Students who are in the after school program will be provided a snack at no extra charge.

How to Pay for Meals

The school will accept cash, checks, or money orders. At any time if you feel you cannot pay for meals, but need your child to eat at school, please talk to a school administrator. We will help meet your family's needs. You will receive a monthly bill notifying you of your balance.

Tracking Meals and Billing

Please fill out appropriate paperwork at registration if you want your child to participate in our food program. You will be asked to provide income information. Students whose families qualify for free lunch will not need to pay. Families of students who qualify for reduced or paying will be billed monthly. No fund transactions occur during lunch time at the point of sale at any time.

If your outstanding balance reaches \$50.00, you will receive a school notification to make you aware and to make a payment immediately. **If your income status changes at any time, please inform the front desk immediately to fill out a new Free and Reduced Lunch application form. This is very important to ensure that your child is qualified for the correct meal price at all times.**

Please make us aware immediately if there are any food allergies. A doctor's note is required for special dietary restrictions. If you have any questions, please feel free to reach out to our main office who can put you in contact with our meals program personnel.

Off Campus Lunch Privilege

10th-12th grade students who are in good standing with at least a 60% in each class, no tardies, and are upholding the behavioral expectations at Lighthouse are eligible for off campus lunch. Off campus lunch is a privilege, not a right.

To sign up for off campus lunch students must:

1. Complete the *Off Campus Lunch Form*

2. Have it signed by both their guardian and the Dean of Students.

Eating on Campus

Food purchased off campus is not allowed in the building. No food purchased off campus may be eaten on the playground or in the MPR. Any remaining off campus food items must be disposed of prior to entering the building to attend classes. Food purchased off campus may be eaten in Zone 6 only.

Students may eat breakfast within the classroom during the last 10 minutes of Block 1. After Block 1, eating is at the discretion of each classroom teacher. Students may not eat while using chromebooks.

Lighthouse Glossary

TERM	DEFINITION
Assessments	A method for evaluating your understanding of skills, concepts, and Learning Targets. Assessments take many forms such as tests; projects; problems of the week; reports; essays; etc. Assessments are scored on a 4 point scale: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.
Charter School	Lighthouse is a Charter School. Charter Schools are public schools that are given freedom by the local school district to design and structure their own school calendar, school day, and school curriculum. Charter Schools must also follow the state standards and take the state standardized tests in the spring.
Coffee Tuesday	Coffee Tuesday happens every month and is designed to provide a space for Lighthouse families to get acquainted, celebrate, stay informed and engage with school planning/decision making. See Family Engagement Section for further detail.
Core Values	<ul style="list-style-type: none"> • Community - We are best when we respect, value & celebrate our diversity & 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.
Crews and Crew Leaders	This is another name for a class/group of students who work together to achieve our mission. “We are crew, not passengers” is a common phrase you will hear. This phrase helps remind us that we need to be active learners and helpers of others. Each Crew is organized by grade level and each has a “Crew Leader,” a teacher or administrator who leads the group.

Exposition of Learning (EXPO)	An evening event for families where students showcase their learning for families and the community. There are 2 EXPOs each school year, one in December and one in June.
Community Meeting	Every week there is a school wide community assembly to practice school values, celebrate community members, and build school pride.
Fieldwork	Fieldwork is when students and teachers go out into the community to places that will help them gather information about their learning expedition topic. It is a time to expose our students to our greater community and real world issues. The root of field work is problem-solving and discovery.
Habits of Work and Learning (HoWL)	A measure of how well you are doing at being a student, including skills such as focusing on task and completion of work..
Learning Target (LT)	Learning targets are the standards, objectives or knowledge that students must learn for a particular subject or grade level. Learning targets are directly connected to Common Core State Standards (CCSS).
Lighthouse	A Lighthouse serves to guide ships to safety when it is dark or foggy. Lighthouse is a community of people working together to guide students to the safety and security of getting an excellent education.
Passage Portfolio	Students organize their work that demonstrates their learning and growth over a 2-3 year period.. Students must complete all of the requirements for a passage portfolio in order to be promoted to the next grade level in 10th grade and to graduate in 12th.
Passage Presentation	This is a 30-45 minute presentation that ranges from an oral examination, to an interview with an Oakland community member, to a senior thesis defense in front of an expert panel. Presentations happen in June. Passage occurs in 10th and 12th grade. Refer to LCPS Graduation Policy for more detail.
Pathway Courses	All students at LCPS participate in a Linked Learning Pathway. These pathway courses blend college and career readiness with hands-on learning experiences as well as connection to community mentors and leaders in the Design industry. These courses build on the foundation developed in K8 Making Arts and Design Classes.
Revision	This is the process of improving a piece of work by looking at feedback and changing the work to make it better and of higher quality.
Rubric	This is a document to help students evaluate and assess their work and for the teacher to formally evaluate and assess their work. The rubric communicates expectations for their work in four different levels: i.e. 1-Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.

Student-Led Conference (SLC)	Conferences during which students lead their families and Crew leaders in sharing and reflecting on their progress.
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Annual Notices

Directory Letter *Opt Out* Notice

Dear Parent/Guardian,

“Directory information,” which is defined as set forth below, may be released to requesters in limited circumstances by Lighthouse: A Lighthouse Community Public School, 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, this school’s 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 information to requestors that engage in political advocacy or information dissemination related to California charter schools.

If you do not want Lighthouse to disclose your contact and other directory information from your child’s records to such persons or entities without your prior written consent, you must notify us in writing by September 6, 2019.

Lighthouse has designated the following information as directory information:

- Parents’/guardians’ names;
- Address;
- Electronic mail address;
- Phone number;
- Dates of attendance;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

Thank you for your cooperation.

Sincerely,
Your administration team

Nondiscrimination

Lighthouse Community Public Schools does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status , religion, religious affiliation , sexual

orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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 is committed to providing a work and 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 in Employment Act of 1967; 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, religion, religious affiliation, creed, color, 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 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, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. LCPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the LCPS Uniform Complaint Procedures (“UCP”) Compliance Officer. Please see page 81 for our Uniform Complaint Procedure contact and process.

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 the state assessments shall be granted.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, LCPS follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school 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 LCPS.

Oral Health Assessment

Students enrolled in 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 have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

Unhoused/Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 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
- 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 School Liaison.

School Liaison

The CEO designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Arlene Aldrette, Director of Operations
433 Hegenberger Road, Suite 201
Oakland, CA. 94621
510-562-8801

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

- a. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- b. Homeless students enroll in, and have a full and equal opportunity to succeed at LCPS.
- c. Homeless students and families 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 homeless children 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 homeless youth and unaccompanied youth.
- f. Enrollment/admissions disputes are mediated in accordance with law, Lighthouse’s charter, and Board policy.

- g. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- h. 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 homeless children and youths.
- 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.

For any homeless student who enrolls at the LCPS, a copy of the LCPS's complete policy shall be provided at the time of enrollment and at least twice annually.

Student Records/FERPA

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:

- a. The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the School principal or designee a written request that identifies the records they wish to inspect.

The 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.

- b. 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 School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the 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.

- c. The right to provide written consent before the 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 School officials with legitimate educational interests. A School official is a person employed by the 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 School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the 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, or therapist; 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 School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the 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 Lighthouse will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from students' 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 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 School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the

enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).

Sexual Health Education

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.

A parent or guardian has the right to excuse their child from the test, questionnaire, or survey (“opt-out”). 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 the school 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.

TRANSLATION OPT-OUT POLICY

Dear Parents:

Annually, Lighthouse Community Public Schools informs students of the *Family Educational Rights and Privacy Act of 1974*, as amended. This Act, with which Lighthouse intends to comply fully, was designated to protect the privacy of educational records. The *Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)* is a Federal law that affords students certain rights with respect to their education records.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, *FERPA* allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid awarded to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies.
- State and local authorities, within a juvenile justice system, pursuant to State law.

STUDENT TRANSLATOR PROGRAM

In accordance with *Title VI of the Civil Rights Act of 1964*, Lighthouse has the responsibility to communicate with Limited English Proficient (LEP) parents and ensure that interpretation services are readily available.

Pursuant to this, Lighthouse has implemented a student translator program, whereby “eligible student volunteers”, who complete confidentiality and FERPA education training sessions **annually**, are classified as “school officials with legitimate educational interest” and thus permitted to serve as a translator during LEP parent meetings.

FERPA (§ 99.31(a)(1)(i)(B)) permits schools to outsource institutional services or functions that involve the disclosure of education records to contractors, consultants, volunteers (including students), or other third parties provided that the outside party:

1. Performs an institutional service or function for which the agency or institution would otherwise use employees;
2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records;

3. Is subject to the requirements in § 99.33(a) that the personally identifiable information (PII) from education records may be used only for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the redisclosure of PII from education records; and
4. Meets the criteria specified in the school or local educational agency's (LEA's) annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

Accordingly, student translator volunteers may have permissible disclosure of personally identifiable information from your child's education records, without consent of the parent or eligible student. The designated information is subject to release by Lighthouse at any time, unless the charter school has received prior notice from the parent specifying the student's information not be released.

