

01. ~~ELEMENT A.~~ EDUCATIONAL PROGRAM

District Required Language

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

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

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

Local Control Accountability Plan (LCAP)

Lighthouse K-8 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, Lighthouse K-8 shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

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Lighthouse K-8 shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

Because Lighthouse K-8 serves grades 9 - 12, Lighthouse K-8 shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students scheduled for June 2024.

Mathematics Placement Policy

Because Lighthouse K-8 serves ninth grade, Lighthouse K-8 shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Lighthouse K-8 projects the following grade levels and enrollment:

Figure #A.1: Enrollment Projections

| <i>Governing Law: A description of the educational program of the school, designed -among other things, to identify those whom the school is</i> | <u>Current SY</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
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| <p><i>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).</i></p> <p>Governor Law:</p> | | | | | | |
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Lighthouse K- 8 2020 Charter
Educational Program

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| <p><i>A description, 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 subdivision (d) of Section 52060, that apply for the grade levels</i></p> | | | | | | |
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Educational Program.⁴

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| <i>served, or — the nature of the program operated — by the charter school, and specific annual actions to achieve those goals. — A charter petition may identify addition al — school priorities — the goals for the school priorities — and the specific annual actions to achieve those goals: Educatio n — Code</i> | | | | | | |
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| <i>Section 47605(b) (5)(A)(iii) -Projecti on</i> | | | | | | |
|------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| SY | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| <u>K</u> | <u>53</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> |
| <u>1</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> |
| <u>2</u> | <u>54</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> | <u>52</u> |
| <u>3</u> | <u>53</u> | <u>54</u> | <u>54</u> | <u>54</u> | <u>54</u> | <u>54</u> |
| <u>4</u> | <u>54</u> | <u>54</u> | <u>54</u> | <u>54</u> | <u>54</u> | <u>54</u> |
| <u>5</u> | <u>56</u> | <u>56</u> | <u>56</u> | <u>56</u> | <u>56</u> | <u>56</u> |
| <u>6</u> | <u>56</u> | <u>56</u> | <u>56</u> | <u>56</u> | <u>56</u> | <u>56</u> |
| <u>7</u> | <u>64</u> | <u>69</u> | <u>69</u> | <u>69</u> | <u>69</u> | <u>69</u> |
| <u>8</u> | <u>70</u> | <u>69</u> | <u>69</u> | <u>69</u> | <u>69</u> | <u>69</u> |
| TOTAL | 512 | 514 | 514 | 514 | 514 | 514 |

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MISSION

Maximum enrollment of school during the upcoming charter term:

Lighthouse K-8 acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

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Who We Are

Mission

At Lighthouse Community Public Schools, we believe that persistent educational inequality threatens our collective future. The mission of Lighthouse Community Charter School (LCCS) K-8 is to prepare a diverse, K-8 student population all students for higher education or the college and career of their choice by equipping each child with the skills, knowledge, and habits of mind. In order to become a self-motivated, competent, achieve that mission, we support our youth in developing as 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 changemakers, who realize their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on a unique vision — rooted in their growth as a learner. identity, knowledge, and skills —

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 create equity in their own lives and in the 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.

Vision

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

We believe that a high quality education for educationally underserved students is a vital remedy to poverty and societal dysfunction. When students have access to the tools and knowledge to succeed in college, they will lead more economically stable lives, will have a strong sense of identity, and will be more engaged in the life of their community — leading to a more healthy, joyful, and educated society.

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

Core Values

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TARGET POPULATION

Age, Grade, and Student Enrollment

LCCS serves K-8th grade students who live throughout Oakland and has a particular focus on the neighborhood of East Oakland in which high percentages of students live in poverty. The school intends to maintain an enrollment of approximately 490 students across K-8th grades, as detailed in Figure A.1

The Lighthouse K-8 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.

Figure A-1: Student Enrollment

| Lighthouse K-8 Core Values | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|----------------------------|----|---|---|---|---|----|----|----|-----|-------|
| Students | 48 | 4 | 4 | 5 | 5 | 56 | 69 | 69 | 490 | |
| | | 8 | 7 | 0 | 5 | | | | | |

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

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COMMUNITY We are best when we respect, value and celebrate our diversity and strengthen our connections.

INTEGRITY We act on our shared and personal values, especially in the face of adversity.

SOCIAL JUSTICE We act with courage and commitment to move toward a just and equitable world.

AGENCY We are empowered to pursue purposeful action as life-long changemakers.

Lighthouse K-8 is an EL Education School

Lighthouse K-8 is a member of the EL Education (formerly named Expeditionary Learning) network of schools. We believe when students and teachers are engaged in work that is challenging, adventurous, and meaningful, learning and achievement flourish. We are committed to creating classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

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

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

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- Mastery of Knowledge and Skills.

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Students will:

- o Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
- o Apply their learning: transfer knowledge and skills to novel, meaningful tasks
- o Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- o Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

● Character



● Desired

Students will:

- o Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
- o Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
- o Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)

● High-Quality Student Work

Students will:

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

Target Student Population *and Need*

As required by Education Code Section 47605(d)(2)(A) (B), LCCS at Lighthouse K-8, we believe our schools must represent the rich diversity of Oakland's East Region. We currently serve students from Kindergarten through 8th grade throughout Oakland. Lighthouse K-8 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.

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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 School (LCCS) seeks to counter trends of educational inequity among K-8 students in Oakland and as such and Lighthouse K-8 will continue growing into a K-12 over the next three years. We will actively recruit students from Oakland who have traditionally been underserved. This includes but is not limited to (students of color, English Language Learners, and students of socio-economically disadvantaged students). We also will have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes of East Oakland, African American students, and unsheltered students. The school intends to maintain an enrollment of approximately 514 students across these grades, as detailed below. See Enrollment Projections above.

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For far too many low socioeconomic status from Oakland's flatland neighborhoods. Because we believe that college readiness begins early in a child's life, we set out to create an educational program that guarantees the once-income Latino and African American students, pursuing the college and career of their choice has been an unattainable dream of going to college is not only a possibility, but a reality.

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While the Oakland Unified School District is working hard 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 students Oakland youth for 21st-century jobs. LCCS is Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating as a K-8 school community, feeding into its sister school Lighthouse Community Charter High School and working in partnership with its sister school Lodestar.

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We to accelerate achievement for are committed to students being prepared to succeed in a four-year college, and also support our students, in turn increasing the college going and to attain a technical certificate, military training, or a two-year or four-year degree after graduation rate.

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Lighthouse's commitment is that every, depending on their hopes and aspirations. Every student enrolled will receive an education to prepare students in their K-8th grades to be ready for a college-preparatory experience in our 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. To date, 87% of LCCS graduates have been accepted into four year colleges. so that they are empowered with the opportunity to enroll in the college or career program of their choice. Lighthouse K-8 aims to build on the success of Lighthouse Community Charter High School. Since 2009 when Lighthouse graduated its first class, over 90% of students have graduated having completed their A-G Requirements.

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Attendance Requirements

School Year

LCCS's Lighthouse K-8's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, the following number of minutes of instruction:

1. For students in Kindergarten: 36,000 instructional minutes.
2. For students in First through Third Grade: 50,400 minutes.
3. For students in Fourth through Eighth Grade: 54,000 minutes.

The proposed calendar for 2016-2017 will include 178 school year includes 177 instructional days, 2 more than the required 175 days for charter schools.¹ Teachers of LCCS will LCCPS and Lighthouse K-8 have an additional 2213 days of professional development and 6 days of conferences with families built into the school year on an annual basis, for a total of 200190 contracted days. There will be an additional five days of stipended professional development for all teachers and five more additional stipended days for teachers new to the school on an annual basis. Figure A.23 provides the proposed school calendar, which LCCS Lighthouse K-8 intends to adhere to as state and federal funding allows. LCCS retains LCCPS and Lighthouse K-8 retain the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

¹ California Code of Regulations, Title 5, Section 11960.

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Figure A.2 2016-17 Proposed 2020-21 School Calendar



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Lighthouse K- 8 2020 Charter
Educational Program

| 2020 - 2021 CALENDAR | | | | | | | | | | | | | | | | | | | | | | |
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| July | | | | | August | | | | | September | | | | | | | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | |
| 26 | 27 | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | | 20 | |
| | | | | | | | 30 | 31 | | | | | | | | | | | | | | |
| October | | | | November | | | | December | | | | | | | | | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | | |
| | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | | | | | | 27 | 28 | 29 | 30 | 31 | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| January | | | February | | | | March | | | | | | | | | | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | | |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | |
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| | |
|---------------------------------|------------|
| Teacher Work Days | 13 |
| Full Days | 159 |
| Minimum Days | 36 |
| Total Instructional Days | 177 |
| Total Work Days | 190 |

| Holidays | |
|----------|---------------------------------|
| Sep 7 | Labor Day |
| Oct 12 | Indigenous Peoples Day |
| Nov 11 | Veterans Day |
| Nov 26 | Thanksgiving Day |
| Jan 18 | Dr. Martin Luther King, Jr. Day |
| Feb 15 | President's Day |
| May 31 | Memorial Day |

| Calendar Features: | |
|---------------------------------------------|--|
| • 5 Teacher Days before school starts | |
| • Full-Day SLCs in October and March | |
| • 5 days for Thanksgiving | |
| • 1 Teacher Work Day after Winter Break | |
| • 1 Teacher Work Day to close the year | |
| • 1 Teacher Work Day in September and April | |

| Elementos del Calendario: | |
|---------------------------------------------------------|--|
| • 5 Días laborales antes de empezar el año lectivo | |
| • Conferencias en Octubre y Marzo | |
| • 5 días de descanso del Día de Acción de Gracias | |
| • 1 Día laboral sin est. después de vacaciones de e | |
| • 1 Día laboral después del fin de clases para cerrar e | |
| • 1 Día laboral sin estudiantes en septiembre y en ab | |

| Legend: | |
|---------|-----------------------------------------------------------|
| Teal | = half days / horario mínimo |
| Orange | = Student Free Work Days / Días laborales sin estudiantes |
| Yellow | = School Breaks / Vacaciones |
| Blue | = Regular School Day / Días lectivos, horario regular |

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School Day

The instructional day at LCCS Lighthouse K-8 is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Kindergarten through Eighth Grade, the school day for students ~~will be from~~ 8:30 ~~ama.m.~~ to 3:30 ~~pmp.m.~~ on Monday, Tuesday, Thursday and Friday (~~395360~~ instructional minutes per day) and 8:30 ~~ama.m.~~ to 1:30 ~~pmp.m.~~ on Wednesday (~~270240~~ instructional minutes) when students are released early to provide time for staff professional development. ~~The~~ Students in these grades receive 59,040 minutes of annual instructional minutes in Kindergarten through Fourth Grade will be 57,665 minutes time (not including recess and lunch and passing times). For Fifth through Eighth Grade, the annual instructional minutes will be 54,960 minutes. These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through Eighth Grade-8th grade.

What it Means Philosophy & Approach to “Be an Educated Person in Education

LCPS Graduate Profile

The LCPS Graduate Profile (see Appendix A.1) articulates the 21st Century” At Lighthouse Community Charter School (LCCS), we believe that skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lighthouse K-8. 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 School

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 by ensuring. 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 become proficient in each of the following areas: develop and take pride in their personal and community identities. In a society where our students’ identities are persistently under attack, Lighthouse K-8 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

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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.

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- ~~Academic Content, and Performance Standards~~
- ~~Core Values that Emphasize Moral and Social Responsibility~~

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~~Academic Content and Performance Standards~~

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- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded to support all young people in developing these skills.
- **Committed to Service and Justice** - Students graduate from Lighthouse K-8 committed to service and justice. Through Lighthouse K-8's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. (Crew is EL Education's advisory program.) Lighthouse K-8 provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our approach is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.
- **Relationship Builders** - Students cultivate relationships based on kindness, compassion, and empathy. Lighthouse K-8 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 Lighthouse K-8, 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.

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How Learning Best Occurs: LCPS Instructional Stances

At LCPS, we believe that high-quality instruction is essential to prepare students for college and a career of their choice. Our instructional stances draw upon *EL Education's Core Practices*² and *Expanded Definition of Student*

² EL Education's Core Practices: <https://bit.ly/32A4hSd>

*Achievement*³, Zaretta Hammond's *Ready for Rigor Framework*⁴, and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.⁵ Our Instructional Stances⁶ encompass our vision for high-quality teaching and learning.

The At Lighthouse LCPS Instructional Stances can be found in **Appendix A.2**. 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.

³ Expanded Definition of Student Achievement: <http://bit.ly/2G0Ky2s>

⁴ Ready for Rigor Framework: <https://bit.ly/3iA6rHd>

⁵ The Four Keys to College and Career Readiness: <https://bit.ly/32A55qw>

⁶ LCPS Instructional Stances: <https://bit.ly/35FNEqj>

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

Principles in School Design

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

In order to achieve our mission, Lighthouse K-8 has committed to five design principles:

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

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

Design Principle 1: High Expectations for All Students

At Lighthouse K-8, all students must develop the knowledge and skills articulated in the LCPS Graduate Profile. We aim to support all students in meeting these high expectations so that we can achieve our mission that all students enter the college and career of their choice.

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At Lighthouse K-8, High Expectations means:

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- **Three Dimensions of Achievement:** We start with the belief that every child deserves to reach their fullest potential. To do so, every child must be held to clearly articulated, high expectations for achievement. And be supported to do so. Our Expanded Definition of Achievement, as defined by EL Education, has three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work.
- **A college-going culture.** 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 to ultimately pursue the career of their choice.
- **College-eligibility for all.** At Lighthouse K-8 High School, our program is designed to prepare students for the rigors of high school and ready them to complete A-G requirements when they attend high school.
- **Passage.** Students take part in passage, a tradition that confirms students' readiness to move forward in all realms of achievement at selected grade levels.

Design Principle 2: Rigorous Curriculum & Deep Learning

Lighthouse K-8's curriculum is aligned with the California Common Core State Standards^{7,8} and prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for a technical certificate, military training, or a two-year or four-year degree after graduation. Lighthouse K-8 provides a college-bound curriculum that includes content knowledge and skills such as literature and statistics, academic research and writing skills, art, technology, literacy, theater, and movement.

LCPS adopted a top-rated curriculum based on the extensive research of Ed Reports^{9,10,11} and have prioritized the ongoing training of teachers and leaders to deepen the impact on student growth and achievement. For subject areas that have not adopted the curricula, they use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work.

A central feature of Lighthouse K-8's Curriculum is the linking of specific content to big ideas so that depth leads to breadth. We believe curricula should elevate student collaboration, voice, thinking, and reflection; reflect a commitment to developing character; and empower students to contribute to a more just and equitable world. By focusing on an area of study for an extended period of time, our curriculum promotes universal access, deep

⁷ California Common Core State Standards for ELA: <https://bit.ly/3hAKdUJ>
⁸ California Common Core State Standards for Math: <https://bit.ly/2Rtc3qT>
⁹ Ed Redports Curriculum Review Process: <https://bit.ly/2ZIfllk>
¹⁰ EL Education ELA Curriculum: <https://bit.ly/3c2eEkZ>
¹¹ Eureka Math / Great Minds: <https://bit.ly/2Ry2nLA>

understanding of content, long-term retention of the material, and the development of higher order thinking skills.

Academic Content and Performance Standards

~~Charter School (LCCS), we will~~At Lighthouse K-8, 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. ~~Aligned~~Through curriculum 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 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.

- ~~English Language Arts~~ - Grounded in the Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.
- ~~Mathematics~~ - Grounded in the Common Core State Standards for Mathematics, students engage in problem-solving and mathematical discourse as a way of bringing math alive. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific context. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. Students will have regular opportunities to also work on their group collaboration skills.
- ~~History~~ - 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 experience scientific concepts grounded in labs and inquiry-based projects. In these courses, students will think critically using the Scientific Method.
- ~~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~~ - Students will be able to demonstrate an understanding of the core ideas, practices, and ~~cross-cutting~~crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.

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- **Making**—LCCS integrates making to provide teachers with classroom structures and routines which develop a growth mindset, design thinking, making, and inquiry based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas and explore and honor stories. Students will also leverage cross disciplinary skills developed in ELA, History, and Humanities courses at Lighthouse K-8.

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Core Values 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, lifelong learners, LCCS infuses five core values into the entire school culture. All students at LCCS 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 Core Values are:
COMMUNITY

Curricular Design

Key aspects of Lighthouse K-8's curriculum include but are not limited to the following:

- **Inquiry-Rich - Lighthouse** 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.

● **How Learning Best Occurs**

- The mission of the Lighthouse Community Charter School is to prepare a diverse, K-8 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21st Century, we believe that every student must maintain a natural curiosity about the world, relentlessly

pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

-
- For each student to reach his or her fullest potential, we have developed a program based on five philosophical tenets:
- Tenet 1—All students must be held to clearly articulated, **high expectations** for achievement,
- Tenet 2—Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum** that is Common Core aligned,
- Tenet 3—We must serve the **whole child**, supporting each student’s academic, social and emotional development,
- Tenet 4—The school must deeply **involve families** and collaborate to meet the needs of every student, and
- Tenet 5—**Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

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● ***EDUCATIONAL PHILOSOPHY AND PRACTICES***

- *“How Learning Best Occurs” Education Code 47605 (b)(5)(A)*
- We have designed a program for our schools aligned to the tenets outlined above, that incorporates proven methods of instruction design to fulfill our mission. This program will serve all students—including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. The underlying philosophy and core practices within each tenet are detailed below.

● ***Tenet 1—High Expectations***

- *Philosophy*
- To prepare students for the college or career of their choice, LCCS 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, 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, making, and the arts.

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- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.
- Technological fluency.
- Core Practices
- LCCS 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 LCCS:
 - **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 LCCS 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 LCCS, 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 LCCS, 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. LCCS 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**—LCCS 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**—LCCS 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 K-8
- 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)
- Coordination with outside programs to meet student academic, social, and emotional needs
- Restorative practices that allows students to receive community support with areas of social, emotional, and academic struggle
- Social and emotional intervention and counseling

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● **Tenet 2 – Rigorous Curriculum**

● **Philosophy**

● Lighthouse8's curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

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● **Core Practices**

Key aspects of our core and non core curriculum will include but are not limited to the following:

- **Inquiry Rich**—LCCS curriculum development focuses upon being rich in inquiry rich and 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 and is rooted in the EL Education design principle of having wonderful ideas¹².
- **Real World**—LCCS Lighthouse K-8's curriculum integrates fieldwork, presentations from experts and public showcases. These practices help students relate their learning to a real experience, extend their

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¹² EL Education's Design Principles: <https://bit.ly/33vtBrS>

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.

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- **Community Involvement**—Students at Lighthouse Community Charter School **Produce Authentic Products** - Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work. At Lighthouse K-8, student products aim to meet an authentic need in the community and have an audience and purpose beyond families or the classroom teacher. Students regularly make presentations of their work and their learning to school and community stakeholders and authentic external audiences. Some products are particularly motivating because in themselves, they are acts of service or opportunities to make connections between content and career or college, helping inform students of their future choices as well.

- **Focused on Service** - Service learning is an integral element of Lighthouse K-8's curricular design. All students at Lighthouse K-8 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.

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- **Authentic Assessments**—Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter 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.

- **Literacy**—LCCS uses a balanced literacy approach to support students in becoming independent readers, writers, listeners and speakers. Literacy instruction occurs independently, through reading workshops, writing workshops, word and language study, and author and genre studies. LCCS currently employs the Comprehensive Literacy Model as the framework for its balanced literacy program. Literacy is also 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.

- **Numeracy**—At LCCS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. 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.

- **Arts**—At LCCS, 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.

- **Fitness and Wellness**—At LCCS, students are supported in improving their physical fitness and making informed choices about their personal wellness.
- **Student Engaged Assessment** – Lighthouse K-8 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 in preparation for college and career success.
- **Include Elements of Adventure** - Learning experiences include elements of adventure (i.e. any physical, artistic, or intellectual experience that involves risk, challenge, and self-discovery). Every adventure has a strong element of entering the unknown and not being certain of the outcome. These experiences create opportunities for leadership and collaboration as groups of students and teachers face challenges together. Together, students and adults discover they can do more than they thought was possible, and find aspects of themselves that they didn't know were there.
- **Vetted by Experts** - Lighthouse K-8 has adopted EL Education for ELA and Eureka/Great Minds and OpenUp for math. All of these curricula have earned "green" ratings from EdReports.

Design Principle 3--: Serving the Whole Child

Philosophy We know our students come to school with rich ~~At LCCS, 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 capital that if we are truly going to prepare students for life outside of school, we value and build upon throughout their journey to college. Our role as a school is to provide a wide array of activities and experiences in both academic and extracurricular settings, that they must be active citizens equipped with a moral compass, life purpose, skills for coping with conflict and adversity, and strategies for being help students identify and realize their goals. We also know when students are socially, emotionally, and physically healthy and well through every aspect they can be academically successful and prepared for college and the career of their choice as active members of their life.~~

Core Practices

Lighthouse Community Charter School employs a variety of community. As a result, we have several structures and practices in place to support development of serve the "whole child." and ensure every student is known well and receives the differentiated support that enables their success. We believe that this combination makes it

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possible for students to see college as their reality. These practices will be reviewed and will evolve based on student need and available resources, but may include the following proven practices from LCCS:

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Family Involvement—Students are viewed within the context of their families and LCCS works to involve their families in many ways.

- **Family as Partners** – Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learn, and be involved with their child’s education. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ~~ILP meetings~~ Student-Led Conferences and EXPOs 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 ~~Crew Parents~~ the Family Leadership Group, Coffee Tuesdays, and other family-led events.

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- **Cultivating Character Development/HoWLs** – ~~Character Development~~—Students’ emotional and social growth is supported through the teaching of the LCCS 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. Students’ emotional and social growth is supported through the teaching of the Habits of Work and Learning (HoWLs), which are based on our Core Values and Graduate Profile. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world. These principles and skills are developed during specific parts of the school day (i.e. ~~Community Meetings, Crew~~) as well as embedded into curriculum and the daily facilitation of the classroom and school community.

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- **Small Class Cohort Size** – A ~~low student to teacher ratio~~ 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.

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- **Crew** – ~~In our Kindergarten~~ At Lighthouse K-8, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to ~~Eighth grades~~ become Crew, not passengers. Crew (commonly known as

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~~home room or advisory) exists to ensure that each LCCS Lighthouse K-8 student continues to have a strong relationship with at least one caring adult at the school. The crew leader (Core Teacher in K-4) is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining and ensuring consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) Student Led Conferences meetings (see below) which positions students to be leaders of their own learning. Taught in small groups, the Crew curriculum integrates students into LCCS's Lighthouse K-8's culture, specifically the Guiding Principles 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. 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 LCCS Lighthouse K-8 staff in K-8 assume the role of Crew Leader in addition to their core responsibilities.~~

- ~~● Individual Learning Plans Student Led Conferences – Every student at LCCS has an Individualized Learning Plan (ILP) that is Lighthouse K-8 develops annual and quarterly goals that are collaboratively created with the child student, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create the ILP are typically The process of developing the student's goals is student-driven, as early as Kindergarten. ILPs detail and includes parent voice. At Student Led Conferences a student's academic, as well as social, emotional, and physical personal strengths and challenges are shared and detail detailed strategies are developed to improve a student's ability to succeed in school. Teachers and students refer to the ILPs on a consistent basis throughout~~
- ~~● Sports Program - Lighthouse K-8 offers many sports at the school year to assess progress toward a student's goals. Students revisit their ILP goals on a regular basis middle school including Basketball, Soccer, and Flag Football.~~
- ~~● 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 – Mental Health & Wellness – Lighthouse K-8 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.~~
- ~~● Family Support Services – As needed to support our at risk students, LCCS and families, Lighthouse K-8 may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Anne Martin Center, Alameda County Mental Health, and the Seneca Family of Agencies.~~

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- **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 Design Principle 4: Families as Partners

To establish Learning as Part of a Community, Lighthouse K-8 must engage Families as Partners. Students and staff at Lighthouse K-8 make families welcome, know them well, and engage them actively in the life of the school. Lighthouse K-8 explicitly recognizes that families care about their children’s education, bring strengths, and add value to the community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children’s learning.

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education¹³ 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 LCCS’s Lighthouse K-8’s high academic and behavioral outcomes.
- **Build Relationships** – Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students’ families. Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the 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 LCCS Lighthouse K-8 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 School K-8 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 School K-8 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

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¹³ Parent Power, U.S. Department of Education: <https://bit.ly/35HWvYy>

have punitive consequences for parents and/or students who do not attend required, these events are a part of the fabric of the school and the expectation/hope is that a family member or caring adult of students attend which they do: -

Individualized Learning Plan Meetings-

- **Student Led Conferences (SLCs)** - Three times per year (Fall, Winter, and Spring), parents and students are required to attend H-PSLCs meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals-- and review student progress towards graduation benchmarks. While are generally scheduled over the course of several days, Lighthouse K-8 schedules SLCs flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)
- **Celebrations of Learning/EXPO of Student Work** - Twice- At least twice per year, parents are required invited to attend Expos/Celebrations of Student Work to celebrate joys/Learning, showcasing and successes/reviewing high quality work of their individual child/students and their child's crew/reflections as learners for families and community members. Parents have multiple opportunities to attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have other options.
- **Back to School Night** - 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. If parents are unable to attend, Lighthouse K-8 makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)

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

- **Home visits for Kindergarten - Visits** - Teachers are expected/encouraged to schedule and conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- **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 (First through Eighth Grade Optional)** - 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.

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- **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 College and Career Prep Nights** — The — In partnership with our high school administration with the help, The Director of the Crew Parents hosts Family Learning Nights that 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.
- **Crew Parent Representatives** — Crew parents **Family Leadership Group (FLG)** — The Family Leadership Group 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.
- **Work Days** — **Workdays** — Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

In addition, **LCCS Lighthouse K-8** 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 LCCS 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 Design Principle 5 — Teachers as: Professional Community of Learners

Philosophy

At LCCS we believe that For learning to best occur, all staff must be part of a Community of Learners. We work together on behalf of students to improve the school’s program, share expertise, build knowledge in our disciplines, and model collaborative learning. Staff adult culture is characterized by relational trust and respectful collegiality. At Lighthouse K-8, we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research and modeled after the Framework for Professional Development in EL Education Schools¹⁴, it is our belief that we must have a Professional Learning Community that is:

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

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¹⁴ Framework for Professional Development in EL Education Schools: <https://bit.ly/3fQTBK>

- **Goal-oriented** - Individual educators, teacher teams, and the entire Lighthouse K-8 Crew have a clear understanding the incremental steps needed to meet short and long-term goals
- **Data-driven** - The core of all work at Lighthouse K-8 is the realization of student growth. Academic analysis is both an individual and collaborative process. Teams engage in regular analysis of relevant data including student work, curriculum-embedded assessments, and benchmarks inform instructional and institutional decisions.
- **Shared** - School staff are encouraged to share their expertise with their colleagues through formal and informal shared leadership roles. Supported by our leadership team, teacher leaders maintain focus on teaching and learning even as they manage other responsibilities.
- **Supported by a Collaborative Culture** ~~in which adults~~ Adults work together in pursuit of our mission. ~~The majority of LCCS Lighthouse K-8 professional development is conducted in teacher-led teams, focused on adult analysis of student learning needs and prioritizing student outcomes. We believe the character traits core values and Habits of Work and Learning (HoWLs) that we expect of uphold with our students are also the ones that we should expect of ourselves uphold in our Professional Learning Community. Norms~~

● ~~At Lighthouse K-8, we use a data-driven process for our time together derive from determining the focus of our core values of Community, professional development and utilize Love, Social Justice, Agency, and Integrity.~~

● **Goal-oriented** so that individual educators, teacher teams, and the school 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

LCCS utilizes a variety of ~~core practices~~ EL Education's Core Practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

Common Planning Time Teachers have weekly

Site Based Professional Development

- **Grade Level Meetings** – Weekly planning time for ~~grade level and/or content area partner teams~~ is built into the school day with a common prep period so that teachers ~~to can~~ develop and refine curriculum and instruction. Grade level Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Professional Learning Communities (PLCs)** – Teachers investigate instructional practices which 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.
- **Loop Level Culture Team Meetings (K-4) and Grade Level Meetings (5-8)** – Teachers are given time ~~Time for teachers~~ to work together with a ~~lead teacher~~ Culture Team Leader as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic,

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social, and emotional needs are ~~taken into account~~considered across the school community. Culture Team Leads are part of the School Culture Leadership Team and facilitate these learning spaces.

- **Wednesday Professional Development** – ~~For all staff. A student~~ early release days are in place for 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 **Appendix A.3** for a sample professional development calendar.
- **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.
- **Learning Walks** - Teams of school leaders and teachers regularly conduct learning walks or other forms of protocol-driven “walkthroughs” in order to discuss and define the qualities of effective instruction and to identify patterns of instructional strengths and areas for improvement across classrooms.

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LCPS Wide Professional Development

- **Professional Development Institutes** (~~“(PDI) – Pupil free weeks”~~) – PDI occurs when students are off-campus and are times in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. ~~They~~Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- **Instructional Collaboration—Diversity, Equity and Inclusion** – The entire LCPS community comes together to deepen our shared understanding of how to best support Diversity Equity and Inclusion (DEI) in our school community. These sessions build on the ongoing work that staff engages in during PDI weeks in affinity and across difference. See **Appendix A.4** for the LCPS DEI definitions and commitments.
- **New Teacher Leaders, in Mentor** - Lighthouse K-8 pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education¹⁵, Reach Institute for School Leadership¹⁶, and Great from the Gate¹⁷.
- **Evaluating Teachers** - Teachers are evaluated with a tool that prioritizes our expanded definition of student achievement and growth. Our tool, to the greatest extent possible, includes specific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement. See **Appendix A.5** for the LCPS Framework for Transformational Teaching.
- **External Professional Development**

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¹⁵ Alder Graduate School of Education: <https://bit.ly/32A2mgL>

¹⁶ Reach Institute for School Leadership: <https://bit.ly/32Ba89Y>

¹⁷ Great from the Gate: <https://bit.ly/2ZK7f4Z>

- o **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education connected to EL Core Practices.¹⁸
- o **Conferences and Off-Site Institutes** - As appropriate, outside professional development is contracted in alignment with areas of school goals/needs. Our partnership with ~~Directors of Instruction, and Instructional Coaches,~~ work-EL Education is leveraged for outside PD; teachers participate in EL Education’s 3-day and 5-day institutes and attend EL Education’s National Conference individually or as part of a small team. Additional conferences and trainings are attended when aligned with goals and needs of the staff such as curriculum training or a content/strategy-specific experience.

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ACADEMIC PROGRAM

The Lighthouse K-8 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:

- Lighthouse K-8 Core Curriculum
- Lighthouse K-8 School Culture Practices and Character Development.

Lighthouse K-8 Core Curriculum

At Lighthouse K-8, 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.

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In figure A.4 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 A.4. Lighthouse Curriculum

¹⁸ EL Education Calendar of Events: <https://bit.ly/2ZIAQM3>

| | K-5 | 6-8 |
|-------------------|-------------------------------------|----------------------------------------|
| <u>English</u> | <u>EL Education</u> | |
| <u>Math</u> | <u>Eureka Math/ Great Minds</u> | <u>OpenUp</u> |
| <u>Science</u> | <u>EL Module Integrations</u> | <u>PBIS EL Module Integrations</u> |
| <u>History</u> | <u>EL Module Integrations</u> | |
| <u>Enrichment</u> | <u>Teacher Created</u> | |

Over the course of the charter Lighthouse K-8 may make changes in order to address changes to state requirements and/or student needs. These would not constitute a material revision to the charter. 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.

LCPS Milestones

Throughout their career at Lighthouse K-8, students complete a rigorous passage process aligned to the LCPS Graduate Profile. Beginning with the celebratory passage of Kindergarten and increasing in rigor as a student progresses, these milestones serve as rites of passage where they must demonstrate their readiness to move on to the next stage of their educational time at Lighthouse K-8. Crew leaders support students to meet the grade level expectations. Family members, peers, and staff gather for “passage” presentations at which students present their work and make a case why they are ready to proceed. These happen at grades K, 2, 5th, and 8th in the K - 8 years.

Lighthouse K-8 School Culture & Student Character Development

We are committed to creating an environment in which all students feel safe, respected, bring their authentic selves, and thrive. We do so, by intentionally building a restorative and responsive school community that supports character development. Infused into every aspect of Lighthouse K-8 is a school culture that is built on the foundation of the Lighthouse K-8 core values:

- Love
- Social Justice
- Integrity
- Agency
- Community

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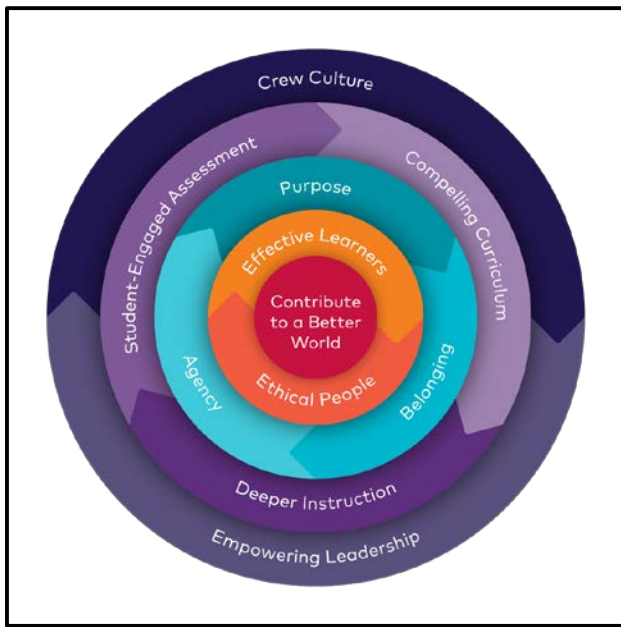
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Lighthouse K-8's culture is equal parts love and rigor created to bring out the unique light in every student. The community of learning is undergirded by beliefs, behaviors, and practices that recognize and celebrate the diversity of of cultures and learners; that strive to create a deep sense of belonging for all students, families, and staff; and that is unapologetically anti-racist. The act of creating and maintaining a school's culture is an ongoing process of discovery and continuous improvement. As an EL Education school, we have adopted and modified the EL Character Framework for our context.

Figure A.5: EL Education Character Framework



Built on our beliefs and core values, Lighthouse K-8 has developed a series of complex and interwoven structures and practices that form the spine of our school culture.

| <u>The Lighthouse K-8 School Culture is</u> | <u>Behaviors, Structures, and Practices</u> |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>A Celebration of Learning</u> | <ul style="list-style-type: none"> ● <u>Academic Growth and Achievement</u> ● <u>Culturally and Linguistically Responsive Teaching</u> ● <u>Habits of Work and Learning</u> ● <u>Complex tasks & Authentic Work Products, with a commitment to contributing to a better world</u> |
| <u>Belonging in Community</u> | <ul style="list-style-type: none"> ● <u>Crew</u> ● <u>Student Voice</u> |
| <u>Restorative Practices</u> | <ul style="list-style-type: none"> ● <u>Development and use of norms</u> ● <u>Open dialogue through community meetings and restorative circles</u> ● <u>Positive approach to discipline and restorative justice</u> |

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

THE CELEBRATION OF LEARNING

Academic Growth & Achievement

Our school culture begins with the belief that all students can and will graduate with the skills, knowledge and habits necessary to attend college and changemakers in their lives and communities. We have an expanded definition of student achievement that calls on us to support our youth in developing their habits of character alongside their academic skills. Students and staff are encouraged and explicitly taught to have a growth mindset, the belief that you are in control of your own ability, and can learn and improve.

Culturally and Linguistically Responsive Teaching Practices

Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective practice in Loop Level and Grade Level Teams, PLCs,

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during PDI, and with teachers in cycles to support them in an area of their. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Lighthouse K-8 teachers recognize the cultural capital and tools that students of color bring to the classroom and utilize their students' cultural learning tools throughout instruction.