As an LEP parent, if you do would like to opt-out of the student translator program, please put your request in writing and return to the main desk.

Appendix A: LCPS Commitment to the Education of All Immigrant Children

Lighthouse Community Public Schools is committed to serving all students, regardless of their first language, ethnicity, income, race, sexual orientation, ability, and immigration status. In June of 2008, Lighthouse Community Charter School Board of Directors approved a policy stating its commitment to immigrant children. The policy is stated below:

Commitment to the Education of All Immigrant Children

WHEREAS, the City of Oakland, like many other major cities in the United States, is the home and workplace of large immigrant communities with both "legal" and "undocumented people;" and

WHEREAS, in 1982, the United States Supreme Court ruled in *Plyler v. Doe* that public schools were prohibited from denying immigrant students access to elementary and secondary public education; that undocumented children have the same right to a free public education as citizens of the United States and permanent residents; and

WHEREAS, there are no numbers of how many undocumented children are enrolled in Lighthouse Community Charter Public Schools, however, approximately 76% of the students are English Language Learners at our original site;

WHEREAS, since the massive immigrant rights and civil rights marches and student walkouts in 2006, federal, state and local government officials throughout the country have proposed or passed laws and ordinances that aim to stem the tide of undocumented immigrants by cutting off opportunities for government benefits, including education, thereby increasing tensions in immigrants communities; and

WHEREAS, recent reports that United States Immigration and Customs Enforcement Office (ICE) has conducted raids in Oakland and other Bay Area cities have caused immigrant communities to fear sending their children to school and leaving their homes;

WHEREAS, on May 15, 2007, the Oakland City Council passed a resolution affirming Oakland's City of Refugee ordinance forbidding city resources from being used to enforce federal immigration laws or to gather or disseminate information regarding the immigrant status of residents of the City unless such assistance is required by federal or state statute, or regulation or court decision,

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lighthouse Community Charter 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 chilling effect on the educational rights of immigrant students by the enactment of the aforementioned laws and ordinances, restates its position that all students have the right to attend school regardless of the immigration status of the student or of the student's family members; and

BE IT FURTHER RESOLVED that the Board of Directors further states that all students who register for school services and meet the federal and state criteria, are entitled to receive all school services, including free lunch, free breakfast, and educational services, even if they or their family are undocumented and do not have a social security number and that no school district staff shall take any steps that will deny students access to education based on their immigration status or any steps that will "chill" the *Plyler* rights of these students to public education; .

BE IT FURTHER RESOLVED that in order to provide a public education, regardless of a child's immigration status, absent any applicable federal, state, local law or regulation or local ordinance or court decision, the school shall abide by the following conduct:

1. School personnel shall not require students or their families to supply documentation of immigration status or a Social Security number, at initial registration or at any other time;
2. School personnel shall not make inquiries of students or their families for the purpose of exposing immigration status of the student or his/her family;
3. If parents and or students' have questions about their immigration status, school personnel shall not refer them to ICE;
4. It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. The Board of Directors has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any request by ICE to visit the school site must be made should be forwarded to the school Principal for review before permitting ICE to access the site;
5. If ICE officers come onto campus without advance notice, school personnel should request the person's identification and ask whether the officer has a warrant; and

6. All requests for documents by ICE should be forwarded to the school Principals who, in consultation with the legal counsel, shall determine whether the documents can be released to ICE.

Appendix B: LCPS Board Policy: Short-term Independent Study Policy

(Adopted: June 13, 2018)

What Is Short-Term Independent Study?

Short-term Independent Study (STIS) is an alternative educational process that allows a student to remain continuously enrolled in school when the student cannot attend school on a daily basis. The length of STIS may be from one day to **no more** than four weeks. If your child requires STIS, please inform the school **at least one week in advance**. Please see your front desk administrators **make appointment with principal and obtain application forms**.

Who is Eligible to Participate in STIS?

Students in grades currently enrolled at Lighthouse Community Public Schools are eligible to participate in STIS.

What is Required to Participate in STIS?

Participation in STIS requires a written “STIS Agreement” to be executed by the student(s), parents/ caretakers/guardians and all of the student’s teachers (i.e., certificated employees) of Lighthouse Community Public Schools. The student will be required to show that satisfactory educational progress is being made, which includes, but is not limited to, completion of assignments, examinations, and other indicators that evidence that the student is working on assignments, learning required concepts and progressing toward successful completion of the course, as determined by the certificated employees.

Why Request STIS?

There are a variety of reasons to request STIS. Most students who apply for STIS are out of the country or state during their STIS term to participate in cultural, religious, or family events. Another common application for STIS is for students with behavioral issues. Occasionally, removing a student from one class setting to a home or other educational placement is more appropriate. Finally, another STIS application is for students who have periodic health episodes that may result in frequent absences, i.e. asthma, serious allergies, etc. Also, a student may be recovering from an injury that does not require hospitalization, but precludes daily attendance at school.

Who Can Request STIS?

- A parent or guardian of a child who will miss from one day to four weeks of school due to family, religious, or cultural business or a prolonged injury may request STIS. In the case of an injury or illness, a doctor’s note is requested.
- In the case of a child who is coping with behavioral issues, a school director in consultation with the child’s teacher may refer a student to STIS.
- Whenever possible, it is best for students to remain in school. Please schedule family vacations and international travel during school vacations and summer break in order to avoid missing critical instruction at school.
- STIS is at the discretion of the Principal. A Principal may decline or amend the length of STIS.

Reasons for declining or amending an Agreement include:

- Frequent absences have already been accumulated.
- The parent or guardian is unable to supervise and/or assist the student with work.
- Satisfactory educational progress is not being made.
- The student or parent/guardian failed to complete a previous STIS agreement.
- The student is enrolled in another school or independent study program.

How STIS works:

Any student who participates in STIS must execute an STIS Agreement and complete the appropriate school assignments, including all examinations given during the period of the STIS. Upon completion of the STIS period the student meets with the supervising teacher upon return will be counted present at the school for the STIS period. The student's parent or guardian must fill out the application and agreement for STIS and must supervise the student's work during the student's participation in STIS.

In order to fully complete STIS, a student must complete the following hours of homework:

- Kindergarten: 2 hours of homework per day (10 hours per week)
- Grades 1 - 5: 3 hours of homework per day (15 hours per week)
- Grades 6 - 12: 4 hours of homework per day (20 hours per week)

If the student does not complete their Agreement according to the terms for a portion or all of the time enrolled in STIS, the student will be marked absent for the corresponding days. The consequences of such absences (partial or the entire period) shall be the same for any other student. This could result in disenrollment from the school.

The STIS Package

Part One: Application

The application has basic student information and signatures from the student, parent or guardian, the current teacher(s), and the school principal. These signatures affirm an understanding of STIS and the requirements of the parent/guardian and student. Parents or Guardians may also be requested to meet with the Principal or Dean of Students in order to discuss the terms of the independent study.

Part Two: Agreement

The agreement portion of the STIS package specifically states the length of the contract, the expectations of the student and parent/guardian, a meeting date and time to review completed work, and the method and manner of evaluation of completed work.

The Agreement outlines homework to be completed during the STIS time period. In order to meet the standards of STIS, homework assignments must:

Represent the above time requirements above. Be specific. Auditors of the STIS program (allowable up to 3 years after the STIS period) must be able to determine what the expectations of the student were and if the students achieved the expectations.

Examples:

Acceptable Homework Assignments

Connected Math, Chapter 1- 3. Do all problems at the end of the chapter.

Language Arts. Keep a journal of your trip. Write a page each day documenting your trip. Read 1/2 hour each day. Record the summary in your reading log.

Unacceptable Homework Assignments

Continue regular class work.

Reading group work

Part Three: Certificate of Completion

This form is signed and completed by the teacher after the return meeting with the student and family. It confirms whether or not the Agreement was satisfactorily completed and indicates each date the student should receive credit for attendance.

Appendix C: LCPS Suspension and Expulsion Policy and Procedures

(Board Adopted: 6/12/2019)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Lighthouse Community Public Schools ("LCPS" or "Charter School"). In creating this policy, the LCPS has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The LCPS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the student commits one of the enumerated offences in this policy, it may be necessary to suspend or expel the student from regular classroom instruction. This policy shall serve as LCPS' policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family Handbook which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

LCPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures.

The notice shall state that this Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from school campus and 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 LCPS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. LCPS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom LCPS 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 LCPS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, LCPS 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 LCPS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. This involuntary removal process applies to students who are subject to truancy proceedings as part of LCPS Attendance and Truancy Policy.