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Habits of Work and Learning (HoWLs)

Core values and academic and social character traits are explicitly taught and measured through Habits of Work and Learning ("HOWLs"), HoWLs are built into every unit of study. Students have regular opportunities to reflect on their growth and development on those targets alongside their academic work. See **Appendix A.6** for an example of an elementary student-facing HoWL tracker at Lighthouse K-8 as an example.

Complex Tasks & Authentic Work Products

School culture and student character is built through the achievement of complex tasks and authentic work products that have a lasting impact on the community or in student lives. Expeditions lend themselves to this real-world learning and service beyond the expedition. For example, as an integrated study on pollinators, 2nd grade students researched plants that attract pollinators, then created and reproduced seed packets for sale to families, in order to support pollinator health in Oakland.

BELONGING IN COMMUNITY

Lighthouse K-8 strives to be a school community where all students feel a deep sense of belonging and where they can thrive.

Crew

An essential aspect of school culture at Lighthouse K-8 is Crew. Drawing on the EL Education Model, Crew is like an advisory structure, but with the added belief that we must work together as a team, to pitch in, to help others. "We are crew, not passengers." The structure of Crew—a small learning community that meets multiple times a week - helps students feel like a family and offers a place to gain academic and social support. In Crew, students engage in academic progress checks, goal setting, community service, and identity development activities. Every two 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 school community and supporting students as lifelong changemakers. At Lighthouse K-8, 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 Lighthouse K-8. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. ~~This work is focused on reading data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.~~
- **Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See **Appendix A.5** 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 student support systems through RTI 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.
- ~~**Mentoring**—Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.~~
- ~~**Creativity Lab**—To support our teacher practices of project based and student centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth mindset, design thinking, making, and inquiry based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.~~
- ~~**Expeditionary Learning (EL) Partnership**—Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.~~
- ~~**Outside Professional Development**—As appropriate, in alignment with areas of school need.~~
- ~~**Educational Practices of the Lighthouse Community Charter School**~~
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:** Lighthouse K-8 has a student government to support the inclusion and elevation of students’ voice.
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with teachers and new Principal candidates and provide their feedback directly to the Hiring Manager.

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- **Focus Groups:** Students are often asked to participate in focus groups to get their input and feedback on decisions. Students contributed to the LCPS Theory of Change and gave input to adjust distance learning plans.

RESTORATIVE PRACTICES

In an ongoing cycle of creating, maintaining, and improving school culture and building of student character, Lighthouse K-8 takes a restorative and holistic approach to student discipline, drawing upon restorative justice. At Lighthouse K-8, the aim of student discipline is to ensure students are physically and emotionally safe, to ensure that time for teaching and learning is maximized, and to maintain a strong sense of culture and crew amongst students and teachers.

Development & Use of School Norms

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

| <u>Core Value</u> | <u>Core Value in Action</u> | <u>Behaviors</u> |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMMUNITY | <u>We are better together. We build community by listening, sharing, and learning together.</u> | <ul style="list-style-type: none"> ● <u>We repair harm and engage in courageous conversations, even if uncomfortable</u> ● <u>We have fun and bring joy to our work</u> ● <u>We establish and promote an inclusive environment for all stakeholders</u> |
| INTEGRITY | <u>We do and say what is just & equitable, even when it is not easy, and we reflect on our words and actions.</u> | <ul style="list-style-type: none"> ● <u>We expect, inspect and respect failure</u> ● <u>We are radically candid with each other by balancing care with honesty</u> ● <u>We surface and take action to eliminate patterns of inequity.</u> ● <u>We act on the shared values laid out in our Theory of Change, Graduate Profile, and Mission</u> |
| LOVE | <u>We follow In Lak'ech as 'Tu Eres Mi Otro Yo' which means You Are My Other Me.</u> | <ul style="list-style-type: none"> ● <u>We lean in to help others for the greater good</u> ● <u>We stay curious about our differences and commonalities to build relationships</u> ● <u>We acknowledge each other as equals in our role of creating change</u> |
| SOCIAL JUSTICE | <u>We remember Sankofa. We reflect on our past to create a better future.</u> | <ul style="list-style-type: none"> ● <u>We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school</u> |

| | | |
|---------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> ● <u>We prioritize both relational and technical work</u> ● <u>We are mindful about our privileges during our interactions</u> |
| AGENCY | <u>We actively engage in learning to become changemakers.</u> | <ul style="list-style-type: none"> ● <u>We complete our work with craftsmanship, timeliness and flexibility</u> ● <u>We work to clearly define decision-making, team structures & roles/responsibilities</u> ● <u>Rather than staying stuck, we follow the energy of "yes!"</u> |

Open dialogue Through Community Meetings and Restorative Circles

Humans in a community have conflict. It's not a matter of if, but when conflict will occur. At Lighthouse K-8, we actively seek to repair harm and use conflict to teach important skills. A restorative circle is a versatile culture practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum, and equality.

Positive Approach to Discipline & Restorative Practices

At Lighthouse K-8, we believe that community is created and must be fostered constantly. We use Restorative Justice as a tool to help nurture our community. The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit.

Role of the Family

Parents and guardians play a significant role in supporting a student's well being and helping Lighthouse K-8 create a collaborative, inclusive community. Parents participate in student re-entry meetings or conferences regarding students' behavior. At Lighthouse K-8, 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.

Lighthouse K-8 Student Behavior Expectations

At Lighthouse K-8, 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 Lighthouse K-8 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 a student may be immediately

suspended for certain/specific behaviors. (See **Element 10** for Suspension and Expulsion Policies and Procedures.)

Serving Special Populations of Students

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

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

VISION FOR SERVING ALL STUDENTS

Lighthouse K-8's

~~We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of preparing is to prepare all students for college or a and career of their choice and serving the whole child. In addition, this program aims to serve all to empower students to be changemakers in their communities. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This belief is in ALL students, including students with exceptional needs disabilities, English language learnersLearners, and students who require extra support to performing below grade level. All students, regardless of their ability, can achieve pupil outcomes. These strategies include:~~

- ~~1. *Low Student to Teacher Ratios at all Grade Levels*~~
- ~~2. *Mixed Ability, "Looped" Classrooms*~~
- ~~3. *Extended Day*~~
- ~~4. *Differentiated Instruction*~~
- ~~5. *Project Based Learning*~~
- ~~6. *Home Language Program*~~
- ~~7. *Individualized Learning Plans*~~
- ~~8. *Middle House Crews*~~

Each strategy is explained below.

1. Low Student to Teacher Ratio at all Grade Levels

~~The LCCS seeks to maintain a low student/teacher ratio at all grade at high levels that will encourage students and teachers to develop closely knit, mentoring relationships and will allow teachers to employ more individualized and interactive instructional strategies. Small class sizes will enable teachers to foster caring relationships among students and will strengthen the community fabric of the school. When teachers know student backgrounds, strengths, and given the right supports. Lighthouse K-8 will give to ALL students, no matter their need level, cognitive ability, or behavior, challenges well and when students feel a "part of a community,"~~

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student achievement rises, the education and opportunities they need to be optimistic about their future and college-ready.

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2. Mixed Ability, “Looped” Classrooms

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

At the LCCS, students, with the exception of Kindergartners, will also be placed in “looped” classrooms, meaning that they will remain with the same teacher for at least two years. Looping is a proven strategy that increases student achievement. Schools that utilize the looping method have higher parent involvement (families have more time to establish trusting relationships with teachers), nurture and support the social and emotional development of children (stability of learning environment over time allows children to move at their own pace and strengthens friendships between students, encouraging thinking and intellectual risk-taking); demonstrate improved attendance; and yield higher levels of teacher satisfaction.

3. Extended Day

Resources permitting, the LCCS seeks to continue to offer an extended day program. This extended day program allows students the extra time needed to learn skills and knowledge necessary to meet the rigorous standards set forth by the school. The LCCS has installed an after school tutoring program that will be mandatory for students who are not meeting the stated pupil outcomes and as resources permit, will continue to run this program. In addition, LCCS aims to provide enrichment programs in the after school hours to round out the educational opportunities for students in grades K—8.

4. Differentiated Instruction

To meet the needs of mixed ability classrooms where many languages and ability levels will be represented, LCCS teachers will be trained to utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies of differentiated instruction that may be utilized at the school include independent projects, learning centers, and interest groups.

Combining differentiated instruction with looping, teachers will be able to accurately measure each student’s individual progress toward demonstrating the expected level of understanding on the assessment measures mentioned in Element C.

5. Project-Based Learning

Throughout the year, students will be engaged in real-world problem solving through projects that integrate several subject areas and that are based on compelling, rigorous topics. By focusing on one area of study for an extended period of time, projects will allow teachers and students to delve deeply into a subject. Projects allow students to learn with a coherent end result in mind and have been shown to enhance student learning. Projects also allow students the opportunity to develop many ways of learning and utilize the “multiple intelligences” that include the linguistic, musical, logical, spatial, bodily-kinesthetic, intra- and inter-personal, and naturalist intelligences. Use of fieldwork and experts enhances learning and provides students engaging opportunities for learning. In addition, projects provide myriad opportunities for students to collaborate and learn from one another. Projects will culminate in exhibitions (detailed in element C) that display student learning in a variety

of media. Student portfolios (further detailed in element C) will document the many collaborative and individual projects a child will carry out.

Currently, Lighthouse Community Charter School partners with Expeditionary Learning, a national school reform model, to assist in implementing this strategy. As resources permit, we aim to continue to partner with this organization to provide professional development and teacher coaching.

In addition, LCCS integrates making to provide teachers with classroom structures and routines which develop a growth mindset, design thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.

6. Home Language Program

The Lighthouse Community Charter School Home Language Program provides students in grades K—4 instruction in their home language and culture. While most of the instructional day and core subjects are taught in English, all students will receive instruction for a portion of their day in their home language, as resources permit. Building language and literacy skills in a student's home language is proven to bolster language and literacy skills in the academic language of English. It also equips students with valuable bilingual skills. Currently, LCCS offers Spanish in the home language program. As resources allow, LCCS offers Spanish as a Second Language to students whose home language is not Spanish. The curriculum of the home language class aims to reinforce the curriculum of the core classroom instruction, while also developing linguistic and cultural content in the home language.

7. Individualized Learning Plans

Every child will have an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, teachers, and where appropriate, administrators. ILPs will detail a student's academic, as well as social, emotional, and physical strengths and challenges and will detail strategies to improve a student's ability to succeed in school. Teachers will 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 will also be used as a tool to discuss progress with parents.

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

8. Middle School Crews

Crucial in the formative middle school years, and beginning in the 5th-grade, when they enter the "middle house" (grades 5—8) students will participate in family-like groups called "crews" with a small student: crew leader ratio. Facilitated by adult crew leaders, "crew" will serve as an opportunity for students to build teamwork skills, set goals, discuss issues, resolve conflicts, and gain leadership skills. Crew Leaders will facilitate the same group of students for at least two years. They will serve as the main liaison to parents/family members, will guide students in academic and non-academic situations, and will maintain ILPs, and will advocate for his or her crew members when necessary.

Strategies to Support Targeted Student Groups

LCCSAt Lighthouse K-8, we believe that all students regardless of age, race, zip code, physical challenge, or profile of learning and memory need to be provided with the most inclusive learning environment. We believe that families and community members are our partners and need to have meaningful involvement in students' education and in the life of our school. And, fundamentally, all students need to be provided with a continuum of services that address their academic, behavioral, and social emotional needs.

Lighthouse K-8 believes that all students are able to excel and succeed, and ~~is~~we are committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. ~~To do so,~~ LCCSLighthouse K-8 supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum.

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

We implement an aligned, integrated system of student support so that all students become lifelong changemakers prepared to be successful in college and a career of their choice. 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 enable us to provide tiered supports to students and families at Lighthouse K-8.

Figure A. 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-6 MTSS

Framework

| <u>Key Components of MTSS Framework</u> | | |
|-----------------------------------------|---------------------------------|--------------------------|
| <u>Data</u> | <u>Evidence Based Practices</u> | <u>Levels of Support</u> |

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

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

LCCS 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. LCCS 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, LCCS 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, LCCS 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. Systemic Planning

On an annual basis, Lighthouse K-8 examines the current priority of specific student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture we’re aiming to develop and to collaboratively create shared goals and strategies for the school year. The data that is used to inform this planning process includes: student achievement data, student survey data, family survey data, staff survey data, and the Swift Fidelity Integrity Assessment (FIA)¹⁹. Lighthouse K-8 uses these assessments to refine and develop Tiered Intervention Matrices. (An example of a Tiered Support Matrix for Attendance is included in Appendix A.7)

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SUPPORTING STUDENTS NOT YET MEETING LEARNING OUTCOMES

¹⁹ The Swift Fidelity Integrity Assessment (FIA) is a self-assessment tool schools utilize to monitor progress with the CA MTSS Framework.

Universal Screeners

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

Tiered Intervention Model

By using assessment data to inform educators' decisions about how best to teach and support the development of their students, ~~This rigorous prevention system, our Coordination of Services Team ("COST")~~ provides for the early identification of learning and behavioral challenges and timely intervention for students who ~~are at risk for long-term need support to access their learning problems~~. A successful ~~RTI program~~ 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 ~~includes three levels of intensity or three levels of prevention, which represents~~ a continuum of supports. ~~Many schools support. At Lighthouse K-8, we~~ use more than one intervention within a given level of prevention.

- ~~Tiered 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

LCCS 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.

Interventions

Within MTSS, tiered interventions that build upon each other are leveraged to address identified student needs.

Examples of tiered supports under MTSS are provided in Figure A.7.

Figure A.11 All In! Multi-Tiered Model for Intervention/Interventions

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All-In! Multi-Tiered Model for Intervention



TIER 3 • INTENSIVE:

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

5%

DATA-BASED COORDINATION OF SERVICES

Seneca's team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

TIER 2 • TARGETED:

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

15%

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

80%



| Tier | ACADEMIC How It Works | BEHAVIORAL Student Interventions | SOCIAL-EMOTIONAL Possible Interventions |
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| Tier 3 | <p><u>Special Education and Related</u></p> <ul style="list-style-type: none"> • <u>High quality core curriculum and instruction</u> • <u>Universal screening</u> • <u>Individual teacher problem solving</u> • <u>Student progress monitoring</u> • <u>Identify Tier 2 students 6-8 weeks into school services</u> | <p><u>Behavior Intervention Planning (BIP) and Case Management</u></p> | <p><u>Individual and Family Therapy</u></p> <ul style="list-style-type: none"> • <u>Close reading in ELA as a support to understand grade-level texts.</u> • <u>Vocabulary support for all students.</u> • <u>Use of models and manipulatives in math to conceptually understand mathematical ideas.</u> • <u>Discussion routines so that all students are listening and speaking.</u> • <u>Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction.</u> • <u>Audio of texts to struggling learners, or vocabulary word work for ELs.</u> • <u>Math fluency block for all</u> |
| Tier 2 | <p><u>Academic Intervention</u></p> <ul style="list-style-type: none"> • <u>General, targeted interventions created at the school level based on school-wide data</u> • <u>Progress monitoring</u> • <u>Should not exceed 6 weeks</u> | <p><u>Behavior Support Planning (BSP) and Case Management</u></p> <p><u>few, roughly 10 - 20%</u></p> | <p><u>Social Skills and Therapy Groups</u></p> <ul style="list-style-type: none"> • <u>Phonics/Decoding support</u> • <u>ELD support (integrated and designated)</u> • <u>Math fluency support (students that struggle with basic facts and computation)</u> |

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| <p><u>Tier 13</u></p> | <p><u>Rigorous Curriculum delivered through Highly Differentiated Instructional Methods</u></p> <ul style="list-style-type: none"> • <u>Individualized support</u> • <u>MTSS Team</u> • <u>Grade level meeting</u> • <u>Assistant principal or teacher leader is the facilitator, and holds teachers accountable</u> | <p><u>Classroom and School-wide Positive Behavior Interventions and Supports</u></p> <p><u><10% students per grade per year</u></p> | <p><u>School-wide Social Emotional Curriculum and Positive Functional Behavior Plan/Behavior Intervention Plan</u></p> <ul style="list-style-type: none"> • <u>Behavior contract</u> • <u>One-on-one tutoring</u> • <u>Small group tutoring</u> • <u>Counseling</u> • <u>Referral to alternative programs within the LEA/district</u> • <u>Referral to professional and/or agencies outside of the LEA/district</u> <p><u>School Climate</u></p> |
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COST Team

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.

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LCCS 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

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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, and intervention staff such as Intervention Specialists, Education Specialists and mental health support providers. This team is responsible for ensuring that Lighthouse K-8 is supporting all students. The COST Team works to inform intervention staff (representatives delivering Tier two and three interventions including members of the groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for 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 services, and arrange socio-emotional counseling support for students. Every other 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 focuses on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. The 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

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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 COST 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 utilizes 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. assessment.

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

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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.

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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 FPR, 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.

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Tiered Behavioral Services

The All-in! Partnership utilizes School-Wide Positive Behavioral Interventions and Supports (SWPBIS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities. SWPBIS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBIS 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 SWPBIS 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 SWPBIS 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.

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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

LCCS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LCCS 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).

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SELPA

LCCS 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.~~ LCCS 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.

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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.

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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.

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Services

The charter school is an LEA member of the EDCOE SELPA in accordance with Education Code section 47641(a). LCCS contracts with the Seneca Family of Agencies to implement their All In! Partnership, in which

Seneea 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.