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, any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period, whether on or off the school campus; or
- During, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses:

A student may be suspended or expelled for any of the following acts when it is determined the student:

- (a) (i) Caused, attempted to cause, or threatened to cause physical injury to another person.
(ii) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any knife , unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or the designee's concurrence.
- (c) Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades TK to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades TK to 12, inclusive, to be recommended for expulsion.

- (l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (m) Possessed an imitation firearm, (i.e., a replica firearm). As used in this section, “imitation firearm” means 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 pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- (r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence,

as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

(t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

(u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil (defined as a pupil, including, but is not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(A) A message, text, sound, video, or image.

(B) A post on a social network Internet Web site, including, but not limited to:

- (i) Posting to or creating a burn page. A “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1), above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (C) An act of cyber sexual bullying.
- (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1), above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not

expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(i)-(a)(ii).

The Principal or designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior. Suspensions may be done in school or at home.

2. Mandatory Suspension and Expulsion Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below, that the pupil:

- (a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- (b) Brandished a knife at another person.
- (c) Unlawfully selling any controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- (d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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 or the Principal's designee with the student and his or her parent(s) or guardian(s) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent(s)/guardian(s), unless the pupil and the pupil's parent(s)/guardian(s) fail to attend the conference.

This determination will be made by the Principal or designee upon a finding of either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board of the Charter School following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Governing Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination

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 or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination,

the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer (entity) from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion and/or the Board determines not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel, shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in

which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and to the Charter School authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the Charter School's authorizer upon request.

K. No Right to Appeal

The pupil shall have no right to appeal the Board's decision to expel the pupil from the Charter School, as the Governing Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence during the expulsion term. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion term.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and in compliance with all pupil confidentiality rules under FERPA. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/District the discipline of any student with a disability or student who the Charter School or SELPA/District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the Charter School's (LEA) failure to implement the IEP/504, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures..

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer

in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and

who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the educational placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix D: Attendance Policy

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
 1. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

4. Attendance at funeral services for a member of the immediate family:
 1. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 2. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.
5. Participation in religious instruction or exercises as follows:
 1. The student shall be excused for this purpose on no more than four school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal.)
8. To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
10. Attendance at the pupil's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
12. Authorized at the discretion of a school administrator, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse. A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court.
2. Attendance at a funeral.
3. Observation of a holiday or ceremony of his/her religion.
4. Attendance at religious retreats for no more than four hours during a semester.
5. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 1. Name of student;
 2. Name of parent/guardian or parent representative;
 3. Name of verifying employee;
 4. Date or dates of absence; and
 5. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
 1. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 2. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for Students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of the school year will receive a phone call reiterating the content of the letter.

4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

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 homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil'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 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. 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 homeless child or youth, 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 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 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.

Referral to Appropriate Agencies or County District Attorney:

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance

issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Appendix E: LCPS Youth Suicide Prevention Policy

(Adopted: June 13, 2018)

A. Introduction

The Governing Board of Lighthouse Community Public Schools ("Charter School" or "LCPS") recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of all charter school officers and staff to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical

evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

B. Overall Strategic Plan for Suicide Prevention and Messaging about Suicide Prevention

In compliance with Education Code section 215, this policy has been developed in consultation with LCPS and community stakeholders, in planning, implementing, and evaluating the charter school’s strategies for suicide prevention and intervention. Charter schools must 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, and updated, This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Lighthouse Community Public Schools, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

C. Suicide Prevention Training and Education

Lighthouse Community Public Schools, along with its partners, has carefully reviewed available staff training techniques and materials to ensure they it promote the mental health model of suicide prevention and do not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

1. Training

At least annually, all Lighthouse Community Public Schools staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of charter school-employed mental health professionals (e.g., charter school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be

adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour [MMH2] general suicide prevention training.

2. *Initial Orientations: Core Components*

Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- e. Emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide;

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from school climate surveys will also be analyzed to identify charter school climate deficits and drive program development.

3. *Ongoing Staff Professional Development*

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may 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 suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on charter school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter school guidelines;
- h. Board-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Board--approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;

- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- n. The professional development also shall include additional 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:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - vi. Youth who have suffered traumatic experiences

D. Employee Qualifications, Scope of Services, and Staff Training

Employees of Lighthouse Community Public Schools must act only within the authorization and scope of their credential or license. While it is expected that charter school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what charter schools are able to provide.

E. Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This suicide prevention policy shall be prominently displayed on the Lighthouse Community Public School Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors;
2. How to talk with a student about thoughts of suicide;
3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

Lighthouse Community Public Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention. 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.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- a. Coping strategies for dealing with stress and trauma;
- b. How to recognize behaviors (warning signs) 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.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, crew or advisory, freshman orientation classes, science, and physical education).

Lighthouse Community Public Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

G. Intervention and Emergency Procedures

LCPS designates the following administrators to act as the primary and secondary suicide prevention liaisons.

Lighthouse Community Charter School

- Lead Counselor
- School Principal(s)

Lodestar

- Director of Special Education
- School Principal

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 Principal 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 Charter School or in the community.

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.

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 of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - 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.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
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.
4. After a referral is made, Charter School 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 care. If follow up care is still not provided, Charter School may contact Child Protective Services.
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 Charter School.
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.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Principal 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 Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School 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 Charter School campus and unrelated to school activities, the Principal 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 Charter School 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.

H. Supporting Students during or after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her 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 provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.
7. Monitor the student closely in the months following the crisis by creating a streamlined and well planned re-entry process to ensure the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt.
8. Work with parents/guardians/caregivers to involve the student in an aftercare plan that may include:
 - Obtaining a written release of information signed by parents/guardians/caregivers and providers;
 - Conferring with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;
 - Informing the student's teachers about possible days of absences;
 - Allowing accommodations for the student to make up work (be understanding that missed assignments may add stress to the student);
 - Monitoring student actions/moods by Mental health professionals or trusted staff members

I. Responding After a Suicide Death (Postvention)

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 primary prevention liaison shall:

1. Identify a staff member to confirm death and cause;
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. 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;
6. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
7. Notification to parents and families of the larger community about the suicide death and the availability of support services
8. Share information that is relevant and that which you have permission to disclose.
9. Prepare staff to respond to needs of students regarding the following:
 - . Review of protocols for referring students for support/assessment;
 - a. Talking points for staff to notify students;
 - b. Resources available to students (on and off campus).
 - c. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - d. Identify students affected by suicide death but not at risk of imitative behavior;
10. Communicate with the larger school community about the suicide death;
11. Consider funeral arrangements for family and school community;
12. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
13. Identify media spokesperson skilled if needed.;
14. Include long-term suicide postvention response
 - . Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - a. Support siblings, close friends, teachers, and/or students of deceased
 - b. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

J. Resources

Messaging about Suicide Prevention:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site:

<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page: <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

Suicide Prevention and Training

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

- Free YMHFA Training is available on the CDE Mental Health Web page: <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site: <http://www.qprinstitute.com/>

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page: <https://www.livingworks.net/programs/safetalk/>

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page: <https://www.livingworks.net/programs/asist/>

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page: <https://www.kognito.com/products/pk12/>

- Cal-SCHLS Web site: <http://cal-schls.wested.org/>.

Staff Training

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page: "<http://www.sprc.org/training-events/amsr>" <http://www.sprc.org/training-events/amsr>

Parent, Guardian, Caregiver Education

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page: <https://www.save.org/product/parents-as-partners/>

Student Education

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page: <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page: <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page: <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page: <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page: <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Student Re-entry

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding after Suicide/Death

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page: <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page: <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page: http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at: <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.
- Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors: www.reportingonsuicide.org

Appendix F: LCPS Volunteer Policy and Guidelines

(Adopted June 12, 2019)

Purpose and Background

At Lighthouse Community Public Schools, 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 volunteer policy that both protects the safety of our students and schools 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 as further outlined below. A volunteer must be at least eighteen (18) years of age.

There are two (2) types of volunteers at Lighthouse: 1) supervised and 2) unsupervised. Supervised volunteers are those who remain in the same room as a Lighthouse 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 the direct supervision of Lighthouse staff. (i.e. tutoring a student one-on-one).

Volunteers may include parents/legal guardians or community members who are not parents or legal guardians. Volunteers may serve only occasionally (less than ten (10) days for parents/legal guardians and less than seven (7) days for community members, within a school year) or on an ongoing basis having frequent or prolonged contact with students. Depending on the category and type of volunteer, volunteer service is subject to different safety requirements to be cleared to serve as a volunteer in our schools.

As a member of our educational team, we welcome the 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 application form (provided to all parents at registration) and comply with the volunteer guidelines outlined herein.

Safety Requirements

1. All volunteers of more than two (2) supervised days, regardless of assignment, must fill out and submit a volunteer application form.