LCCS makes the following assurances:

~~○ **Free Appropriate Public Education** — LCCS 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.~~

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~~○ **Full Educational Opportunity** — LCCS will assure that all students with disabilities have access to the full range of programs available to non-disabled students.~~

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~~○ **Least Restrictive Environment** — LCCS 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.~~

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~~○ **Individualized Education Program** — LCCS will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA. The school will assure that the mandated requirements of each student's IEP is met.~~

~~○ **Assessments** — LCCS 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 IDEIA, 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.~~

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~~○ **Confidentiality and Procedural Safeguards** — LCCS 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** — LCCS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities~~

~~○ **State Assessments** — LCCS will assure that students with disabilities either under the IDEIA 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** — LCCS 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

LCCS 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 school wide 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 administrators, Interventionists, and Education Specialists. Through the Tiered Support Model, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. This support is provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1 interventions 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 and related services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST Services Coordinator/Resource Specialist who will develop an assessment plan if appropriate. ;

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Student Cross-System Collaboration

Students with an Individualized Education Plan will have access to ALL the most critical need 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 support, including those with disabilities, are often served by multiple providers both on and off campus. Lighthouse K-8 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 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. available to all general education

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Additional Supports

Lighthouse K-8 provides additional supports to students who are not yet mastering grade level standards in the following ways:

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- **Intervention classes** – Specific blocks of time during the day are set aside to provide additional support to address his reading goals, receive strategiestudents. This may include small group instruction inside or outside of the general education classroom and may be in the form of a stand-alone support class.
- **Extended Day** - Students who need more support are offered a spot in our after school program to provide them homework help and small group instruction.
- **Office Hours** – Lighthouse K-8 offers office hours to students on a weekly basis. During office hours, students have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.

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STUDENTS WITH DISABILITIES

~~Free Appropriate Public Education~~ ~~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~~

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Lighthouse K-8 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 a designated and appropriately credentialed Special Education provider, school. No assessment or evaluation will be used for admissions purposes. No student will be denied admission to school because he is also receiving or she needs special education services.

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Full Educational Opportunity

Lighthouse K-8 will ensure that all students with disabilities have access to the full range of programs, including extracurriculars, available to non-disabled students.

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Least Restrictive Environment

Lighthouse K-8 will ensure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's Individualized Education Plan (IEP).

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Procedural safeguards and confidentiality

Lighthouse K-8 will ensure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and notified of the provisions for a free appropriate public education.

SELPA

~~and interventions available~~ Lighthouse K-8 pledges to work in cooperation with its Special Education Local Planning Agency ("SELPA") to ensure that a free appropriate public education is provided to all students with exceptional needs. California law gives charter schools various options on how to deliver special education and related services. Charter 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. Lighthouse K-8 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. Lighthouse K-8 is currently a member of the El Dorado Charter SELPA. Finally, LCPS retains Lighthouse K-8'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 Lighthouse K-8 and the District.

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Lighthouse K-8 shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

State and Federal Law

General Lighthouse K-8 recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. Lighthouse K-8 will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. Lighthouse K-8 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”).

Facilities

Lighthouse K-8 shall be solely responsible for its compliance with the IDEA, Section 504 and the ADA. The facilities to be utilized by Lighthouse K-8 shall be accessible for all children with disabilities. The facilities to be utilized by Lighthouse K-8 shall provide children with disabilities equal access to all aspects of the educational program.

Services~~students~~

Lighthouse K-8 hires and supports a well-qualified staff at the school site to provide both tiered interventions and Special Education services in conjunction with the general education faculty. In addition, Lighthouse K-8 contracts with Seneca Family Services to provide specialized services for students.

Special Education Students and Tiered Support

Lighthouse K-8 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 part of his plan. ~~The charter school will~~ 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 Lighthouse K-8 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~~ general education setting both academically and socially. A student with an Individualized Education Plan (“IEP”) will have access to all of the interventions available schoolwide as required by their IEP. Lighthouse K-8 Education Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at Lighthouse K-8 to inform the development of the IEP.

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Search & Serve Process

~~LCCS~~Lighthouse K-8 understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Lighthouse K-8 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~~through the general instructional program ~~without special education services~~. Parents will be informed that special education and related services are provided at no cost to them. The Search and Serve Process will be overseen by the ~~LCCS Director of Intervention Services, Principal~~ under the direct supervision of ~~the Head of School~~LCCS 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~~Lighthouse K-8 will notify ~~OUSD and/or~~ the SELPA within 5 days. An IEP meeting will be convened within 30 days of enrollment.

As an independent LEA for special education purposes, Lighthouse K-8 shall be solely responsible for compliance with state and federal Child Find requirements. Lighthouse K-8 shall implement policies and procedures of the El Dorado Charter Special Education Local Plan Area ("SELPA") in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment Process

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

Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Any such referrals will be responded to in writing by ~~the charter school within 15 days. LCCS will notify OUSD and/or the SELPA of the assessment request within 5 days of receipt. Lighthouse K-8 within 15 calendar days.~~

If ~~LCCS~~Lighthouse K-8 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~~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

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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.

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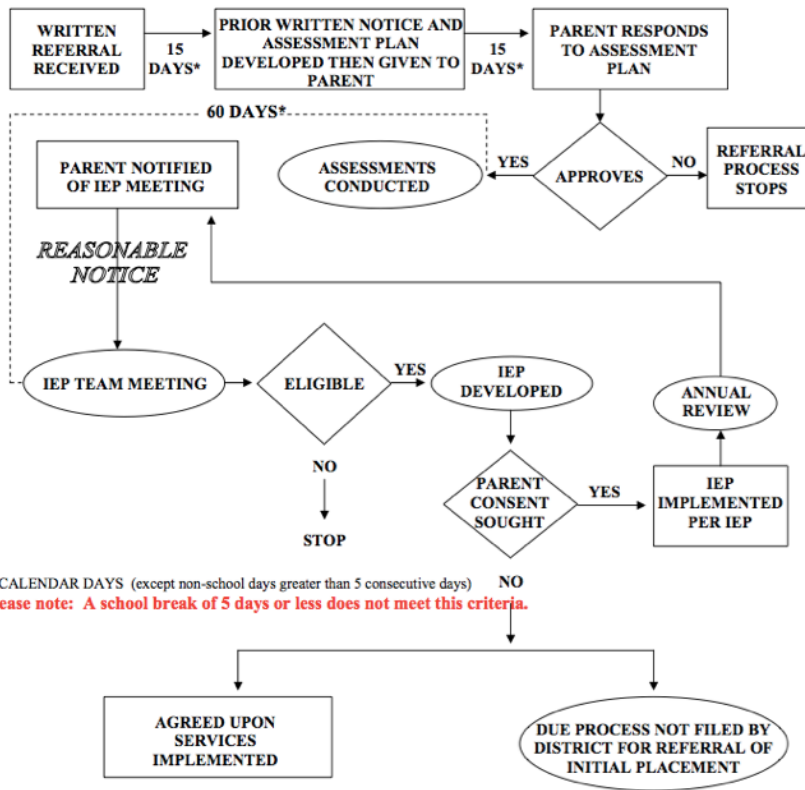
The flowchart in Figure A.12 below outlines the process once a referral has been made:

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Figure A.12 Referral Process

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Assessment Process

The Director of Intervention Services will be responsible for gathering all pertinent information and sharing such information with LCCS. Assessments will be conducted by certificated individuals. 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. 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

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or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

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

Unless conflicting with EDCOE SELPA policies and procedures, the charter school Lighthouse K-8 will follow the following assessment guidelines. If a conflict with EDCOE SELPA 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 Lighthouse K-8 will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test

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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~~ Lighthouse K-8 will have an IEP that documents assessment results and eligibility determination for special education services. ~~The charter school~~ Lighthouse K-8 will ensure that all aspects of the IEP and school site implementation are maintained. ~~The charter school~~ Lighthouse K-8 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~~ Lighthouse K-8 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:

1. ● The parent or guardian of the student for whom the IEP was developed;
2. ● The student, if appropriate;
 - The Assistant Principal, Principal, or other LEA representative;
3. ● ~~The Director of Intervention Services, with the Director of Instruction~~ Special Education or other Special Education Administrator, as needed;
4. ● At least one special education teacher;
5. ● ~~A General Education~~ 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;
6. ● If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
7. ● Others familiar with the student may be invited as needed.

The charter school

Lighthouse K-8 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~~ Lighthouse K-8 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~~ Lighthouse K-8 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~~ Lighthouse K-8.
8. The IEP will include all required components and be written on SELPA forms.

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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.

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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,~~ Lighthouse K-8 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 or a failure to implement the student's IEP.

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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,~~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

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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~~ Lighthouse K-8 will have thirty days to hold the IEP meeting or fifteen days to respond to the request for assessment.

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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.

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In addition, ~~the school~~ Lighthouse K-8 shall comply with the SELPA ~~Local Plan~~. It is ~~LCCS and the charter school's~~ Lighthouse K-8's understanding that it shall represent itself at all SELPA meetings. ~~The school~~ Lighthouse K-8 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.

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Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, Lighthouse K-8 will offer a comprehensive inclusion program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Lighthouse K-8 will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

Lighthouse K-8 shall comply with Education Code Section 56325 with regard to students transferring into Lighthouse K-8 within the academic school year.

As an independent LEA for special education purposes, Lighthouse K-8 shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to Lighthouse K-8 from another school within the same SELPA, Lighthouse K-8, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and Lighthouse K-8 agree to develop and implement a new IEP.

Staffing

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Dispute Resolution

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As an LEA for special education purposes, Lighthouse K-8 acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of Lighthouse K-8's alleged failure to provide FAPE to students enrolled in Lighthouse K-8. Lighthouse K-8 may also initiate a due process hearing or request for mediation with respect to a student enrolled in Lighthouse K-8 if it determines such action is legally necessary or advisable.

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Complaint Procedures

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LCCS 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.

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

Due Process, Procedural Safeguards, & Reporting

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LCCS Lighthouse K-8 may initiate a due process hearing or request for mediation with respect to a student with special needs enrolled in the charter school Lighthouse K-8 if it determines such action is legally necessary or advisable. In the event that the parent/guardian files file for a due process hearing or requests mediation, LCCPS Lighthouse K-8 shall defend the case. In either situation, LCCS Lighthouse K-8 will be responsible for the cost of such representation and the outcome.

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Reporting LCCS 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. LCCS will participate in the SELPA's Alternative Lighthouse K-8 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.

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LCCS 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, ELLEL 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 & SELPA Representation

Lighthouse K-8 shall represent itself at all SELPA meetings. Lighthouse K-8 shall provide the SELPA with a copy of the original charter petition and any amendments. Lighthouse K-8 shall be responsible for any legal fees related to the application and assurances process.

Excess Costs

Lighthouse K-8 shall be responsible for all costs above and beyond the State and Federal special education programs for ensuring a legally compliant special education program.

Complaint Procedures

LCSS's policy is to comply with applicable federal and state laws and regulations. LCSS 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:

- 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
- 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

LCSS Staffing

Lighthouse K-8 is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at Lighthouse K-8 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 IDEA. LCPS and Lighthouse K-8 will contract with Seneca to provide targeted services. The Lighthouse K-8 Principal, Director of Special Education, and the Director of School Partnerships, Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Providing Section 504 Services

Lighthouse K-8 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 a physical or mental impairment that substantially limits one or more major life activity including but not

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~~limited to learning activities, has a record of such an impairment, or is regarded as having such an impairment,~~ is eligible for ~~accommodation by the School. The charter school,~~ protections under Section 504. Lighthouse K-8 is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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A 504 team will be assembled by the ~~Director of Intervention Services~~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 ~~IDEIA/IDEA~~ but found ineligible for special education instruction or related services under the ~~IDEIA/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.

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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.

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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/IDEA~~, a referral for assessment under the ~~IDEIA/IDEA~~ will be made by the 504 team.

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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~~Lighthouse K-8's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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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~~Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she ~~review~~reviews 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.

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Please see [Appendix 08A.8](#) for ~~LCCPS's~~LCPS' 504 Board Policy, [Appendix 09A.9](#) for ~~LCCPS's~~ 504 Administrative Regulation, and [Appendix A.10](#) for ~~LCCPS's~~the 504 Parents' Rights Statement.

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Serving English ~~Language~~ Learners

~~LCCS~~Lighthouse K-8 is committed to supporting English ~~Language~~ Learners (ELL), who comprise 53%, ("EL") including long-term English Learners or English Learners at risk of the K-8 student population. ~~LCCS~~becoming long-term English Learners. Lighthouse K-8 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.

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Our ~~ELL~~EL program ~~outlined, 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 ~~ELL~~students. ~~LCCS~~English Learners. Lighthouse K-8 will comply with applicable federal, state, and ~~district mandates~~District requirements regarding ~~ELL~~EL education including long-term English Learners or English Learners at risk of becoming long-term English Learners and re-designation of ~~ELL~~EL students. In addition, ~~LCCS~~Lighthouse K-8 will meet all requirements of federal and state law ~~relative to~~regarding providing equal access to the curriculum for English ~~Language~~ Learners.

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Identification, Designation & Notification

~~As required by Education Code Section 52164.1, LCCS~~Lighthouse K-8 will determine the ~~Home Language~~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~~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.

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Within 30 calendar days of enrollment or 60 days prior to first enrollment, ~~the charter school~~ Lighthouse K-8 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 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 it's 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. ("ELPAC") Initial Assessment ("IA") ("ELPAC"),

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Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient ~~("I-FEP")~~ or ~~Limited~~ Intermediate English Proficient (LEP) using the guidelines in Figure A.13 below. Learner or Novice English Learner. Should the State of California change it's ~~its~~ recommendations for classification of ~~LEPEL~~ and I-FEP during the term of this charter, ~~the charter school~~ Lighthouse K-8 will adopt the state recommendations and this change will not be considered a material change of the charter.

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Figure A.13 Designation Criteria

| | Limited English Proficient (LEP) | Initial Fluent English Proficient (IFEP) |
|----------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| K-1st | CELDT Proficiency Level = 1-3 Listening/Speaking only | CELDT Proficiency Level = 4-5 Listening/Speaking only |
| 2nd-8th | Overall CELDT Proficiency Level = 1-3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2 | Overall CELDT Proficiency Level = 4- AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher |

Families will receive notification of how their child's CELDT/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 school Lighthouse K-8. In addition, they will be invited to the school Lighthouse K-8 for an information session to review these results in detail and discuss ways to support their child's English language development. LCCS and the charter school Lighthouse K-8 will report the number of ELLEL students attending the school Lighthouse K-8 to the district District and the state State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCS Lighthouse K-8 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 Learners will take the CELDT/ELPAC Summative Assessment ("SA") annually to determine growth in English Language language proficiency until they are reclassified. A combination of CELDT scores and teacher assessment will be used. In accordance with the guidance from the State of California, there are four components to determine reclassification of students. The SBAC in ELA may also be used as the ELPAC, an additional point of data. We academic measure, teacher recommendation and parent consent. Lighthouse K-8 will follow the CELDT/ELPAC Language Classification process as outlined in Figure A.148 to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCS Lighthouse K-8 will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.148, Reclassification Criteria

| State Requirement | CELDT Measure | Other Threshold |
|-------------------|---------------|-----------------|
|-------------------|---------------|-----------------|

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| | | |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Assessment of English Language Proficiency</u> | <u>ELPAC</u> | <u>4 Overall</u> <u>No sub scores of 1</u> |
| <u>Comparison of Student Performance with English Proficient Students</u> | <u>SBAC ELA (tested grades)</u> <u>OR</u> <u>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>Overall CELDT Proficiency Level = Early Advanced or Higher</u> <u>AND</u> <u>Listening = Intermediate or higher</u> <u>Speaking = Intermediate or higher</u> <u>Reading = Intermediate or higher</u> <u>Writing = Intermediate or higher</u> <u>Parent Notification Letter</u> | <u>Teacher Assessment SBAC in ELA, as applicable</u> <u>Notice to parents or guardians and parent’s or guardian’s opportunity to participate in the reclassification process.</u> |

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Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as RFEP using the guidance in **Figure A.9**. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Figure A.9 Reclassification Criteria for ELs with Disabilities

| | |
|-----------------------|------------------------------|
| State Criteria | Lighthouse K-8 Policy |
|-----------------------|------------------------------|

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Assessment of English Language Proficiency</u></p> | <p><u>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability and significant disproportionality.</u></p> <p><u>Student Services Team: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</u></p> |
| <p><u>Teacher Evaluation</u></p> | <p><u>Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance</u></p> |
| <p><u>Parent Opinion and Consultation</u></p> | <p><u>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified</u></p> |
| <p><u>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</u></p> | <p><u>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability/significant disproportionality of SLD/EL in our network. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</u></p> <ol style="list-style-type: none"> <u>1. Nearly Met Standard level (Level 2) or higher on the ELA SBAC.</u> <u>2. Nearly Met Standard level (Level 2) or higher on the ELA Interim</u> <p><u>The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)</u></p> |

Lighthouse K-8 will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge - including students who are English Learners - are identified for differentiated instructional, acceleration, and/or support services. In addition, Lighthouse K-8 will monitor the academic progress of reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

Strategies for Supporting English Language Learners

Academically, Lighthouse K-8 will meet the needs of its English Language Learners through a combination of a Sheltered English Immersion Program in an inclusion setting, Integrated and a dedicated Systematic Designated English Language Development course in homogenous groupings by language level. Also, our Home Language program for Grades K-4, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language. Students whose home language is Spanish will receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K-4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language. In addition, students who are non-native Spanish speakers in grades K-4 will receive instruction in Spanish as a Second Language (approximately 135 minutes per week).

Like all students at Lighthouse K-8, 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 Lighthouse K-8, 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. Rigorous growth expectations for the CELDT allow us to monitor students' progress toward reclassification and provide them with additional support as needed.

Systematic Language Development Integrated ELD & Designated ELD Instruction

All teachers will use Integrated ELD strategies to support English Language Learners at LCCS receive Systematic English Language Development (SELD) tailored to their proficiency level. Also, 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 are taught through model ELD Workshop in grades K-2, ELD embedded in grades 3-8. Systematic 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:

- Learners are not likely to learn outside of school or efficiently pick up on their own,

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- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

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~~Within K-4, this class is provided within the core classroom, with teachers working with small groups to provide leveled language development instruction. Within 5-8, there are specific classes targeted at Long-Term English Learners not making progress toward reclassification designed to accelerate their progress and support the development of academic language.~~

~~As with the Sheltered Immersion program, Lighthouse uses 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.~~

~~At Lighthouse K-8, 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. It includes regular use of all modes of language and highly individualized programs and lessons.