2. All volunteers of more than two (2) supervised days must submit proof of an up to date negative TB test. (In compliance with Ed Code 49406(m)).
3. Supervised volunteers of less than ten (10) days if a parent/legal guardian, or less than seven (7) days if a community member, are not required to complete a criminal background check.
1. Unsupervised volunteers, no matter what length of service must successfully complete a criminal background check. LCPS covers the cost of fingerprinting for parent/legal guardian volunteers.

All volunteers must be cleared by the Human Resources Department and a record of their application and fulfillment of all safety requirements must be on file before commencing any volunteer service beyond two (2) supervised days. A list of cleared volunteers will be shared with appropriate school personnel and once volunteer applicants are cleared, they and the school will be notified. All unsupervised volunteers will be issued a volunteer clearance badge with their name and status that must be worn at all times when on site in their capacity as a volunteer. Any other supervised or occasional volunteers will be issued a visitor's pass for each volunteer engagement and must wear it at all times. Please refer to our Volunteer page on the LCPS website for further information and to submit the volunteer application.

Volunteer Guidelines

Supervision of Volunteers

Volunteers always work under the direct supervision of the professional staff at each site and only with those teachers who have requested the services of the volunteer. The school is responsible for the safety and well-being of each student. For this reason, the school will dismiss any volunteer whose actions are not in the best interest of the school or students.

Confidentiality

As volunteers work with the staff and students, information of a confidential nature may be shared with them. The problems, abilities, relationships, and confidences of students, their parents, and the staff cannot not be discussed with anyone who does not have a professional right or need to know them. Like teachers, volunteers are bound to a code of ethics to safeguard confidential pupil and personnel information.

Volunteers are prohibited from discussing a child's school progress or difficulties with the child's parent. This is the teacher's responsibility.

Occasionally, a child may confide in a volunteer about family matters or personal problems. Volunteers must keep this information confidential, or if it is important for the school to have this information in order to help the student in any way (e.g., related to the child's general health, safety, and/or well-being), the volunteer must discuss the child's conversation with the teacher or principal. More importantly, if a volunteer suspects child abuse or neglect, the volunteer is obligated to immediately notify the child's teacher and the appropriate school administrator. All volunteers are encouraged, and any ongoing volunteer is required, to complete training in how to recognize signs of child abuse and neglect.

Discipline

The responsibility of disciplining students rests on the professional staff at Lighthouse. Volunteers must support students in following the rules and guiding principles of the school,

but report any discipline issues to the teacher or supervising staff with whom the volunteers are working.

Dress and Behavior

A volunteer's speech, behavior, and dress must serve as a positive model for our students to follow. Casual clothing is fine, but we ask that attire be neat and appropriate for a school. Volunteers must wear their volunteer badge or visitor's pass at all times when volunteering with the school.

Volunteer Commitment

Before agreeing to volunteer, volunteers must carefully consider the commitment they are making. The work volunteers do is important. Volunteers should avoid promising more time than they may be able to commit.

Responsibility

We know there will be times when volunteers will be ill, on vacation, or unable to volunteer. Volunteers must communicate with the school or their supervisor (via phone, email, or text) as far in advance as possible when they are unable to volunteer.

School Rules

Volunteers must become familiar with the rules and policies of our school by reading through the student/family handbook. Always consult with school staff for guidance when needed. All volunteers must sign in and out with the front desk during every day of their volunteer service to provide an accurate record of who is onsite for safety purposes including in the case of an emergency.

Volunteer At-Will

Serving as a volunteer is a privilege, not a right. To that end, Lighthouse may terminate a volunteer's services at any time with or without cause or advance notice, at the school's sole and unreviewable discretion.

LCPS is grateful to anyone who wants to volunteer in our schools as through this service volunteers are living our core values of love, community, agency, integrity, and social justice.

Appendix G: G-Suite for Education Notice to Parents and Guardians

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
- Keep
- Sheets
- Sites
- Slides
- Talk/Hangouts

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 and individuals outside of Google unless one of the following circumstances applies:

- **With parental or guardian consent.** Google will share personal information with companies, organizations or individuals outside of Google when it has parents' 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:

- Tina Hernandez (Lighthouse K-8), tina.hernandez@lighthousecharter.org
- Kelly Lara (Lighthouse High), kelly.lara@lighthousecharter.org
- Robbie Torney (Lodestar K-5), robbie.torney@lighthousecharter.org
- Jeff Camarillo (Lodestar 6-8), jeff.camarillo@lighthousecharter.org

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](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [G Suite for Education Privacy Notice](https://gsuite.google.com/terms/education_privacy.html) (at https://gsuite.google.com/terms/education_privacy.html), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) (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](https://www.google.com/apps/intl/en/terms/education_terms.html) (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the [Data Processing Amendment](https://www.google.com/intl/en/work/apps/terms/dpa_terms.html) (at https://www.google.com/intl/en/work/apps/terms/dpa_terms.html).

Appendix H: LCPS Uniform Complaint Procedures

(Board Adopted: August 22, 2018)

The Lighthouse Community Charter Public Schools ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter Public Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Brandon Paige, Director of Finance, Lighthouse Community Charter Public Schools, 444 Hegeberger Road Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the

compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the code and procedures to be followed for initiating such an appeal.

7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies 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 discrimination complaints arising under state law, however, a complainant must wait until 60 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 his/her right to file a complaint in accordance with 5 CCR 4622.

ACKNOWLEDGEMENT OF RECEIVING THE FAMILY/STUDENT HANDBOOK

I have received and will read and comply with the LCPS Family/Student Handbook and its policies and procedures herein.

Student's Printed Name (first last)

Student Grade Level

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

APPENDIX 14.1 – Uniform Complaint Procedures



LCPS Uniform Complaint Procedures

(Board Adopted: October 11, 2019)

The Lighthouse Community Charter Public Schools (“charter school”) policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group including actual or perceived discrimination 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; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Special Education Programs, Consolidated Categorical Aid Programs , Every Student Succeeds Act /No Child Left Behind (2001) Programs (Titles I-VII), Migrant Education Programs, Career Technical and Technical Education and Technical Training Programs, Child Care and Development Programs, Child Nutrition Program
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. 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.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.

(6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.

(7) Complaints of noncompliance with the Charter School's School Safety Plan.

The charter school acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects (to the greatest degree reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the charter school will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter Public Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

The governing board designates the following compliance officer to receive and investigate complaints and to ensure the charter school's compliance with law:

Brandon Paige, Director of Finance
Lighthouse Community Charter Public Schools,
433 Hegenberger Road Suite 201
Oakland, CA 94621
510-562-8801

The Chief Executive Officer (CEO) shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Notifications

The charter school shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen percent (15%) or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The CEO or designee shall make available copies of the charter school's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the charter school is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the charter school's decision to the California Department of Education by filing a written appeal within 15 days of receiving the charter school's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation:

Within five (5) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The

complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within sixty (60) days of the charter school's receipt of the complaint.

Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the governing board of the charter school.

The governing board of the charter school may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The governing board of the charter school may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the governing board of the charter school hears the complaint, the compliance officer shall send the governing board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision.

Upon notification by the CDE that the complainant has appealed the charter school's decision, the CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in Title 5, California Code of Regulations, Section 4650.5 exists, including cases in which the charter school has not taken action within sixty (60) days of the date the complaint was filed with the charter school.

Civil law remedies

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) 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 his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.