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~~Teacher Qualifications and Professional Development~~

~~All core teachers at the charter school will be highly qualified under No Child Left Behind (NCLB) and will be Lighthouse K-8 are authorized to serveteach English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development ("CLAD") Certification. In addition, LCCSLighthouse K-8 will provide stipends to a teacher's base salaries to assist in recruitment of teachers who:~~

- ~~Have demonstrated successful experience working with English Language Learners~~
- ~~Hold a Bilingual-Crosscultural, 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 Lighthouse K-8 will provide professional development to all administrators and teachers, both core and non-core, on effective SDAIE strategies (Specially Designed Academic Instruction in English). LCCS 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. Integrated ELD Strategies,~~

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- Access to 1:1 technology beginning in Kindergarten
- Arts, Music, Fitness Programs

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known-well
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis
- Time, energy, and resources used to “build character” in students
- Individual Learning Plans for each student
- Core values that create a school culture that integrates community, love, agency, integrity, and social justice.
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served available daily to all students

Involving Families

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

Cultivating Teaching Excellence

- Teachers work 23 additional days per year to collaborate, reflect on and create curriculum and to learn best practices
- Teachers conduct regular analysis of student data to improve instruction
- Teachers as leaders of Teacher professional development
- Support and mentoring for teachers new to the profession
- A training pipeline in place for faculty who are on the teaching track following possible topics: trauma-informed practices, vicarious/secondary trauma and self-care practices, restorative practices, McKinney-Vento protections, etc.

In addition, LCCS Lighthouse K-8 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 corresponding

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support services as needed to ensure the child closes any gap and is able to meet our mission of college and the career of their choice.

Supporting Students Achieving Above Grade Level/Gifted Students

~~LCCS~~Lighthouse K-8 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, ~~LCCS~~Lighthouse K-8 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 ~~Individual Learning Plan meetings~~Student Led Conferences, where goals are crafted to meet the specific growth goals of each individual student. ~~Additionally,~~In addition, high achieving students ~~are pushed~~at the high school level may be encouraged to ~~meet~~enroll in challenging internships, and ~~exceed content and performance standards through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs~~college level coursework at local universities, community colleges, and/or ~~tutoring with qualified staff,~~online courses as appropriate for each student's needs.

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Supporting Unsheltered Students

~~Lighthouse K-8 is committed to developing a program aimed at serving unsheltered students. This program will be developed with the input of all stakeholders and community partners. The program will devise methods for targeting recruiting of unsheltered students, as well as will build out wrap around academic, social-emotional, and physical health services for unsheltered students.~~

GOALS AND ACTIONS IN THE STATE PRIORITIES

~~Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Lighthouse K-8 has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:~~

- ~~1. Quality Teachers, Curriculum, and Facilities (Basic Services)~~
- ~~2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups~~
- ~~3. Parental Involvement~~
- ~~4. Student Achievement~~
- ~~5. Student Engagement~~

~~1. School Climate~~**Professional Development**

- ~~2. One of LCCS's five tenets is "Teacher As Learner." 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. LCCS is committed to providing the professional development that enables teachers to do just that. The LCCS professional development provides for each of the following:~~

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3. **Common Planning Time**— Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
4. **Professional Learning Communities (PLCs)**— Teachers investigate instructional practices which 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.
5. **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)**— Teachers are given time 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.
6. **Wednesday Professional Development**— For all staff, early release days are in place 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.
7. **Professional Development Institutes (PDI)**— 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.
8. **Instructional Collaboration**— Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
9. **Mentoring**— Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSAs support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
10. **Creativity Lab**— To support our teacher practices of project based and student centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth mindset, design thinking, making, and inquiry based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
11. **Expeditionary Learning (EL) Partnership**— Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
12. **Outside Professional Development**— As appropriate, in alignment with areas of school need.

13.

6.

7. Course Access and Enrollment

8. Student Outcomes

Lighthouse K-8's pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified 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, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Lighthouse K-8 acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula, as they may be amended from time to time, which include the requirement that Lighthouse K-8 shall annually submit a Local Control and Accountability Plan /annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Lighthouse K-8 shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Lighthouse K-8 shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Lighthouse K-8 “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

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~~ELEMENT B. MEASURABLE STUDENT OUTCOMES~~

~~Governing Law: In accordance with SB 1290, [CHARTER SCHOOL]~~ 02. Measurable Student Outcomes

District Required Language

~~“The measurable pupil outcomes will be set related to 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 school-wide/schoolwide and for all groups of pupils/pupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607-Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)~~

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Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607.

The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

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~~Governing Law: Lighthouse Community Charter School's pupil outcomes, related to increases in pupil academic achievement both school-wide 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:~~

- ~~← By July 1, 2017, and annually thereafter: Lighthouse Community Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):~~
- ~~← 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 specifications included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.~~

Governing Law:

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

Application of Education Code section 47607.3

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

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~~← The~~

- ~~● Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board. ~~The 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 entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.~~

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

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Lighthouse Community Charter School 53

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~~**STUDENT OUTCOMES** The following exit outcomes are aligned with the California State Standards and with the mission of LCCS to prepare students for college or a career of their choice. In order to graduate from LCCS, students will master content (what students should know) and performance (what students should be able to do) standards of the LCCS "core" academic areas. Students must also demonstrate mastery of the LCCS "non core" content and performance standards. Mastery of these standards is crucial to entering high school and then pursuing college-bound courses.~~

~~Students with special needs will meet the standards outlined in their IEP. English Language Learners will meet the California English Language Development standards in addition to the outcomes listed below.~~

~~**"Core" Academic Content and Performance Standards** Aligned with the California State Standards, students will achieve appropriate age or grade level mastery of:~~

~~*Language Arts Literacy*~~

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

~~*Mathematical Literacy*~~

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

~~*Historical and Civic Literacy*~~

- ~~● Students will be able to analyze past and present events through multiple perspectives.~~
- ~~● Students will demonstrate an understanding of how geography, government,~~

economics, and culture shape their own lives and the lives of others.

Scientific Literacy

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

~~“Non-Core” Academic Content and Performance Standards~~ By graduation, students will also demonstrate competency in the following “non-core” content and performance standards:

Artistic Literacy

- Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.

Technological Literacy

Lighthouse Community Charter School 54

LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS OUTCOMES

LCPS Organizational Objectives and Key Results (OKR) drive long and short term goals for continuous improvement at LCPS and at Lighthouse K - 8.

| | <u>Objectives</u> | <u>LCPS Key Results</u> |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| QUALITY | <u>1. Our students are at school and engaged every day.</u> | <u>A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.</u> |
| | <u>2. Our students are learning, equipped with social-emotional skills, and meeting growth/performance targets to succeed in college.</u> | <u>A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET) ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.</u> |
| | <u>3. We grow and develop in service to our students.</u> | <u>A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.</u> |

| | | |
|----------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CULTURE | <u>4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</u> | <u>A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.</u> <u>B) 70% positive responses on Family Survey questions on Panorama across all student sub groups</u> <u>C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.</u> <u>D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)</u> <u>E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx</u> |
| IMPACT | <u>5. We guarantee our commitment to Oakland children and families.</u> | <u>A) Successfully renew charters at Lighthouse K-8 and Lighthouse K - 8.</u> <u>B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.</u> |
| | <u>6. We have a sustainable financial model.</u> | <u>A) Enroll 100% of budgeted seats every day.</u> <u>B) Finish 2020-21 with a 3.2% contribution to reserves.</u> |

Lighthouse K - 8 OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES

In alignment with Education Code Section 47605(c)(5)(B) and 52060(d), Lighthouse K - 8 has set intermediate goals and achievement milestones which align to The California Schools Dashboard and the Eight State Priorities. These priorities are as follows:

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- ~~• Students will be able to use technology as a problem solving resource and communication tool.~~

Environmental Literacy

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● ~~Students will demonstrate an understanding of the inter-connected nature of the environment and will practice the habits of environmental responsibility.~~

Home Language Literacy

● ~~Students will demonstrate grade level competency in the literacy skills of their home language, including reading, writing, speaking, and listening.~~

Making

● ~~To support our teacher practices of project based and student centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth mindset, design thinking, making, and inquiry based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.~~

~~**Core Values** 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 School infuses five core values in its educational program. 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 LCCS, 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 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.~~

~~**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.~~

Commented [1]: or

Commented [2]: These benchmarks are specific to high school - should they be specific to K8?

~~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 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 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. and B.1a-
Figure B.1 - 2016-2022 Guidelines for Alignment of Measurable Pupil Outcomes~~

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LCCS Five Tenets State Priorities

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- Tenet #1:** High Expectations for All Students
- Tenet #2:** Rigorous Curriculum
- Tenet #3:** Serving the Whole Child
- Tenet #4:** Family Involvement
- Tenet #5:** Professional Learning Community

1. ~~SP #1:~~ Quality Teachers, Curriculum, and Facilities (Basic Services)
2. ~~SP #2:~~ Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. ~~SP #3:~~ Parental Involvement
4. ~~SP #4:~~ Student Achievement
5. ~~SP #5:~~ Student Engagement
6. ~~SP #6:~~ School Climate
7. ~~SP #7:~~ Course Access and Enrollment
8. ~~SP #8:~~ Student Outcomes

At the classroom level, benchmark skills and specific content-area skills are identified, monitored, and assessed that build toward these goals. If data should indicate that the school is not meeting these intermediate goals and measures, the school will modify its program to improve performance in that area and

these modifications will be reflected in the LCAP Annual Update.

Lighthouse K - 8 will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

Furthermore, Lighthouse K - 8 acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Lighthouse K - 8 will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

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- 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 Lighthouse K - 8 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.

Lighthouse K - 8 reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. [Figure B.1.](#)

Finally, Lighthouse K - 8 shall comply with all requirements of California Education Code § 47606.5 (e), including but not limited to the requirement that Lighthouse K - 8 “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.”

Lighthouse K - 8’s outcomes are detailed in [Figure B.1](#) below, which align with the state priorities and the charter school’s goals and actions to achieve the state priorities, as identified in Element A of the charter.

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Figure B.1a. - Outcomes Aligned with LCCS Tenets and State Priorities

Target 1: High Expectations for All Students

Target Lighthouse K - 8 LCAP Measures, Goals, and Actions

Goal 1: Lighthouse K - 8 Students are academically proficient.
This work is aligned to state priorities 1, 2, 4 and 8 and LCPS OKRs Objectives 1 and 2.

| <u>Measures</u> | <u>Growth Goals</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● <u>50% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups.</u> ● <u>50% of students meet grade level proficiency in Math as measured by the SBAC, overall and in each of the significant subgroups.</u> ● <u>The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</u> ● <u>The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</u> ● <u>75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.</u> | <ul style="list-style-type: none"> ● <u>Percent of students who are level 3 or 4 in ELA will increase by 5% by 2022 and 10% by 2025 above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC.</u> ● <u>Percent of students who are level 3 or 4 in math will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC.</u> ● <u>The percent of students who are high achieving or high growth on the ELA NWEA will grow by 1% annually, overall and for significant subgroups</u> ● <u>The percent of students who are high achieving or high growth on the Math NWEA will grow by 1% annually, overall and for significant subgroups</u> ● <u>The percent of English Learners making annual progress toward fluency will increase by 10% annually.</u> |
| <u>Actions</u> | |
| <ul style="list-style-type: none"> a. <u>Develop plan for high school, to launch in 2020-21, that ensures all students have access to and meet A-G requirements</u> b. <u>Utilize grade-level and standards-aligned ELA and math curricula in all classrooms</u> c. <u>Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.</u> d. <u>Provide targeted interventions for students identified as needing additional support through MTSS</u> e. <u>Develop individual student schedules that allow for grade-level ELA and math instruction, high-quality learning expeditions, and targeted interventions.</u> f. <u>Action not continuing</u> g. <u>Leverage technology to provide additional student math and reading practice.</u> | |

- h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.
- i. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
- j. Implement interim assessments and bi-weekly data meetings to assess student mastery of CCSS in ELA and math.
- k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports
- l. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.
- n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.
- o. Use growth targets for English Language Proficiency that lead to reclassification
- p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth
- q. Develop and implement a portfolio assessment system.
- r. Align passage structures to Graduate Profile
- s. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups
- t. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.
- u. Support student academic proficiency through increased Instructional Aide support.
- v. Closely monitor SBAC test completion to ensure all students take the test.

Goal 2: Lighthouse K - 8 Students are healthy relationship-builders who are connected to the community and each other.

This work is aligned to state priorities 5 and LCPS OKRs Objective 4.

| Measures | Growth Goals |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● <u>2% or fewer students have a suspension during the school year, overall and within each of the significant subgroups.</u> ● <u>Fewer than 5% of students are Chronically Absent, according to state definitions, overall and within each of the significant subgroups.</u> ● <u>70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the SCAI, overall and in each</u> | <ul style="list-style-type: none"> ● <u>Reduce suspension to 2% for the school year, overall and within the significant subgroups.</u> ● <u>Reduce chronic absenteeism by 2% every year from baseline, overall and within each subgroups until 5% CA rate is attained.</u> ● <u>Increase student positive responses on eh SI and AC SCAI Dimensions by 5% each year until goal is attained.</u> |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| of the significant subgroups. | |
| Actions | |
| <ul style="list-style-type: none"> a. <u>Utilize crew as a venue in which students are supported socially, academically, and emotionally</u> b. <u>Incorporate community fieldwork and service learning into the curriculum.</u> c. <u>Develop opportunities for student leadership</u> d. <u>Provide healthful universal breakfast</u> e. <u>Refine and utilize data management systems to track student culture and behavioral data</u> f. <u>Utilize a Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.</u> g. <u>Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS, including an expansion of counseling services.</u> h. <u>Train all teachers in the use of Restorative Justice practices in the classroom.</u> i. <u>Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.</u> j. <u>Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports</u> | |
| <p>Goal 3: Lighthouse K - 8 Families are connected to the school and each other as partners in their children's education.</p> <p><i>This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.</i></p> | |
| Measures | Growth Goals |
| <p>Annual growth toward the following targets:</p> <ul style="list-style-type: none"> ● <u>95% of families participate in their child's Student-Led Conferences at least one time during the school year.</u> ● <u>70% positive responses to Winter Family Survey connection questions.</u> ● <u>70% positive responses to family partnership questions on Winter Family Survey.</u> | <ul style="list-style-type: none"> ● <u>Increase positive responses on family survey by 5% annually until goal is attained</u> |
| Actions | |
| <ul style="list-style-type: none"> a. <u>Use crew to provide a small venue in which students are supported socially, emotionally, and academically</u> b. <u>Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals</u> | |

- c. Provide opportunities for families to advise school through formal and informal leadership structures.
- d. Principals hold twice yearly "State of the School" meetings with families around areas of school focus to share data and get input.
- e. Hold parent learning events based on parent interest, need, and school goals.
- f. Provide Spanish translation at all parent meetings and Student-Led Conferences.
- g. Utilize family portal to better keep families informed of student progress and school events.

Goal 4: Lighthouse K - 8 Staff are engaged members of the school community.

This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.

| <u>Measures</u> | <u>Growth</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Annual growth toward the following targets: <ul style="list-style-type: none"> ● <u>75% of LCPS staff are engaged on the Q12.</u> ● <u>85% of LCPS staff are satisfied with their total compensation package.</u> | <ul style="list-style-type: none"> ● <u>Increase staff engagement on the Q12 by 3% each year</u> |

Actions

- a. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- b. Teachers are regularly observed and provided feedback to continually improve practice.
- c. Provide teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of licensure.
- d. Continue to implement a new compensation model, including retention bonuses for staff at key retention points.
- e. Provide 8% matching retirement contribution for all staff.
- f. Support Diversity, Equity and Inclusion work through quarterly professional development.
- g. Review and refine Teacher Growth and Development framework.

Goal 5: Lighthouse K - 8 students develop the mindsets to be successful in college and the career of their choice

This work is aligned to state priorities 4,5,8 and LCPS OKRs Objectives 4.

Measures

- The percentage of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met.

Actions

- a. Use HOWL Learning Targets (Habits of Work and Learning) to promote student character development.
- b. Support students with college and career readiness via the crew curriculum grades K-12.
- c. Visit college in an age-based developmental progression.
- d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.
- e. Seat student governments and BSU

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes

1. LCCS 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.

LCCS Tenets: 1
State Priorities:
4, 8

By the end of the charter term, increase the percent of students scoring level 3 or level 4 related to school culture and climate.

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <u>3. Each year, at least 70% percent of families positively rate academic instruction.</u> | <u>70%; yearly growth of 3% until target is reached</u> |
| <u>4. Each year, at least 70% percent of families positively rate their voice in school decision-making and/or opportunity for feedback.</u> | <u>70%; yearly growth of 3% until target is reached</u> |

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

| <u>Collective MPOs for K - 5</u> | | <u>Additional Site Based MPOs</u> | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------|-------------------|
| <u>MPO</u> | <u>Target (%)</u> | <u>MPO</u> | <u>Target (%)</u> |
| <u>1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.</u> | | <u>Each year, 95% of families will attend their child's student led conference meetings.</u> | <u>95%</u> |
| <u>2. Each year, at least 70% percent of families positively rate school safety.</u> | | | |

Each year, 90% of students will identify a caring adult within the school community. By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4

Student Outcomes

Students at Lighthouse K - 8 show mastery in what EL Education describes as the Expanded Definition of Student Achievement. In order to achieve the school mission of college and career of choice, an educated person who graduates from Lighthouse K - 8 must have mastery of:

1. Academic and Content Performance Standards
2. College Readiness Skills
3. Character and Mindset

More information on these Student Outcomes may be found in "What It Means to be an Educated Person in the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #1).

on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 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 (OUSD K-8 MPO #3).

By the end of the charter term, for each statistically significant "21st Century" in Element A.

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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 (OUSD K-8 MPO #4).

Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency. (OUSD K-8 MPO #5).

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Each year, for each statistically significant student group, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency (OUSD K-8 MPO #6).

Actions

- **1a.** Student reading levels are assessed triennially through Scholastic Reading Inventory (SRI), to inform student reading instruction by the classroom teacher. Commented [3]: we do not use SRI anymore.
- **1b.** Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.
- **1c.** Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).

~~• 1d. Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service mastery of elevating student achievement.~~

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~~• 1e. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the clearing of their credential within the term of licensure.~~

~~Target 2: Deep Learning Through Rigorous Curriculum~~

~~Target Measurable Pupil Outcomes~~

~~2. All Lighthouse students are deeply engaged in a vertically aligned academic content performance standards based, Common Core, and NGSS curriculum that will prepare them for college success.~~

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~~LCCS Tenets: 2 State Priorities: 2, 4, 5, 8~~

~~Actions~~

~~• 2a (also 1c). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).~~

~~• 2b (also 1d). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.~~

~~• 2c. English Learners who speak Spanish as their primary language will be supported with continued primary language development as they acquire English.~~

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~~• 2d. 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.~~

~~• 2e. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.~~

~~• 2f. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.~~

~~• 2g. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards,~~

and Next Generation Science Standards.

- ~~2h. 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.~~
- ~~2i. 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.~~

Target 3: Family Involvement

Target Measurable Pupil Outcomes

- ~~3a. LCCS Families know how to and are inspired to actively participate in the school and their children's education.~~
- ~~3b. Families feel connected with each other, their child's teacher, and the Lighthouse community.~~

~~LCCS Tenets: 3 State Priority: 3, 4, 5, 6, 8~~

Actions

- ~~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. Family Liaison works with Crew Parents to engage and involve families in the life of the school.~~
 - ~~3d. Family learning events are held are detailed in increased frequency on targeted areas of need, for exam Common Core standards, family empowerment through the Padres Comprometidos program, training on h have direct conversations, etc. **Element C,**~~

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Target 4: Professional Learning Community

Target Measurable Pupil Outcomes

4 State Priorities: 1, 4, 5, 6, 8

~~4a. LCCS staff feel known well, supported, and encouraged to continuously grow in service of the mission.~~

- ~~● 95% of staff feel that they are effectively and actively supported to grow as a professional.~~
- ~~● 90% of staff are motivated to do "what it takes" to achieve the Lighthouse mission.~~

~~4b. Staff feel connected to each other, their students, their families, and have deep commitment to the mission.~~

- ~~● 90% of staff feel Lighthouse's compensation model is respectful of their talents and contributions to our school community. (All Measures from LCCS Internal Staff Survey)~~

LCCPS Design Principles:

Actions

- ~~4a (also 1g & 2a).~~ Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).
- ~~4b (also 1h & 2b).~~ Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.
- ~~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.

Target 5: Whole Child

Target Measurable Pupil Outcomes

- 5a. ~~Students know who they are and have a clear sense of their identity.~~ Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #8). Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #9). Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for students and Dimension 3 (Student Interactions) of School Climate Assessment Instrument for families (OUSD K-8 MPO #10).
- 5b. ~~Students are socially, emotionally, and physically healthy.~~
- 5c. ~~Students are active members of their~~

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~~and participate in the life of their community.~~

LCCPS Design Principles:

5

State Priorities: 4, 5,

6, 8

90% of students will identify a caring and trusting
with at least one adult within the school community

(2)

Actions

- ~~5a. Small class size is maintained to ensure all students are known well.~~
- ~~5b. Crew (advisory) is utilized in Grades 5–8 to provide a small venue in which students are supported socially, emotionally, and academically.~~
- ~~5c. Leadership Team (5th–8th) structures are utilized to support student empowerment and engagement.~~
- ~~5d. 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).~~
- ~~5e. Student Case Managers are hired at each band level (K-4, 5-8) to provide social, emotional, and behavioral support utilizing the Restorative Justice model.~~
- ~~5f. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.~~

ELEMENT C03. ASSESSMENT METHODS

Governing Law: Pursuant

District Required Language

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

VISION FOR ASSESSMENT

As a school that has adopted EL Education as its school model, Lighthouse Community Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

Governing Law: If Lighthouse Community Charter School does not test (i.e., STAR) with the District, Lighthouse Community Charter School 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. Governing Law: Test results for the prior year, if not provided directly to the

District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Introduction Lighthouse Community Charter School K-8 provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At Lighthouse K-8, we believe that assessment practices should motivate students to become

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Commented [5]: I also feel like a through thread around our equity stance is missing in our assessment narrative. Why do we assess? What equity imperative do assessments answer for our student population? I think this thread could be more present in the other elements as well.

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leaders of their own learning and clearly communicate progress to students and families. Students track their progress toward State Standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction.

All assessment tools used at Lighthouse K-8 are aligned to the Academic and Performance Content Standards described in Elements A and B. Assessment takes place in all grades and across all subjects. Grades 3 through 8 use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California; coherent assessments that build toward the knowledge and skills assessed by SBAC are used in K-2. LCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of the CCSS, providing both reinforcement and accountability for our program.

~~Students Learning Targets and attainment regularly present evidence of the outcomes identified in Elements A and B. their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning. Because of our commitment to serving the whole learner, Lighthouse K-8's expanded definition of student achievement, assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning proficiency, character development, and production of high-quality work. Assessment data will be both formative and summative, and used throughout the year to engage students, teachers and families in reflection reflecting on student achievement and will inform future steps necessary to achieve on both an individual student mastery-level and a program level.~~

~~All assessment tools used at LCCS will be aligned Lighthouse K-8 align to the core academic knowledge, college readiness and skills, and guiding principles as described articulated in Element the LCPS Graduate Profile (See Appendix A and B-1). Assessment will take place in all grades and across subjects, as well as in the area of Guiding Principles character development. Assessment will be formative, summative, and used formally throughout the year used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflection reflecting on student achievement and to inform design professional development opportunities for teachers that may be necessary supports to meet the needs of all students.~~

Student assessment at LCCS Lighthouse K-8 will include, but not be limited to-;

- ~~Baseline and Summative Assessments to measure student growth,~~
- ~~Coursework and Content Assessments,~~
- ~~Curriculum embedded assessments aligned to learning targets~~
- ~~Portfolios to provide an ongoing record of student high-quality work that meets mastery,~~
- ~~Formative Assessments to formally measure achievement on an ongoing basis, including biennial language development assessments, developmental reading assessments, biennial writing assessments, and regular standards-based assessments in literacy and math.~~
- ~~Presentations to share and defend learning~~
- ~~Student Led Conferences to reflect on progress and set goals~~
- ~~Diagnostic Assessments to Measure Growth~~

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Commented [6]: our assessment methods will incorporate opportunities for students to demonstrate both academic learning and...

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- State assessments and/or other standardized tests, as required by Education Code 47605(c)(2), 1

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- Presentations to present and articulate 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 School K-8, will also be used to improve the educational program at the school by:

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

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Forms of Assessments

FORMS OF ASSESSMENT

In order to ensure that all students within LCCS Lighthouse K-8 are achieving the student outcomes detailed in Elements A1 and B2, assessment will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies. It will also serve a critical role in reporting student and school achievement and progress to caretakers.

Learning Targets & Mastery Based Grading

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

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

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

Curriculum Embedded Assessments

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

Portfolios

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 to provide a record of on-going work, support teachers, students, and parents in reflecting on a student's academic growth over time and make student learning visible to families and the community, in both Student Led Conferences Meetings and Expositions of Student Work (detailed below).

Passage Presentations ~~Baseline and Summative Assessment~~

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.

Student Led Conferences & Goals

Each student at Lighthouse K-8 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.

Diagnostic and Growth Measures

At the beginning of each school year, the ~~charter school~~ Lighthouse K-8 will conduct diagnostic assessments of each student to establish baseline levels of mastery. ~~The California Assessment of Student Performance and Progress (CAASPP) Assessment System tools~~ The NWEA MAP, ANET suite of assessments, or internally developed tools will be used to ~~assess initial, formative and summative levels of~~ establish established ~~baseline performance and measure growth in literacy~~ Reading and ~~mathematics~~ Math (detailed further in Interim Assessments and State Assessments, below). ~~An internal writing performance task, currently assessed using the 6+1 Trait Analytical Rubric from Education Northwest (and may change to maintain alignment to the CCSS and SBAC), will provide data on student writing. The assessment tool may change with the transition to the CCSS. And, the California English Language Development Test (CELDT)~~ The ELPAC will measure students' English Language proficiency across the domains of listening,

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Commented [8]: Our baseline and summative assessment procedures have adapted to CCSS - do we want to update the language in this paragraph to reflect this? CELDT also no longer exists.

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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.

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

Commented [9]: Add that coursework and content assessments are Common Core aligned and driven by mastery of standards.

Commented [10]: on a daily, weekly, and monthly basis. Be more specific about ongoing assessments within parentheses.

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~~Portfolios~~ Students and teachers will work together to regularly assess work and gather this evidence of mastery into the Student Portfolio. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects and products. These Portfolios serve three core purposes:

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- Provide a record of on-going work.
- Support teachers, students, and parents in reflecting on a student's academic growth over time.
- Ensure student learning is visible to families and the community, in both Individual Learning Plan Meetings and Expositions of Student Work (detailed below).

~~Formative Assessments~~

~~Interim Assessments~~ LCCS intends to utilize the SBAC interim assessments as available, and will supplement these with internally developed interim assessments using Amplify, which are all aligned to the CCSS and NGSS standards. We continue to norm our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work. Interim assessments will be administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

Commented [11]: Update to reflect changes to Achievement Network.

- Delineate content that needs to be retaught, and
- Identify specific students and groups of students who need academic intervention.
- Teachers and administrators consistently review interim assessment data to make thoughtful, data driven instructional modifications throughout the school year.

In our K-4 grades, we are using *Fountas and Pinnell Reading Assessment (FPA)* to assess reading fluency to ensure targeted reading support for all students according to their levels. In addition, across our K-8 grades, we are assessing students with the Scholastic Reading Inventory (SRI) as a K-12 initiative to measure reading growth in all students.

English Language Development ~~The California English Language Development Test (CELDT), or the English Language Proficiency Assessment (ELPA), when available, Assessments~~

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The ELPAC will be used each year or within 30 days of a new ~~ELL's 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 ~~new~~ California English Language Development ~~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.

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State Assessments

As ~~mandated~~ required by Education Code ~~47605c(247605(c)(1))~~, Lighthouse Community Charter ~~School 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:

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- Smarter Balanced Assessment Consortium (~~SBAC~~)
- California Science Test
- English Language Development Test (CELDT) Proficiency Assessment for California
- Physical Fitness Test (PFT) If LCCS does not test (i.e., SBAC) with the District, LCCS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.
- Physical Fitness Test

ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS

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

Figure 3.1 Assessment Continuum Methods across Content Area and Subject Matter

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| Domain | Subject Matter | Internal Assessment Measures | External Assessment Measures |
|--------|----------------|------------------------------|------------------------------|
|--------|----------------|------------------------------|------------------------------|

| | | | |
|--------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| LCPS Graduate Profile Academic Knowledge | <u>English Language Arts</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>Creative presentations of literature</u> ● <u>Presentations and performances</u> ● <u>Simulations</u> ● <u>Interim Assessments</u> ● <u>Research Paper</u> | <u>SBAC</u> <u>NWEA MAP</u> <u>ELPAC</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>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>None</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>None</u> |

| | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <u>LCPS Graduate Profile</u> Purposeful & Self Aware | <ul style="list-style-type: none"> ● <u>Habits of Work & Learning Grades</u> ● <u>Passage Presentations, 10 Year Plan</u> ● <u>Career Presentations, College Applications</u> ● <u>Internship reflections</u> | <u>None</u> |
| <u>LCPS Graduate Profile</u> Relationship Builders | <ul style="list-style-type: none"> ● <u>Passage Presentations</u> ● <u>Habits of Work & Learning Grades</u> | <u>None</u> |

| | | |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------|
| LCPS Graduate Profile Committed to Service & Justice | <ul style="list-style-type: none"> ● <u>Passage Presentations</u> | <u>None</u> |
| LCPS Graduate Profile Lifelong Learner | <ul style="list-style-type: none"> ● <u>Passage Presentations</u> ● <u>Habits of Work & Learning Grades</u> | <u>None</u> |

As indicated in the introduction of Element 63, our broad variety of assessments will be used across grade levels and subject areas. Figure C-13.2 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-13.2 Assessment Scope and Sequence

| Assessment Tool & Purpose Grade Levels | Areas | Timeline | Minimum Performance Level |
|----------------------------------------|-------|----------|---------------------------|
| | | | Level |
| | | | Level |

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~~Scholastic Reading Inventory (SRI) Computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties.~~
K-8 Reading Fall, Winter,

Commented [15]: do not use anymore

Spring

9

Students meet growth targets as set by SRI

| Assessment Tool & Purpose | | Grade Levels | Subject Areas | Timing | Minimum Performance Level | Social Studies Art Pathway Graduate Profile Domains | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------|
| ELPAC Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery | | K-8 | ELD Across Subject Area Settings | Passage Presentations enrollment in course at the end of standards Provide evidence of student mastery in the form of authentic projects, products and performance tasks | Level 4 (K-2, 4, 6, 8) Or, growth at a rate that will achieve Well Developed within 5 to 7 years of production to the language | ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains | Annual | 70% of standards have evidence of mastery |
| Coursework & Content Assessments Measure standards mastery | | K-8 | ELA Math Science Social Studies Art Spanish Pathway | Ongoing and at the end of 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 | 70% mastery | ELA Math | Triennially (Interims and Final Summative) | Standards Met, Standard Exceeded, and categorical growth |
| 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 | | K-8 | ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains | NWEA Measure of Academic Progress Measures students growth on Reading and Math Physical Fitness Test Measure student's physical fitness | 70% of standards to date have evidence of K - 8 | Reading Math | 3x/year | High Achieving or High Growth |
| Student Led Conferences Reflect on student strengths and areas for growth | | K-8 | ELD ELA Math Science | Triennial | Mastery of at least one goal | Physical Education | Annually | Physically fit in at least 4 of 6 areas |

TEACHER AND SCHOOL USE OF DATA

Interim Assessments to measure grade level proficiency in core academic subjects.

Students meet 5-8 ELA Math growth targets as set by SRI
Students meet growth targets as set by SRI

Fall,
Winter,
Spring
Fall,
Winter,
Spring

Students meet grade level learning targets
Students meet grade level learning targets
Students meet grade level learning targets

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small group Guide
Reading instruction

EPRA Measures reading levels of students and matches them to appropriate texts and

K-4 Reading Quarterly Students grow at least one year in reading levels

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GELDT (ELPAC) Measure
students mastery of grade

level ELD standards,
including listening,

Access
Subject
Area
Settings

speaking, reading and writing. Provide criterion-referenced data on student mastery.

growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language.

Coursework & Content Assessments Measure standards mastery

Upon enrollment
Annually until exited
Upon enrollment
Annually until exited
Upon enrollment
Annually until exited

K-8 ELA Math
Science Social Studies Art
Making Music
Physical Education

Ongoing and at the end of each unit of study
Ongoing and at the end of each unit of study

Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
Early Advanced (4) Or,

60% mastery
60% mastery
60% mastery

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.

mastery

Individual Learning

Plan Meetings Reflect on student strengths and areas for growth

Ongoing 70% of standards to date
Ongoing 70% of standards to date
have evidence of mastery
have evidence of

K-8 ELD ELA
Math Science

Triennial Mastery of at least one goal
Triennial Mastery of at least one goal

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Studies

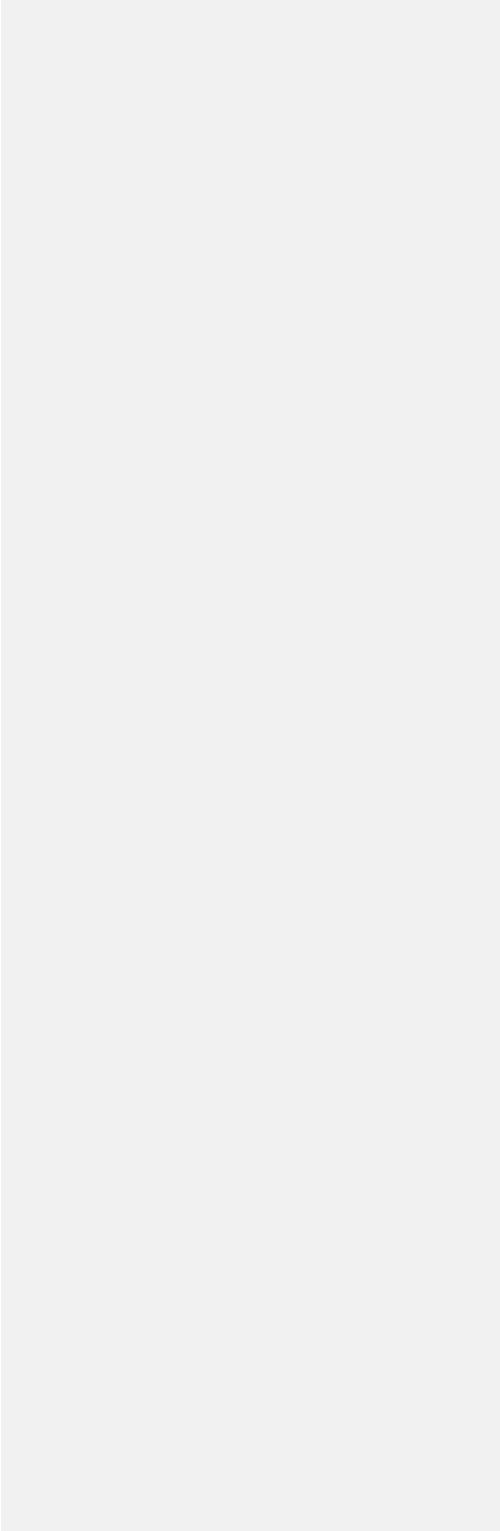
- Art
- Physical Education
- Personal Qualities

Identify specific goals and strategies to achieve goals. Measure growth on goals.