APPENDIX 16.1 – Budget

	Current Year		Charter Term: Year 1		Charter Term: Year 2		Charter Term: Year 3		Charter Term: Year 4		Charter Term: Year 5			
	Year FY20	Light. (9-12) Budget	Year FY20	Light. (9-12) Forecast	Year FY21	Light. (9-12) Forecast	Year FY22	Light. (9-12) Forecast	Year FY23	Light. (9-12) Forecast	Year FY24	Light. (9-12) Forecast	Year FY25	Light. (9-12) Forecast
Summary														
Unrestricted														
Revenues														
8000 Local Control Funding Formula	3,296,615		3,296,615		3,410,678		3,508,223		3,610,663		3,715,373		3,789,680	
8100 Federal Revenue	476,641		477,582		489,460		495,447		501,583		507,872		514,319	
8300 Other State Revenues	586,416		625,079		608,970		442,115		449,574		457,183		464,946	
8600 Local Revenues	500,144		480,144		436,258		272,725		275,452		278,206		280,988	
8800 Fundraising and Grants	-		-		-		-		-		-		-	
TOTAL	4,859,816		4,879,420		4,945,367		4,718,511		4,837,272		4,958,634		5,049,933	
Expenses														
1-2000 Compensation	2,245,512		2,402,106		2,462,158		2,309,318		2,367,051		2,426,227		2,486,883	
3000 Employee Benefits	499,080		487,398		488,489		492,342		518,940		547,345		577,695	
4000 Books and Supplies	744,658		539,240		490,409		487,642		485,789		484,683		488,751	
5000 Services & Other Operating Exp.	1,301,914		1,325,425		1,327,465		1,317,948		1,344,466		1,372,266		1,406,387	
6000 Capital Outlay	-		-		-		-		-		-		-	
7000 Other Outflow	-		-		-		-		-		-		-	
TOTAL	4,791,165		4,754,169		4,768,522		4,607,250		4,716,246		4,830,521		4,959,716	
Operating Income, before Depreciation	68,652		125,252		176,845		111,261		121,026		128,113		90,217	
<i>Operating Income, as a % of expenses</i>	<i>1.4%</i>		<i>2.6%</i>		<i>3.7%</i>		<i>2.4%</i>		<i>2.6%</i>		<i>2.7%</i>		<i>1.8%</i>	
6900 Depreciation Expense	-		16,136		15,000		15,000		15,000		15,000		15,000	
Change in Unrestricted Net Assets (inc. Depreciation)	68,652		109,116		161,845		96,261		106,026		113,113		75,217	
Fund Balance														
Beginning Balance	-		-		-		-		-		-		-	
Unrestricted, final	1,562,024		1,562,024		1,872,334		2,034,179		2,130,440		2,236,466		2,349,579	
Restricted, final	201,194		201,194		-		-		-		-		-	
Total Beginning Balance (audited)	1,763,218		1,763,218		1,872,334		2,034,179		2,130,440		2,236,466		2,349,579	
Projected Ending Balance	1,831,870		1,872,334		2,034,179		2,130,440		2,236,466		2,349,579		2,424,796	
<i>Ending Balance, as a % of Operating Expenses</i>	<i>38%</i>		<i>39%</i>		<i>43%</i>		<i>46%</i>		<i>47%</i>		<i>49%</i>		<i>49%</i>	

	Current Year		Charter Term: Year 1		Charter Term: Year 2		Charter Term: Year 3		Charter Term: Year 4		Charter Term: Year 5	
	FY20 Budget	FY20 Light (9-12) Forecast	FY21 Light (9-12) Forecast	FY22 Light (9-12) Forecast	FY23 Light (9-12) Forecast	FY24 Light (9-12) Forecast	FY25 Light (9-12) Forecast					
Student Enrollment												
Enrollment Breakdown												
9	80	80	80	80	80	80	80	80	80	80	80	80
10	80	80	80	80	80	80	80	80	80	80	80	80
11	68	68	68	68	68	68	68	68	68	68	68	68
12	60	60	60	60	60	60	60	60	60	60	60	60
Total	288	288	288	288	288	288	288	288	288	288	288	288
Attendance Percentage Average	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
ADA	271	271	271	271	271	271	271	271	271	271	271	271
Demographic Information												
Enrollment (CBEDS)	288	288	288	288	288	288	288	288	288	288	288	288
FRL (#)	202	202	202	202	202	202	202	202	202	202	202	202
EL (#)	43	43	43	43	43	43	43	43	43	43	43	43
Unduplicated (#)	240	240	240	240	240	240	240	240	240	240	240	240
FRL (%)	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%	70.1%
EL (%)	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%	14.9%
Unduplicated (%)	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%

Revenue Detail	Current Year		Charter Term: Year 1		Charter Term: Year 2		Charter Term: Year 3		Charter Term: Year 4		Charter Term: Year 5	
	FY20	FY20 Light. (9-12)	FY21	FY21 Light. (9-12)	FY22	FY22 Light. (9-12)	FY23	FY23 Light. (9-12)	FY24	FY24 Light. (9-12)	FY25	FY25 Light. (9-12)
	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8000												
Local Control Funding Formula												
8011 State Aid	2,217,588	2,239,224	2,316,702	2,382,959	2,452,542	2,523,665	2,574,139					
8012 Education Protection Account	432,057	432,057	447,006	459,791	473,217	486,940	496,679					
8096 Funding in Lieu of Property Taxes	646,970	625,333	646,970	665,473	684,905	704,767	718,863					
Subtotal	3,296,615	3,296,615	3,410,678	3,508,223	3,610,663	3,715,373	3,789,680					
8100												
Federal Revenue												
8290 Title Funding	360,422	360,422	367,507	370,445	373,456	376,542	379,706					
8181 Special Education	32,160	33,101	35,793	36,688	37,605	38,545	39,509					
8220 Child Nutrition	84,059	84,059	86,160	88,314	90,522	92,785	95,105					
8100 Other Federal Revenues	-	-	-	-	-	-	-					
Subtotal	476,641	477,582	489,460	495,447	501,583	507,872	514,319					
8300												
Other State Revenues												
8381 Special Education	158,396	184,346	160,940	162,549	164,174	165,816	167,474					
8300 All Other State Revenues	428,020	440,732	448,031	279,566	285,399	291,366	297,471					
Subtotal	586,416	625,079	608,970	442,115	449,574	457,183	464,946					
8600												
Local Revenues & Philanthropy												
All Local	500,144	480,144	436,258	272,725	275,452	278,206	280,988					
Total Revenue	4,859,816	4,879,420	4,945,367	4,718,511	4,837,272	4,958,634	5,049,933					

	Current		Charter Term:		Charter Term:		Charter Term:		Charter Term:		
	Year FY20 Light. (9-12) Budget	Year FY20 Light. (9-12) Forecast	Year 1 FY21 Light. (9-12) Forecast	Year 2 FY22 Light. (9-12) Forecast	Year 3 FY23 Light. (9-12) Forecast	Year 4 FY24 Light. (9-12) Forecast	Year 5 FY25 Light. (9-12) Forecast				
1000	Compensation: Certificated										
1100	1,495,146	1,624,839	1,665,460	1,537,297	1,575,729	1,615,122	1,655,500				
1300	597,645	555,361	569,245	538,881	552,353	566,162	580,316				
1400	11,882	12,250	12,556	12,870	13,192	13,522	13,860				
	2,104,674	2,192,450	2,247,261	2,089,048	2,141,274	2,194,806	2,249,676				
2000	Compensation: Non-certificated										
2900	140,838	209,656	214,897	220,270	225,776	231,421	237,206				
	140,838	209,656	214,897	220,270	225,776	231,421	237,206				
	2,245,512	2,402,106	2,462,158	2,309,318	2,367,051	2,426,227	2,486,883				
3000	Employee Benefits										
3400	249,989	222,731	240,550	259,794	280,578	303,024	327,266				
3000	249,091	264,667	247,939	232,548	238,362	244,321	250,429				
	499,080	487,398	488,489	492,342	518,940	547,345	577,695				
4000	Books and Supplies										
4100	49,500	27,500	19,988	20,487	20,999	21,524	22,062				
4200	9,333	10,333	9,567	9,806	10,051	10,302	10,560				
4300	522,416	317,998	301,624	299,660	297,990	296,595	295,961				
4400	31,374	51,374	32,158	32,962	33,786	34,631	35,496				
4700	132,035	132,035	127,073	124,728	122,963	121,631	124,672				
	744,658	539,240	490,409	487,642	485,789	484,683	488,751				
5000	Services & Other Operating Exp.										
5100	405,617	405,617	413,385	422,134	431,286	440,803	451,823				
5200	7,169	7,169	7,349	7,532	7,721	7,914	8,111				
5300	5,538	5,538	5,677	5,819	5,964	6,113	6,266				
5400	16,503	16,503	16,915	17,338	17,772	18,216	18,671				
5500	67,198	67,198	68,878	70,600	72,365	74,174	76,028				
5600	317,040	317,040	324,910	332,995	341,287	349,789	358,534				
5800	454,570	478,081	462,519	433,771	440,301	447,406	458,406				
5900	28,280	28,280	27,834	27,759	27,771	27,851	28,547				
	1,301,914	1,325,425	1,327,465	1,317,948	1,344,466	1,372,266	1,406,387				
6000	Capital Outlay										
6900	-	16,136	15,000	15,000	15,000	15,000	15,000				
	-	16,136	15,000	15,000	15,000	15,000	15,000				
	4,791,165	4,770,304	4,783,522	4,622,250	4,731,246	4,845,521	4,974,716				
Total Expenses											

Lighthouse Community Public Schools
Statement of Cash Flows
Site: LCCHS
As of: FY20 +

	Current Year: FY20												YTD Total	AP/AR	Forecast
	Projected		Projected		Projected		Projected		Projected		Projected				
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	213	395,962	266,894	72,745	143,260	58,742	160,301	133,952	74,887	30,093	421,030	334,773			
Unrestricted Revenues															
8000 Local Control Funding Formula	-	134,077	172,922	342,027	223,212	223,212	342,027	236,160	317,296	504,938	277,814	277,814	3,051,498	245,117	3,296,615
8100 Federal Revenue	-	-	-	27,606	70,142	7,642	97,747	7,642	7,642	97,747	7,642	7,642	331,450	146,132	477,582
8300 Other State Revenues	-	7,130	9,867	12,833	12,833	16,399	27,536	87,541	16,399	70,669	22,013	150,803	434,020	191,058	625,079
8600 Local Revenues	169	169	169	99,311	169	169	99,311	169	169	99,311	169	41,925	341,212	138,932	480,144
REVENUE TOTAL	169	141,376	182,957	481,777	306,356	247,421	566,622	331,511	341,505	772,664	307,638	478,184	4,158,181	721,239	4,879,420
Expenses															
1-2000 Compensation	62,097	230,582	207,482	219,732	207,482	207,482	207,482	207,482	207,482	207,482	209,582	227,735	2,402,106	-	2,402,106
3000 Employee Benefits	46,748	44,266	39,947	40,953	39,774	39,774	49,120	43,235	40,639	39,947	40,120	22,875	487,398	-	487,398
4000 Books and Supplies	54,752	21,023	40,819	40,927	49,048	40,927	44,567	47,695	40,927	40,927	54,802	46,187	522,598	16,641	539,240
5000 Services & Other Operating Exp.	120,279	103,238	110,021	118,258	103,176	128,574	102,908	100,771	105,858	101,978	98,125	124,164	1,317,348	8,077	1,325,425
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 Other Outflow	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSE TOTAL	283,875	399,110	398,270	419,869	399,481	416,757	404,077	395,183	394,906	390,334	402,628	420,961	4,729,450	24,718	4,754,169
Operating Cash Inflow (Outflow), exclusive of Depr.	(283,706)	(257,734)	(215,312)	(61,908)	(93,125)	(169,336)	(162,545)	(67,672)	(53,401)	(382,331)	(94,990)	(57,223)	(571,270)	(696,521)	(225,252)
6900 Depr.	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	16,136	-	16,136
Operating Cash Inflow (Outflow), inclusive of Depr.	(285,051)	(259,079)	(216,657)	(60,563)	(94,070)	(170,681)	(161,200)	(69,017)	(54,745)	(380,986)	(96,335)	(55,878)	(587,405)	(696,521)	(109,116)
Prior Year Revenue	507,220	118,673	12,557	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Expenses	(96,590)	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345	1,345
Change in Fixed Assets	21,415	-	-	-	-	-	-	-	-	-	-	-	-	(21,415)	-
Prepays	250,000	-	-	-	-	-	(197,500)	-	-	-	-	-	-	-	-
Other Balance Sheet changes	(2,590)	9,993	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,733	9,660	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash - Total in Primary Checking	395,962	266,894	72,745	143,260	58,742	160,301	133,952	74,887	30,093	421,030	334,773	380,240			
<i>Days of Cash on Hand</i>	30	20	6	11	5	12	10	6	2	32	26	29			
Additional sources available															
Unused Line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Available Ending Cash	895,962	766,894	572,745	643,260	558,742	660,301	633,952	574,887	530,093	921,030	834,773	880,240			
<i>Days of Cash available</i>	69	59	44	49	43	51	49	44	41	71	64	68			

Lighthouse Community Public Schools
Statement of Cash Flows
Site: LCCHS
As of: FY20 +

	FY21												YTD Total	AP/AR	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	380,240	464,059	391,839	237,916	331,161	274,533	277,208	473,007	421,159	364,748	623,752	514,827			
Unrestricted Revenues															
8000 Local Control Funding Formula	-	149,481	187,001	363,308	251,557	251,557	363,308	251,557	311,784	376,157	264,405	264,405	3,034,521	376,157	3,410,678
8100 Federal Revenue	-	-	-	34,546	70,333	7,833	99,709	7,833	7,833	99,709	7,833	7,833	343,462	145,998	489,490
8300 Other State Revenues	-	7,130	9,894	12,833	12,833	16,434	27,683	76,458	16,719	72,096	17,340	153,190	422,610	186,360	608,970
8600 Local Revenues	-	-	205	98,210	205	205	98,210	205	205	98,210	205	42,379	338,238	98,021	436,258
REVENUE TOTAL	-	156,611	197,100	508,898	334,928	276,029	588,910	336,052	336,542	646,171	289,782	467,807	4,138,831	806,536	4,945,367
Expenses															
1-2000 Compensation	54,526	230,327	215,690	228,247	215,690	215,690	215,690	215,690	215,690	215,690	215,690	215,690	2,462,158	2,462,158	2,462,158
3000 Employee Benefits	31,322	42,886	41,715	42,720	41,715	41,715	41,715	41,715	41,715	40,215	40,215	40,842	488,489	488,489	488,489
4000 Books and Supplies	22,560	23,393	38,109	36,051	40,830	41,154	43,348	40,182	39,858	39,858	54,080	44,967	464,390	26,020	490,409
5000 Services & Other Operating Exp.	109,913	86,327	100,547	117,611	102,297	138,019	101,335	99,289	104,666	100,381	97,700	124,802	1,266,890	60,575	1,327,465
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 Other Outflow	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSE TOTAL	212,321	382,984	396,062	424,629	400,533	426,579	402,088	396,877	401,930	396,144	407,685	484,145	4,681,927	86,595	4,768,522
Operating Cash Inflow (Outflow), exclusive of Depr.	(212,321)	(226,323)	(198,962)	84,269	(65,605)	(150,550)	186,822	(60,824)	(65,388)	250,027	(117,902)	33,662	(543,096)	719,941	176,845
6900 Depr.	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	15,000	15,000
Operating Cash Inflow (Outflow), inclusive of Depr.	(213,571)	(227,573)	(200,212)	83,019	(66,855)	(151,800)	185,572	(62,074)	(66,638)	248,777	(119,152)	32,412	(558,096)	719,941	161,845
Prior Year Revenue	396,682	144,248	36,062	-	-	144,248	-	-	-	-	-	-	-	-	-
Prior Year Expenses	(24,718)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Fixed Assets	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Prepays	21,415	-	-	-	-	-	-	-	-	-	-	-	-	(21,950)	-
Other Balance Sheet changes	(97,238)	9,855	8,977	8,977	8,977	8,977	8,977	8,977	8,977	8,977	8,977	8,977	8,977	8,977	9,281
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash - Total in Primary Checking	464,059	391,839	237,916	331,161	274,533	277,208	473,007	421,159	364,748	623,752	514,827	555,820			
Days of Cash on Hand	36	30	18	25	21	21	36	32	28	48	39	41			
Additional sources available															
Unused Line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Available Ending Cash	964,059	891,839	737,916	831,161	774,533	777,208	973,007	921,159	864,748	1,123,752	1,014,827	1,035,820			
Days of Cash available	74	68	56	64	59	59	74	71	66	86	78	79			

Lighthouse Community Public Schools
Statement of Cash Flows
Site: LCCHS
As of: FY20 +

	FY22												YTD Total	AP/R	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total		
Beginning Cash	535,820	594,433	550,280	412,614	495,259	465,892	512,976	699,136	675,903	596,937	844,574	759,834			
Unrestricted Revenues															
8000 Local Control Funding Formula	-	156,668	194,188	379,441	264,493	264,493	379,441	264,493	275,022	389,970	275,022	275,022	3,118,253	389,970	3,508,223
8100 Federal Revenue	-	-	-	35,410	70,529	8,029	100,640	8,029	8,029	100,640	8,029	8,029	347,361	148,086	495,447
8300 Other State Revenues	-	7,130	9,922	12,833	12,833	16,470	27,831	77,909	16,470	72,978	17,097	67,093	338,566	103,549	442,115
8600 Local Revenues	-	-	207	57,218	207	207	57,218	207	207	57,218	207	42,802	215,699	57,026	272,725
REVENUE TOTAL	-	163,798	204,317	484,902	348,062	289,199	565,130	350,637	299,728	620,806	300,355	392,946	4,019,879	698,631	4,718,511
Expenses															
1-2000 Compensation	52,173	216,933	201,930	214,800	201,930	201,930	201,930	201,930	201,930	201,930	201,930	209,970	2,309,318	-	2,309,318
3000 Employee Benefits	32,309	43,144	41,944	42,973	41,944	41,944	41,944	41,944	41,944	40,537	40,537	41,180	492,342	-	492,342
4000 Books and Supplies	23,078	23,904	38,134	35,748	40,421	40,738	42,886	39,787	39,470	39,470	54,048	44,518	462,202	25,440	487,642
5000 Services & Other Operating Exp.	112,850	94,451	108,577	117,009	101,409	127,086	100,084	98,484	103,625	99,507	96,855	124,342	1,284,679	33,268	1,317,948
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 Other Outflow	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSE TOTAL	220,409	378,482	390,585	410,531	385,704	411,698	387,245	382,145	386,969	381,444	393,369	420,009	4,548,542	58,768	4,607,250
Operating Cash Inflow (Outflow), exclusive of Depr.	(220,409)	(214,685)	(186,269)	74,370	(37,642)	(122,499)	177,885	(31,508)	(87,241)	239,362	(93,015)	(27,063)	(528,662)	639,923	111,261
6900 Depr.	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-	15,000
Operating Cash Inflow (Outflow), inclusive of Depr.	(221,659)	(215,885)	(187,519)	73,120	(38,892)	(123,749)	176,635	(32,758)	(88,491)	238,112	(94,265)	(28,313)	(543,662)	639,923	96,261
Prior Year Revenue	443,595	161,307	40,327	-	-	161,307	-	-	-	-	-	-	-	-	-
Prior Year Expenses	(86,595)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Fixed Assets	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-	15,000
Prepays	21,950	-	-	-	-	-	-	-	-	-	-	-	-	(22,489)	718,859
Other Balance Sheet changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(99,928)	9,175	8,275	8,275	8,275	8,275	8,275	8,275	8,275	8,275	8,275	8,275	8,587	656,667	738,095
Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash - Total in Primary Checking	594,433	550,280	412,614	495,259	465,892	512,976	699,136	675,903	596,937	844,574	759,834	718,859			
<i>Days of Cash on Hand</i>	47	44	33	39	37	41	55	54	47	67	60	57			
Additional sources available															
Unused Line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Available Ending Cash	1,094,433	1,050,280	912,614	995,259	965,892	1,012,976	1,199,136	1,175,903	1,096,937	1,344,574	1,259,834	1,218,859			
<i>Days of Cash available</i>	87	83	72	79	77	80	95	93	87	107	100	97			