A Math
ocial
t

Qualities

ocial



Expositions of Student Work Demonstrate student mastery of grade-level standards. Provide evidence of student mastery in the form of authentic projects, products, and performance tasks

K-8 ELD ELA Math
Science Social
Studies Art
Physical

Biennial Project, product, or performance task at mastery level displayed
Biennial Project, product, or performance task at mastery level displayed

Annual 70% of standards have evidence of mastery
Annual 70% of standards have evidence of mastery
Annual 70% of standards have evidence of mastery

Passage Presentations

Demonstrate student mastery of grade-level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks

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Smarter Balanced Assessment Continuum (SBAC) Measure student's mastery of grade-level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade-level standard

3-8 ELA Math

Triennially (Interims and Final Summative)
Triennially (Interims and Final Summative)

Proficient and categorical growth
Proficient and categorical growth
Proficient and

Physical

Education

Annually Physically fit in at least 4
Annually Physically fit in at least 4

of 6
areas
of 6
areas

Physical Fitness Test

(PFT) Measure student's physical fitness

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~~Student, Teacher and School Use of Data~~ Through data-based inquiry and guided reflection, assessment practices and outcomes at the charter school Lighthouse K-8 will be used to maximize student learning, inform teacher practice, and the educational program at the school. To achieve this goal, LCCS Lighthouse K-8 collects, analyzes and disseminates data to students, teachers, families, and our community so that we may work together to achieve ~~engages in robust data practices support of all students achieving outcomes of our Graduate Profile. Some of examples of our mission. Data is used practices include:~~

- ~~Set and monitor measurable school and grade level goals and achievement targets, as well as actions for a those goals.~~
- ~~Identify areas of overall strength for the school Charter School and individual classes, as well as the programs and instructional practices that contributed to these. Then, generalize these practices as appropriate to other order to leverage these strengths.~~
- ~~Identify areas of overall challenge for the school Charter School and individual classes, as well as their possible 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 development.~~
- ~~Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under Response to Intervention Tiered Support Model (see Element A)-1).~~
- ~~Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and areas of weakness and inform the development of goals for each child, made in concert with families during meetings. SLCs.~~

LCCS utilizes Student Information Systems (SISs) to support our data practice, which are currently Pearson 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. LCCS continues to research the rapidly changing offerings in this area and may adopt alternate SISs in the next charter term, which shall not be considered a material revision of this charter.

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School and Family Use of Data—Reporting to Caretakers LCCS STUDENT & FAMILY USE OF DATA

Lighthouse K-8 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 Individual Learning Plan Meetings, and Student Led Conferences, Expositions of Student Work, and Passage as described in **Figure C-23.3**. Reports are user-friendly and provided in the families’ native language. Parents have access to performance data, content assessments, and portfolios upon request and at ILP meetings, SLCs, and EXPOs of student work.

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Figure C-23.3 Formal Reporting to Caretakers

Type Purpose Frequency

Online Assessment
Database &
Reporting System

Updated
every two

weeks
Updated
every two
weeks
Updated
every two
weeks
Updated
every two
weeks

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● **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

(Always accessible)

● 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

Mailings & Information Sessions

Expositions of Student Work

● Share student mastery of key projects and products from the semester

Present data with families as they are available. Families have access to data on state, FPRA, CELDT, SBAC).

Biannual
+
Biannual
+

Ongoing
g
Ongoing
g

● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays, weekly mailers, and Family Learning Nights

Individual Learning Plan Meetings (ILPs)

visit academic and personal work and measure progress of learning targets, and

Triannual
at
Triannual
at

- ~~Make public classroom learning within the school, with families, and with the broader community~~
- ~~Develop student presentation skills and ownership of learning~~

LCCS aspires to maintain

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

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Lighthouse K-8 2020 Charter
Measurable Student Outcomes

| | | |
|--|-----------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none"> Develop student presentation skills and ownership of learning | |
|--|-----------------------------------------------------------------------------------------------------------------|--|

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Lighthouse K-8 maintains our online assessment 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.

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School, District and State Use of Data Lighthouse

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Community Charter School Submitted to the School Board of the Oakland Unified School District On April 27, 2016

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Local Control Accountability Plan ("LCAP") In accordance with California Education Code sections 47604.33 and 47606.5, LCCS shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Outcomes.2

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Lighthouse Community

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Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, The Charter School will produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the charter authorizer and county annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC) LCCS

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The Charter School will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our the authorizing agency, parents families, Board of Directors, and community at large.

~~Student Retention and Promotion~~ Student promotion to the next grade level or looped level (equivalent to two grade levels) will be determined at key points along a student's academic career (at the end of Kindergarten, 2nd grade, 4th grade, 6th grade, and 8th grade) pursuant with the schools retention and promotion policies.

Academic proficiency and developmental readiness are incorporated into all promotion and retention decisions. Academic proficiency is measured against adopted grade level or looped level benchmarks demonstrated through student portfolios, individual student assessments, performances, and teacher observations.

Developmental readiness is measured by Individualized Learning Plan data, teacher

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observations, and any relevant behavior record.

~~Grounds for retention in grades K-4 may be one or more of the following:~~

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

~~Grounds for retention in grades 5-8 may be one or more of the following~~

~~In grades 5 and 7~~

- ~~• The student is more than one semester behind in all academic areas (does not meet previous semester benchmarks; receives an overall grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.~~

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- ~~• Student is more than one year behind in one or more academic areas (does not meet benchmarks for end of previous grade; receives an overall grade of JB or JB/AP), and has not made at least one year's progress in this area.~~

~~In grades 6 and 8~~

- ~~• The student's passage portfolio does not meet loop level passage~~

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requirements; and/

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

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

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

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:
 - o The student and family will know exactly which criteria is currently qualifying
 - o the student for retention
 - o The student will create goals and strategies that directly address their current academic needs
 - o 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

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the student's teacher(s), the Director, the Case Manager and the student's parent/guardian. This committee

Lighthouse Community
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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 The Standards When a student consistently fails to meet the standards of LCCS, 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. 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

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Charter School 73

Lighthouse Community Charter School Submitted to the School Board of the Oakland Unified School District On April 27, 2016

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ELEMENT D04. GOVERNANCE

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

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Lighthouse K-8, operated as or by its nonprofit public benefit corporation, Lighthouse Community Public Schools, is a separate legal entity and shall be solely responsible for the debts and obligations of Lighthouse K-8. Lighthouse K-8 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 Lighthouse K-8.

Lighthouse K-8 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 Lighthouse K-8 amend the bylaws to change the number of governing board members, Lighthouse K-8 shall provide a copy of the amended bylaws to the OUSD Office of Lighthouse K-8s (“OCS”) within 30 days of adoption.

Lighthouse K-8 will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

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

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Governance Structure

Lighthouse Community Charter School (LCCS) functions in partnership with Lighthouse Community Charter High School (LCCHS), its 9–12 “sister” 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 will serve both LCCS and LCCHS. The governance structure of the charter school will have the following components:

California Non Profit Public Benefit Corporation K-8 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, Lighthouse K-8’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 Lighthouse K-8, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Lighthouse K-8 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.) Lighthouse K-8 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.

Lighthouse K-8 shall publicly post all governing board meeting agendas in accordance with the Brown Act. Lighthouse K-8 shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the Lighthouse K-8’s website.

The District reserves the right, but is not obligated, to appoint a single representative of the District’s choosing to the Lighthouse K-8 governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Lighthouse K-8 shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Lighthouse K-8’s operations, within one week of receipt of such notices by Lighthouse K-8. Unless prohibited by law, Lighthouse K-8 shall notify OCS in writing of any internal investigations within one week of commencing investigation. Lighthouse K-8 shall notify OCS

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within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Lighthouse K-8 Records

Upon receiving a records request from a receiving school/school district, Lighthouse K-8 shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Lighthouse K-8 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 Lighthouse K-8 closes, Lighthouse K-8 shall comply with the student records transfer provisions in Element 15. Lighthouse K-8 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.

Lighthouse K-8 acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse K-8 to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse K-8 and of the District. Lighthouse K-8 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 K-8 does not have that Lighthouse K-8 needs in order to meet its obligations, the District shall provide the same to Lighthouse K-8 in a reasonably timely manner upon request under Education Code section 47604.3.

Lighthouse K-8 in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Lighthouse K-8 acknowledges that it is subject to audit by District. If the District seeks an audit of Lighthouse K-8, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse K-8 by law or charter provisions.

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Governance Overview

Lighthouse Community Public Schools (LCPS) 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). See **Appendix D.1** for the LCPS organizational chart.

The governance structure of LCPS and Lighthouse K-8 includes the following:

1. ● **LCPS Board of Directors**
 - **Head of School/LCPS Chief Executive Officer**
 - **LCPS Chief Academic Officer**
 - **Lighthouse K-8 Principal & Other Administrators**
 - **Instructional Leadership Teams**
2. ● **Lighthouse**
 - **Director of Instruction**
 - **Vision Keepers (i.e., School Site Leadership Team)**
 - **Parent Advisory Committee**
3. ● **English Language Advisory Committee (Council & ELAC), if there are more than 21 English Language Learners (Family Leadership Group)**

Board members, school administration, faculty, and families will be involved in the decision-making process at the charter school Lighthouse K-8. The governance structure will be composed of the Board of Directors who make which makes decisions and work with the Head of School; the School works with the CEO and CAO to oversee LCPS's development and organization; a Principal who manage the Lighthouse K-8's operations, academic program and related activities; the Lighthouse K-8's Instructional Leadership teams whose purpose is to integrate teacher and staff voice into decisions and to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment, and culture; and the Lighthouse Family Leadership Group (FLG) that serves as the Site 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 Council & ELAC which communicate the positions recommendations of the parents directly to the Head of School Principals and Directors of Instruction LCPS leadership.

California ~~Non-Profit~~ Nonprofit Public Benefit Corporation

Lighthouse Community Charter Public Schools (LCPS), a California Public Benefit Corporation nonprofit public benefit corporation, pursuant to California Law. The school operates Lighthouse K-8. LCPS is governed pursuant to the bylaws Bylaws adopted by the incorporators Incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

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~~Attached please find the~~ Bylaws. The Lighthouse Community Charter Public Schools' Articles of Incorporation as Appendix 11, Corporate Bylaws as are included in Appendix 12D.2, Bylaws are included in Appendix D.3, and Conflict of Interest Code as Appendix 13D.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 school's Board of Directors will include 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.

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 School. See Appendix 01 for the biographies of current board members. K-8. In an effort to diversify and ensure the board has a purview into the issues facing students and families, the LCPS will reserve seats on its board for LCPS alumni. See Appendix D.5 for the Board Roster.

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

- A) ● Fiscal management
- B) ● Fundraising
- C) ● Facilities
- D) ● Special education
- E) ● Technology
- F) ● Curriculum and instruction
- G) ● Public health care
- H) ● Legal issues in education
- I) ● Oakland Unified School District
- J) ● Non-profit corporation management

Please see the Matrix of Experience provided in the Executive Summary for additional information on experience of specific members of the current Board of Directors.

The governing board's major roles and responsibilities

Board Meetings

The Board of Directors of LCPS will meet regularly, at least every other month. All meetings shall be called, held, and conducted in accordance with the Brown Act and the Corporate Bylaws, the

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Ralph M. Brown Act (“Brown Act”), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation, including but limited to SB126 and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Meetings shall generally be held at a school site. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Oakland, California, that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), a two-way communication location will be provided at each school site where LCPS operates.
- Meeting agendas will include establishing and approving all major educational and time for community input.

The Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chairperson will lead the meetings of the Board of Directors.

Board Duties

The Board of Directors is fully responsible for the operational and fiscal affairs of Lighthouse Community Public Schools, including all three charters it operates. The Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to: approval of all budget-related and financial activities connected to the school, communication, negotiation and collaboration with the authorizer, personnel actions, evaluation of school programs, participation in independent fiscal and programmatic audit, and long-term strategic planning. The Board of Directors is fully responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Hire, discipline, evaluate, and determine the compensation of the CEO

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- Approve and monitor the implementation of general policies, approving all major contracts, approving of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- Approve annual fiscal audit and performance report
- Approve Annual Review and Revisions of the Local Control and Accountability Plan (LCAP)
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

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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 Lighthouse K-8's website and at the Lighthouse K-8 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 overseeing

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Board Committees

The Board of Directors currently has the following committees which meet regularly and in accordance with the Brown Act, as applicable (the meeting frequency ranges from three to ten meetings per year), and do not have decision making abilities, but instead make recommendations to the Board of Directors. The Board of Directors may elect to add or remove committees, or to change their meeting schedule.

- Governance Committee

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The Governance Committee consists of all Board Corporate Officers, and meets monthly with the CEO. The Governance Committee advises the CEO, sets board agendas, vets policies, and weighs in on decisions that do not necessitate full board approval. In addition, it is responsible for ongoing review and recommendations to enhance the quality, effectiveness, and future viability of the Board of Directors.

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● **Finance Committee**

The Finance Committee meets six times per year and reviews all financial statements as well as reports related to capital projects and fundraising. The Finance Committee ensures that the organization is operating within board-approved budgets and protocols.

● **Academic Accountability Committee**

The Academic Accountability Committee meets at a minimum quarterly and reviews all pertinent student achievement data. This committee also reviews and assesses the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. academic program, and makes recommendations for on-going development and refinement of the school's curricula and instructional practices.

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- 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**Audit Committee**

The Board Audit Committee will be responsible for review of the unaudited actuals submission and oversight of the annual independent financial audit. The Audit Committee will select an independent auditor through a request for proposal format. This committee shall include no more than 50% of the Finance Committee members.

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest, the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or CEO shall undergo such training within 90 days of taking the position with the Charter School.

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In addition, the Board of Directors will collaborate with the CEO and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include academic

achievement measures, school finance, facilities planning, administrative oversight, ~~and charter school law including but not limited to Conflicts of Interest and the Brown Act, and other~~ trainings ~~are provided~~ as needed or requested by ~~board members~~, Board Members.

Family & Staff Leadership

Instructional Leadership Teams

Lighthouse K-8 has a formal Instructional Leadership Teams (ILT). ILT is comprised of administrators and teacher leaders. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses on deep dives on instructional topics (benchmarks, curriculum, etc.) to inform their work with departments. This is the team that is primarily focused on driving student growth and achievement.

School Culture Team

Lighthouse K-8 has two formal School Culture Teams: one for K - 5 and one for 6 - 12. These teams are comprised of administrators, including the Deans of Students, and grade level lead teachers. The team checks in on progress towards school culture goals, identifies areas or need or support for staff, aligns on Crew plans, and designs grade level collaboration meeting agendas. This is the team that is primarily focused on driving positive school culture.

Family Leadership Group: School Site Council and ELAC

Family voice is critical to the positive governance of Lighthouse K-8. Lighthouse K-8 convenes a school site council called the Family Leadership Group (FLG). FLG is composed of voluntary parent leaders and/or parent representatives, staff, and students that reflect the diversity of Lighthouse K-8. The Family Leadership Group is charged with:

- Providing input on school plans including LCAP Development
- Review School Improvement Plans
- Provide input into the school's budget
- Supporting the school's Mission
- Providing families the opportunity to weigh in on critical Lighthouse K-8 issues
- Bringing concerns and appreciations of the community to the Principal, CEO and LCPS Board of Directors
- Organizing family and culture events
- Fundraising

~~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. If the District chooses to do so, the Board of Directors shall appoint an additional director to ensure that the Board is maintained with an odd number of directors.~~

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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 In addition, the Family Leadership Group provides opportunities for families to advise and provide input to school leadership on programs and services for English learners, 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.

Leadership Roles

The following is a summary of key leadership roles within LCPS and at Lighthouse K-8. Detailed job descriptions can be found in Appendix 4.6.

LCPS Family of Schools Leadership

Chief Executive Officer (CEO)

The Chief Executive Officer is the organizational leader who oversees LCPS. The CEO's primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the Head of School/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 school/LCPS mission, ensuring that every child can achieve college and the career of his or her choice.

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The Head of School must/CEO will have the following core competencies/responsibilities:

1. Oversight of school/LCPS operations, including academic programs, fundraising, budget, personnel, school academic program, and other related tasks;
2. Lead, manage and mentor the instructional/a senior team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
3. Supervise school/Directors and other/LCPS senior staff;
4. Oversee the execution of a strategic fundraising program, which raises money for current and future school/Lighthouse K-8 needs and ensures a healthy financial future for the organization;
5. Raise the visibility of Lighthouse/LCPS to education reform advocates and leaders;
6. 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 Lighthouse K-8 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 Lighthouse K-8. Oversight responsibilities in this role include Budget Development, Forecasting, Payroll, External Compliance and Reporting. The Director of Finance reports to and partners closely with the CEO to ensure the financial health of the organization.

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. The Director of Operations reports to and partners closely with the CEO to ensure smooth and efficient operations.

Director of Talent and Human Resources (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 reports to and partners closely with the CEO to ensure a robust talent strategy for LCPS. The Director of Talent and HR supports the Lighthouse K-8 Principal in ensuring that well-qualified staff are hired, developed and retained.

Director of Student Services & Special Education

The Director of Student Services and Special Education at Lighthouse Community Public Schools oversees the Special Education program at LCPS. The Director of Student Services and Special Education oversees all Response to Intervention strategy, intervention services and partnerships.

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and compliance with all special education functions. The Director of Student Services reports to and partners closely with the CAO to ensure the needs of all students are met.

Director of Technology

The Director of Technology at Lighthouse Community Public Schools oversees the technology - infrastructure and instructional at LCPS. The Director of Technology ensures best in class technology, student safety, and quality instructional platforms that match LCPS academic outcomes. The Director of Technology reports to and partners closely with the CEO and Principals to ensure technology enhances the educational program at LCPS.

Site Based Leadership Roles

Principal

Working in partnership to create an exemplary school experience preparing students for the rigor of high school, a K - 8 Principal manages Lighthouse K-8'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 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 K -8, accelerating achievement for all students. The K - 8 Principal works closely with the 9 - 12 Principal of Lighthouse Community Charter High School to create a cohesive K - 12 experience for its students.

Assistant Principal

At Lighthouse K-8, two Assistant Principals (AP) (K - 4 and 5-8) work in partnership with the Principal and Instructional Leadership Team to lead school culture and learning systems. The APs, together with the principal and teacher leaders, will work to foster an innovative, learner-centered community, including being tasked with the leadership of specific school initiatives/systems. The Assistant Principal's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specific academic programs to achieve increased academic outcomes for all students in line with the Lighthouse K-8's mission and vision.