Lighthouse Community Public Schools
Statement of Cash Flows
Site: LCCHS
As of: FY20 +

	FY23												YTD Total	APR/AR	Forecast
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	718,859	747,697	671,459	518,824	596,250	557,815	574,226	756,156	725,262	637,349	881,801	787,663			
Unrestricted Revenues															
8000 Local Control Funding Formula	-	156,668	194,188	382,797	264,493	264,493	382,797	264,493	275,022	393,326	275,022	275,022	3,128,323	482,341	3,610,663
8100 Federal Revenue	-	-	-	36,295	70,729	8,229	101,593	8,229	8,229	101,593	8,229	8,229	351,357	150,225	501,583
8300 Other State Revenues	-	7,130	9,950	12,833	12,833	16,507	27,981	79,395	16,507	74,172	17,139	68,395	342,841	106,733	449,574
8600 Local Revenues	-	-	209	57,790	209	209	57,790	209	209	57,790	209	43,230	217,856	57,596	275,452
REVENUE TOTAL	-	163,798	204,347	489,716	348,265	289,438	570,162	352,326	299,967	626,882	300,600	394,877	4,040,377	796,895	4,837,272
Expenses															
1-2000 Compensation	53,477	222,356	206,978	220,171	206,978	206,978	206,978	206,978	206,978	206,978	206,978	215,219	2,367,051	2,367,051	2,367,051
3000 Employee Benefits	34,414	45,858	44,597	45,679	44,597	44,597	44,597	44,597	44,597	44,597	44,597	43,155	43,830	523,674	(4,734)
4000 Books and Supplies	23,614	24,436	38,191	35,502	40,091	40,403	42,516	39,669	39,158	39,158	54,100	44,164	460,801	24,989	485,789
5000 Services & Other Operating Exp.	115,457	96,516	110,629	119,420	103,515	129,257	102,622	100,657	105,630	101,620	98,987	126,972	1,311,283	33,183	1,344,466
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 Other Outflow	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSE TOTAL	226,962	389,166	400,396	420,771	395,182	421,235	396,714	391,702	396,363	390,911	403,220	430,186	4,662,808	53,437	4,716,246
Operating Cash Inflow (Outflow), exclusive of Depr.	(226,962)	(225,369)	(196,049)	68,945	(46,918)	(131,797)	173,448	(39,376)	(96,395)	235,971	(102,620)	(95,309)	(622,431)	749,458	121,026
6900 Depr.	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-	15,000
Operating Cash Inflow (Outflow), inclusive of Depr.	(228,212)	(226,619)	(197,299)	67,695	(48,168)	(133,047)	172,198	(40,626)	(97,645)	234,721	(103,870)	(96,559)	(637,431)	743,458	106,026
Prior Year Revenue	384,247	139,726	34,932	-	-	139,726	-	-	-	-	-	-	-	-	-
Prior Year Expenses	(58,708)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Fixed Assets	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
Prepays	22,499	-	-	-	-	-	-	-	-	-	-	-	-	(23,061)	
Other Balance Sheet changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(92,238)	9,405	8,482	8,482	8,482	8,482	8,482	8,482	8,482	8,482	8,482	8,482	8,482	8,482	
Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash - Total in Primary Checking	747,697	671,459	518,824	596,250	557,815	574,226	756,156	725,262	637,349	881,801	787,663	738,095	19,235		
<i>Days of Cash on Hand</i>	59	53	41	47	44	45	60	57	50	70	62	58			
Additional sources available															
Unused Line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Available Ending Cash	1,247,697	1,171,459	1,018,824	1,096,250	1,057,815	1,074,226	1,256,156	1,225,262	1,137,349	1,381,801	1,287,663	1,238,095			
<i>Days of Cash available</i>	99	93	81	87	84	85	100	97	90	109	102	98			

Lighthouse Community Public Schools
Statement of Cash Flows
Site: LCCHS
As of: FY20 +

	FY24												YTD Total	AP/R	Forecast
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	738,095	817,663	750,158	592,415	664,254	616,293	642,752	820,091	781,129	683,805	924,752	820,767			
Unrestricted Revenues															
8000 Local Control Funding Formula	-	156,668	194,188	386,228	264,493	264,493	386,228	264,493	275,022	396,757	275,022	275,022	3,138,615	576,757	3,715,373
8100 Federal Revenue	-	-	-	37,203	70,935	8,435	102,571	8,435	8,435	102,571	8,435	8,435	355,454	152,419	507,872
8300 Other State Revenues	-	7,130	9,978	12,833	12,833	16,543	28,133	80,917	16,543	75,392	17,182	69,729	347,213	109,969	457,183
8600 Local Revenues	-	-	211	58,368	211	211	58,368	211	211	58,368	211	43,663	220,035	58,171	278,206
REVENUE TOTAL	-	163,798	204,377	494,632	348,472	289,683	575,299	354,056	300,212	633,088	300,851	396,849	4,061,317	897,317	4,958,634
Expenses															
1-2000 Compensation	54,814	227,915	212,153	225,675	212,153	212,153	212,153	212,153	212,153	212,153	212,153	220,600	2,426,227	-	2,416,227
3000 Employee Benefits	36,673	48,758	47,433	48,569	47,433	47,433	47,433	47,433	47,433	45,954	45,954	46,664	557,171	(9,826)	547,345
4000 Books and Supplies	24,168	24,988	38,280	35,302	39,827	40,134	42,220	39,213	38,906	38,906	54,222	43,886	460,051	24,632	484,683
5000 Services & Other Operating Exp.	118,150	98,680	112,793	121,940	105,715	131,577	104,849	102,912	107,738	103,822	101,200	129,723	1,339,081	33,185	1,372,266
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 Other Outflow	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSE TOTAL	233,804	400,321	410,659	431,487	405,128	431,296	406,655	401,711	406,231	400,836	413,530	440,874	4,782,530	47,991	4,830,521
Operating Cash Inflow (Outflow), exclusive of Depr.	(233,804)	(236,523)	(206,282)	63,145	(56,655)	(141,614)	168,645	(47,655)	(106,019)	232,253	(112,679)	(44,025)	(721,213)	849,326	128,113
6900 Depr.	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-	15,000
Operating Cash Inflow (Outflow), inclusive of Depr.	(235,054)	(237,773)	(207,532)	61,895	(57,905)	(142,864)	167,395	(48,905)	(107,269)	231,003	(113,929)	(45,275)	(736,213)	849,326	113,113
Prior Year Revenue	438,292	159,379	39,845	-	-	159,379	-	-	-	-	-	-	-	-	-
Prior Year Expenses	(53,437)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Fixed Assets	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
Prepays	23,061	-	-	-	-	-	-	-	-	-	-	-	-	(23,638)	-
Other Balance Sheet changes	(94,544)	9,640	8,694	8,694	8,694	8,694	8,694	8,694	8,694	8,694	8,694	8,694	9,022	9,022	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash - Total in Primary Checking	817,663	750,158	592,415	664,254	616,293	642,752	820,091	781,129	683,805	924,752	820,767	762,126			
<i>Days of Cash on Hand</i>	65	59	47	53	49	51	65	62	54	73	65	60			
Additional sources available															
Unused line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Available Ending Cash	1,317,663	1,250,158	1,092,415	1,164,254	1,116,293	1,142,752	1,320,091	1,281,129	1,183,805	1,424,752	1,320,767	1,262,126			
<i>Days of Cash available</i>	104	99	87	92	88	91	105	101	94	113	105	100			

Lighthouse Community Charter High School:
Budget Narrative

This Narrative describes the assumptions for the following elements of the Budget for Lighthouse Community Charter High School:

- Fiscal Accountability
- Enrollment Assumptions
- Revenue Assumptions
 - *Local Control Funding Formula*
 - *Other State Revenue*
 - *Federal Revenue*
 - *Fundraising and Local Revenues*
- Expense Assumptions
 - *Compensation and Benefits*
 - *Books and Supplies*
 - *Services and Other Operating Expenditures*
- Cash Flow

Fiscal Accountability

Over the duration of its operation, Lighthouse Community Charter High School has exhibited sound financial practices. As of the most recently audited fiscal year (2017-18), LCPS has established an unrestricted reserve (fund balance) of \$1,539,915. Throughout its operation, LCCHS has demonstrated the ability to capably budget and manage its cash flow. As part of Lighthouse Community Public Schools, it is operated with clear communication and sound fiscal policies in conjunction with its two “sister” schools, both authorized by OUSD: Lighthouse Community Charter School (CDS #: 01-61259-0130633) and Lodestar: A Lighthouse Community Charter Public School (CDS #: 01-61259-0134015).

Key Assumption: Enrollment & ADA

Lighthouse Community Charter High School has demonstrated a successful track records in maintaining its enrollment targets. Over the five years of the upcoming charter term (fiscal years 2021-25), we expect to serve up to the enrollment identified in Exhibit 1, as stated previously in our charter.

Exhibit 1. Maximum Enrollment

	Current	Year 1	Year 2	Year 3	Year 4	Year 5
Grade Level	2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	80	80	80	80	80	80
10	80	80	80	80	80	80
11	80	80	80	80	80	80
12	70	70	80	80	80	80
Total	310	310	320	320	320	320

LCCHS expects to serve a population with similar demographics as it served over the most recent full school year. That includes the following percentages, which are impactful when accounting for LCFF and other budget assumptions:

- Percentage of students eligible for Free/Reduced Lunch: 76.5%
- Percentage of English Language Learner students: 19.6%
- Unduplicated Pupil Percentage at LCCHS: 79.0%
- Unduplicated Pupil Percentage within OUSD: 76.7%

While LCCHS would enroll up to 310 students, we follow best practice and budget more conservatively. In the attached multi-year assumptions, note that total enrollment is set at 288 students, with an ADA attendance rate of 94%.

	Current	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total budgeted enrollment	288	288	288	288	288	288
ADA %	94%	94%	94%	94%	94%	94%
ADA	270.72	270.72	270.72	270.72	270.72	270.72

Revenue Assumptions

Local Control Funding. Lighthouse Community Charter High School bases its future forecast on FCMAT guidance, which has been extended through FY24, as noted in the chart below. In 2024-25, LCCHS has been more conservative than for the prior years.

	Current	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
COLA	N/A	3.46%	2.86%	2.92%	2.90%	2.00%

Other State Revenues. In addition to LCFF, LCCHS is projecting the following additional state revenues beyond that, including:

- Special Education funding: LCCHS is a member of the El Dorado County Office of Education (EDCOE) Special Education Local Education Agency (SELPA). The financial projections use EDCOE’s most recent data, with current state funding (AB602) distributed to member charters at a rate of \$543/ADA. Additionally, EDCOE makes Educationally-Related Mental Health Services available to its members for eligible Level 2 and 3 services. Based on communication to date with EDCOE, LCCHS assumes current year ERMHS funding to \$16,755 and \$25,000 for Level 2 and 3, respectively. In future years, Level 2 continues while Level 3 - commensurate with spending - is not assumed.

- Child Nutrition: LCCHS operates within LCPS' School Finance Authority. Based on the NSLP reimbursement structure, revenues for reimbursements have been budgeted to cover 80% of food costs among all sources. Of that revenue, state funding accounts for 7%.
- Charter School Facility Grant Program (CSFGP), also known as "SB740 funding": LCCHS leases a private facility, and is eligible for reimbursement under SB740. This funding, administered by the California School Finance Authority, provides eligible charter schools with funding at the lessor of 75% of rent cost or based upon a rate per ADA (currently \$1147/ADA). Eligibility is dependent on serving a student population with at least 70% Free- or Reduced-Price Meal Eligibility. This assumption is supported by the current population of existing Lighthouse charters and that of Oakland Unified.
- Mandated Cost Reimbursements: these funds are budgeted in line with current state expectations, at \$41/ADA for High School students.
- State Lottery: these funds are budgeted conservatively relative to recent year funding, at \$207/ADA, given the potential for variability.

Federal Revenue. LCCHS is anticipating the following Federal funds:

- Child Nutrition: As stated above, Lighthouse Community Charter Public Schools has established a School Finance Authority. revenues for reimbursements have been budgeted to cover 80% of food costs among all sources. Of that revenue, federal funding accounts for 69%.
- Title funding (I, II, III): Based on its previously-submitted LEA Plan, LCCHS established eligibility for Title Funding, and has now submitted the current documentation required under LCFF, the Federal Addendum to LCAPs. This has established LCCHS to be eligible for continued Title funding.
- ASSETs: Beginning in 2019-20, LCCHS is a recipient of a restricted grant in the amount of \$250,000 annually to support out-of-school activities (offered before or after school, and during the summer). These funds are restricted for this purpose, and the ongoing grant funds within LCCHS' budget are tied to that program. Any modification to the grant amount or overall availability would correspond to offerings.

Local Revenue. LCCHS includes the following revenues within Local Revenues:

- Measure N: in line with the proposition approved by Oakland voters, LCCHS has implemented a Pathway Program consistent with Measure N guidelines. Funding assumptions are based on prior funding amounts.
- Measure G1 - Compensation: Similarly, LCCHS has recently received funds authorized through Oakland's Measure G1 for compensation of staff members.
- Strong Workforce Program: LCCHS was awarded a 30-month grant in the amount of \$339,250, budgeted across FY20 and FY21. Expenses are budgeted in line with this award.

Expense Assumptions

Compensation and Benefits. The staffing model projected at LCCHS is based on the current model in operation, with adjustments in future years based on available grant funding (explained above):

Exhibit 2. FTE's on Staff

FTE	Current	Year 1	Year 2	Year 3	Year 4	Year 5
Budget Item	2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Certificated Roles						
Classroom Teachers	17.0	17.0	17.0	17.0	17.0	17.0
Support Teachers	1.0	1.0	1.0	1.0	1.0	1.0
Special Education: AIS	1.33	1.33	1.33	1.33	1.33	1.33
Special Education & RTI: Other	1.33	1.33	1.33	1.33	1.33	1.33
Administration: Leadership	3.0	3.0	3.0	3.0	3.0	3.0
Administration: Other	3.5	3.5	3.5	3.5	3.5	3.5
Grant-related	4.0	4.0	4.0	0.5	0.5	0.5
Classified Roles						
After School Staff	2.5	2.5	2.5	2.5	2.5	2.5
Other: Student Supervision	1.4	1.4	1.4	1.4	1.4	1.4
Other: Technology	0.7	0.7	0.7	0.7	0.7	0.7
Other: Food Service	0.3	0.3	0.3	0.3	0.3	0.3
Other: Custodial	1.5	1.5	1.5	1.5	1.5	1.5

Benefits:

Health Insurance Coverage: LCCHS provides health insurance for its employees, with health costs at an average of 11% of salaries. This cost is primarily to provide coverage for its employees through Kaiser Permanente (medical) and Principal Financial Group (dental). This covers the full cost for full-time employees and 50% of the cost for dependent coverage.

Retirement Benefits: LCCPS provides retirement benefits to its employees through a governmental Retirement Plan. LCCPS has budgeted an employer contribution of 8% into the employee's retirement, while the employee also contributes 8%.

Books and Supplies.

- Core Curriculum Materials, Books/Reference, Materials and Supplies: LCCHS has budgeted strategically to provide the necessary materials for classroom materials for all of its students. Non-capitalized Equipment: With a particular eye on evolving student needs, LCCHS continues to budget appropriately for implementation of technology in the classroom, assuming 1:1 usage of Google Chromebooks by its students.
- Child Nutrition: As stated above, Lodestar will participate in the National School Lunch Program. This has been budgeted at an average cost of \$450 per ADA, which has been consistent with historical trends.

Services and Other Operating Expenditures.

- Among Services and Operating Expenditures, it's important to call out the role of facilities. LCCHS occupies a private facility at 444 Hegenberger Rd., which is shared with Lighthouse Community Charter School (K-8). Lease costs are budgeted for accordingly based on existing lease at a below market rate.

Cash Flow Assumptions

LCCHS includes its current and future year cash flow projections for review. On the basis of clear fiscal policies, LCPS staff manages cash needs of Lighthouse Community Charter High School, and reports out cash positions and outlook regularly to the LCPS governing board.