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Dean of Students

A Dean of Students oversees and supports Lighthouse K-8 school culture. By bringing Lighthouse K-8 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 school and life, including 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 school culture where all students belong and develop as lifelong learners and community changemakers.

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Teacher Leaders Director of Instruction

The Director of Instruction at Lighthouse Community Charter School is an instructional leader focused upon the specific K-8 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.

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Directors of Instruction must have the following core competencies:

- A) Coaching and development of teachers and support staff
- B) Coaching and support of students and families
- C) Data driven leader focused upon institutional goals
- D) Management of academic program
- E) Proven collaborator and experienced manager of teams

Vision Keepers (I.E. School Site Leadership Team)

Teachers assume leadership roles within the school to support their grade level teams, departments, or grade bands. Teacher leaders facilitate professional learning communities and provide mentorship to their team members.

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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

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Teacher Leaders. This leadership team functions as an idea generating, consensus building team that does the following:

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1. Makes site budget recommendations to the Board of Lighthouse Community Public Schools
2. Makes teaching and learning policy recommendations to be ratified by the Board of Lighthouse Community Public Schools
3. Makes recommendations to the Board of Lighthouse Community Public Schools for necessary school functions
4. Determines decision making authority for all proposals at the school site.

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5. Monitor, lead, and evaluate progress toward achieving goals set forth in the Single Plan for Student Achievement

Parent Advisory Committee

Lighthouse Community Public Schools will continue to convene a parent advisory committee called Crew Parents. Crew Parents is composed of voluntary parent leaders and/or parent representatives from each classroom and grade level and that represents the diversity of families at Lighthouse. The Crew Parents are charged with:

- Supporting the LCCPS Mission
- Providing families the opportunity to weigh in on critical school issues
- Bringing concerns and appreciations of the community to the Head of School, Directors of Instruction, and LCCPS Board of Directors
- Organizing family events
- ~~A) 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.

Parent, Staff, and Board Communication

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 School will be nonsectarian 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 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 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.

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Lighthouse Community Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Lighthouse Community Charter 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 School by law or charter provisions.

Members of Lighthouse Community Charter 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.

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.

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ELEMENT E05. EMPLOYEE QUALIFICATIONS

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

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Assurances

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

Equal Employment Opportunity and Nondiscrimination

Lighthouse K-8 acknowledges and agrees that all persons are entitled to equal employment opportunity. Lighthouse K-8 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

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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. Lighthouse K-8 further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Lighthouse K-8 shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Lighthouse K-8 shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Lighthouse K-8 shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Lighthouse K-8 shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

Lighthouse K-8 shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

A COMMITMENT TO QUALITY STAFF & THEIR ONGOING DEVELOPMENT

We know our mission of preparing students for college and a career of their choice, while also ensuring students are changemakers, is only possible with a staff that is dedicated to the outcomes of all children, who are qualified for their position, and are constantly learning and refining their practice. To that end, Lighthouse K-8 holds high standards for the employees it hires, while being dedicated to a selection process that is transparent and inclusive of other team members. Fair and transparent compensation and benefits and ongoing professional development for all employees is a commitment of Lighthouse Community Charter School. In keeping true to our mission, we seek to provide exceptional instruction for our students, and

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~~therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter School is Public Schools and Lighthouse K-8.~~

OVERALL QUALIFICATIONS

~~LCPS and Lighthouse K-8 shall be nonsectarian in its employment practices and all other operations. LCPS does not discriminate against any individual (employee or pupil) on the basis of his/her race, color, religion, creed, national origin, age, gender, gender expression, gender identity, disability, or any other sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis in accordance with of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation or prohibited by Education Code Section 220. The charter school is a School of Choice. All employees are subject to applicable state and federal employment laws. The Charter School is a school of choice and no employee will be forced to work here at Lighthouse K-8. All employees of LCPS and Lighthouse K-8 will work under an at-will employment contract. The charter school shall comply with agreement.~~

~~The following job qualifications apply to school personnel. These qualifications may be modified at the LCPS's discretion without any need to materially revise the charter as long as any changes are consistent with the law.~~

~~The most important criterion used in evaluating potential staff members is whether or not they fully embrace the Lighthouse K-8's vision to disrupt educational inequities by providing our students and families exceptional educational opportunities every day. Grounded in our core values of community, integrity, agency, love, and social justice rooted in the EL Education Model, potential employees must believe in and be willing to work for college success for all students, especially those who will be first generation college students.~~

~~In addition, all employees must meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements. This includes a fingerprint background check for all employee candidates who have been offered a position, as Lighthouse K-8 fully complies with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The charter~~

~~Lighthouse K-8 maintains on file current copies of:~~

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- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the Charter School in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

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Finally, in compliance with Education Code § 44050 all employees must adhere to LCPS's adopted employee code of conduct on employee interactions with pupils, which is provided on an annual basis at the beginning of the school will comply with all state and federal laws concerning the maintenance and disclosure of employee records, year to all employees via the Employee Handbook and to all Students and Families via the Student and Family Handbook. This information is also posted on the LCPS website.

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Selection Process

For detailed employment eligibility requirements as they pertain to health and safety of students and staff, please see Element F of this petition.

SELECTION PROCESS

Selection and appointment of employees will be the exclusive prerogative of the charter school-Charter School. As such, with the exception of the Head of School/Principal, those who work at the charter school/Charter School shall be selected, employed, and released by the Head of School/their supervising Principal, in accordance with terms and conditions of employment contained in LCPS's/LCPS's personnel policies. Decisions relative to the selection of the Head of School rest with the Board of Directors. (see Appendix E.1 for the Employee Handbook). Selection and evaluation of the Principal(s) is conducted by the Chief Academic Officer. The Head of school/Principal hires the Directors of Instruction/Assistant Principals. The Directors of Instruction hire all teaching staff/Principal or Assistant Principals, in consultation with the Head of school/Principal, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Head of School, in consultation with appropriate leaders in the Directors of other functional area-areas (Operations, Finance, etc).

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To ensure the selection of the highest quality a qualified and mission-aligned staff, we implement the following selection process: after reviewing the job description and devising an inclusive and transparent hiring process;

- A)● Request resumes, cover letters and written responses to prompts;
- B)● Conduct a brief phone interview for initial screening

- C) Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities
- D) Verification of credentials, past employment, and professional and personal reference checks
- E) Make selection and provide verbal offer
- F) Finalize ~~contract~~ **employment agreement** and extend offers of employment, dependent on passing of state and federal background checks

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Employee Qualifications

EMPLOYEE QUALIFICATIONS

At ~~LCPS~~ **Lighthouse K-8**, we have three categories of educators – administrators, ~~core~~ **instructional staff (teachers, non-certificated instructional staff, and non-core teachers-extended day staff), and all other staff.** We expect all of our ~~educator~~ **employees, regardless of their position,** to have:

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- ~~An expressed and evidenced commitment to the mission of the school and the core values of the organization~~
- ~~Experience with diverse, urban populations, including an expressed commitment to anti-racist practices~~
- ~~Met the expectations of state and federal requirements as they relate to their 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~~
- ~~Experience and success working collaboratively with others~~
- ~~Strong interpersonal communication skills with both adults and children~~
- ~~Demonstrated perseverance, achievement, responsibility~~
- ~~An inquiry minded approach Alignment to the overall philosophies and ways of working at LCPS~~

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Administrators

Administrator Competencies

As a strategic and visionary leader for equity, LCPS Administrators:

- **Inspire a shared vision** of college and career readiness by making high-impact decisions, setting clear academic priorities, and developing strategic plans.
- **Ensure an exceptional education for all** by articulating, fostering, and monitoring an

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academic program and by facilitating data-driven and equity-focused teams.

- ~~Head of School~~ **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 founding of a new school** as a dependable, organized, solutions-oriented, and optimistic founding leader committed to both starting up and staying.

Principal Qualifications

~~The Board of Directors or designee~~ Lighthouse K-8 Principal will have the following qualifications:

- At least 5-7 years of successful classroom teaching and school leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- MA in education or related field, required; administrative credential, preferred
- Supervisory & management experience, including coaching and evaluation of teachers,
- Knowledge of learner-centered curriculum, instruction, and assessment,
- Experience working in Oakland schools preferred and charter school experience, a plus,
- EL Education experience, a plus.
- Spanish fluency preferred,

Assistant Principal Qualifications

Lighthouse K-8 Assistant Principal(s) will have the following qualifications:

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

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- EL Education experience, a plus.
- Spanish fluency preferred.

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Dean of Student Qualifications

Lighthouse K-8 Dean(s) of Students with the following qualifications:

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- B.A. or B.S., relevant master’s degree a plus
- At least 3+ years of working with students
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- Experience effectively leading teams/adults
- Experience with one or more of the following: restorative justice, responsive classroom, Expeditionary Learning
- Bilingual Spanish speaking preferred

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Instructional Staff

~~Teachers 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.~~

Teacher Core Competencies

- ~~Be a visionary, innovative, culturally responsive, and equity-focused~~
- ~~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.~~

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- Work and/or teaching experience with diverse, urban educator
- Facilitate deeply engaging student-centered learning

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A) • Demonstrate a keen ability to create, collect and analyze authentic data to drive student populations, learning and outcomes for all students

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- ~~Demonstrated commitment to the mission of the LCCS.~~
- ~~A well developed philosophy of instructional leadership.~~

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- ~~Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.~~
- ~~Teaching Staff~~
- ~~Teachers~~ Be a strong community builder and team collaborator
- Model and foster a growth mindset with agency, persistence, and flexibility
- Be a collaborative and responsible professional educator

Teacher Responsibilities include:

- Builds and maintains classroom culture that is supportive and learning-centered, undergirded by strong management, efficient procedures and systems, but most evident in the full inclusion of African-American boys, students with trauma, and students with IEPs in the social and learning community.
- Demonstrate culturally responsive pedagogy and practice including unrelenting high expectations and an assets-based approach for every student.
- Plan, internalize, and implement effective, grade-level standards-based curriculum, units, and lessons that are learner-driven and are modified or differentiated while maintaining rigor to provide access and results for students with IEPs, African-American and ELL students.
- Ensure that students are at the center of their own learning and deeply engaged in ways that foster agency and self-direction.
- Utilize, collect, and analyze rigorous, student-engaged assessments, both formative and summative, to identify and address students' areas of growth and mastery of learning objectives.
- Create positive relationships by building nurturing and affirming teacher-student, student-student, and teacher-family partnerships with a focus on building a community of risk-taking, collaborative learners.
- Grow and contribute as an educator, colleague, learner, and community member including engaging in professional development and your own growth as a teacher in service of student learning and outcomes.
- Demonstrate advocacy, flexibility, autonomy, and collegiality.
- Administer all policies and procedures in a professional and timely manner as mandated by LCPS, and state and federal agencies (i.e., attendance records, dress code, reporting of sexual/physical abuse).
- Additional Duties, as assigned by Supervisor

Teacher Qualifications for core classes

Teachers must hold ~~at the~~ California teaching Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold document required for the teacher's certificated assignment pursuant to

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Education Code Section 47605(l). ~~Teachers shall meet or exceed all “highly qualified requirements” under as applicable to the charter school.~~The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. Teachers will only teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at ~~the charter school LCPS~~ and shall be subject to periodic inspection by ~~OUSD~~the charter authorizer.

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~~In accordance with~~The minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. (~~Education Code Section 47605(l), the charter school-)).~~

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Non-Certificated Instructional Staff

Lighthouse K-8 may also employ non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional ~~capacity in non core, non college preparatory courses and activities.~~support capacity. Instructional support staff do not assign grades or approve students’ work assignments.

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~~Core (College Preparatory) Teacher Qualifications for Grades K–8~~

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Teachers of 8th grade core subject areas, mathematics, science, history/social sciences, and language arts will have the following qualifications:

7. BS/A or MS/A.
8. A California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)).
- K) Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD.
9. Previous teaching and/or relevant work experience for start-up years 1–5.

~~Non-core, Non-College Preparatory Teacher Qualifications for Grades K–8~~

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

10. Experience in the subject they will be teaching.
11. Bilingual and/or CLAD credential preferred.

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L) Previous teaching and/or work experience.

Instructional

After School Program Tutors Staff

After School Program Staff will be selected by the Director of Instruction and the Director of the After School Program Extended Day Program Coordinator 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
- a. • AA degree or equivalent
- Strong Spanish speaker and writer
- b. • Two years' experience in a similar position preferred
- *Dean of Students*
- The Dean of Students serve as the face and voice of student culture for the K-4 and 5-8 grade level bands. The Dean'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 Deans 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 Dean of Students task and what is a case for the Director of Instruction is integral to this role. Additionally, the Dean of Students need 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
- *Office Manager*
- Minimum Qualifications for the Office Manager:

F) High school diploma; AA degree or at least two years of college Spanish bilingual, preferred

Minimum of two years'

All Other Staff

G) All non-instructional staff possess experience in a similar and expertise appropriate for their position

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- H) Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task
- I) Strong Spanish speaker and writer.

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The charter within the school as outlined in the school's staffing plan and personnel policies.

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Professional Development

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Lighthouse K-8 seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development plan outlined Plan described in Element A which may include but is not limited to the following highlights:

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- 5 days of stipended/paid summer professional development for all employees new to LCCPS/LCPS schools.
- 205 full days of all LCPS professional development built into the school each year before opening.
- 5 full days for planning and after every quarter other professional development experiences
- Early Students have an early release day every Wednesday for so teachers can have ongoing professional development

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Individual

- Professional Development Plans for every employee

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ELEMENT F06. HEALTH AND SAFETY REQUIREMENTS

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Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

DISTRICT REQUIRED LANGUAGE:

"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.*

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

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

Site Safety Plan

Lighthouse K-8 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 school wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;**
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;**
- (H) A safe and orderly environment conducive to learning at the school;**
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;**
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.**

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Lighthouse K-8 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. Lighthouse K-8 shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

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Lighthouse K-8 shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Lighthouse K-8 shall ensure that all staff members receive annual training on Lighthouse K-8'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. Lighthouse K-8 shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Lighthouse K-8 shall provide all employees, and other persons working on behalf of Lighthouse K-8 who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Lighthouse K-8 shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Lighthouse K-8 shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Lighthouse K-8 shall maintain on file and available for inspection evidence that (1) Lighthouse K-8 has performed criminal background checks and cleared for employment all employees prior to employment; (2) Lighthouse K-8 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) Lighthouse K-8 has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Lighthouse K-8 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, Lighthouse K-8 shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

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Tuberculosis Screening

Lighthouse K-8 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. Lighthouse K-8 shall maintain TB clearance records and certifications on file.

HEALTH & SAFETY INTRODUCTION

To protect the health and well-being of our community, 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 14. 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 A summary of these procedures and policies is distributed to all staff and families annually.

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The following is a summary of LCCPS health and safety policies:

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Student and Staff Health and Safety Provisions

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

LCCPS and Lighthouse K-8 will comply with all applicable state and federal laws regarding the background checks and clearance of and 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 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. Lighthouse K-8 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 Head of School/Director of Talent and Human Resources shall monitor compliance with this policy and report to the Board of Directors on an annual/regular 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 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.

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The following are the legal requirements before the first day of employment at the Charter School:

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a teacher’s certificated assignment
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law, if applicable
- I-9 Proof of American citizenship form with a copy of driver’s license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

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Role of Staff as Mandated Child Abuse Reporters

All ~~classified Lighthouse K-8 employees, including non-certificated~~ and certificated staff will, shall be mandated child abuse reporters and follow all applicable reporting laws, ~~the same~~ policies. The Charter School shall provide all employees, and ~~procedures used by schools~~ other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur ~~within OUSD~~.

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TB Testing

All staff at ~~the charter~~ first six weeks of each school will be tested for tuberculosis prior to ~~commencing year~~, or within the first six weeks of a person’s employment and working with students as required ~~by~~ if employed after the beginning of the school year, in accordance with Education Code Section 49406.44691.

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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.

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Medication in School

~~LCCPS~~ LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423.

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Vision/Hearing/Scotiosis

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

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Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Blood-Borne Pathogens

The ~~Head of Charter 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/LCPS~~ Board of Directors ~~will establish~~ 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 15~~ an appendix.

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

Comprehensive ~~Sexual~~ Anti-Discrimination and Harassment Policies and Procedures

~~LCCPS/LCPS~~ and ~~the charter school~~ Lighthouse K-8 are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as 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, ~~or sex and pregnancy,~~ physical or mental disability, LCCPS, 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 ~~sexual~~ discrimination or harassment at the ~~school~~ Charter School (including employee to employee, employee to student, and student to employee misconduct). ~~Misconduct of~~

Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through

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~~this nature is very serious and will be addressed by the sexual misconduct procedure. A copy of the policy included within our Uniform shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Procedure and included as Appendix 16~~ Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in the appendices.

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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 Suicide Prevention Policy can be made available upon request.

Emergency Preparedness

~~LCCPS~~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, and counselors, and parents.~~ The emergency plan spells out procedures for most conceivable emergencies and is included as ~~Appendix 17.~~ LCCPS. 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 will occur at least bi-annually.~~ The training occurs at least bi-annually. Emergency plans are maintained on file and available for inspection. Lighthouse K - 8 adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies. The Emergency Plan can be made available upon request.

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Facility Safety

Facility

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

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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.

FACILITY SAFETY

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

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A) 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.

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B) Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA", 40CFR part), 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.

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C) Will maintain a valid Certificate of Occupancy. If LCCS moves or expands to another facility during the term of this charter, LCCS 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. LCCS 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,

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~~application, and enforcement of this provision are not subject to the Dispute Resolution Process.~~

- ~~• 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.~~

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ELEMENT G. RACIAL AND ETHNIC 07. MEANS TO ACHIEVE A BALANCE OF STUDENTS

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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).

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

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Lighthouse K-8 aims to serve a diverse student population and offer a program that attracts the families of students who are racially and ethnically diverse, who have special needs, and who are English Learners. In order to ensure that there is a racial and ethnic balance of students at the school Lighthouse K-8 reflective of the general population residing within the territorial jurisdiction of the district, Lighthouse K-8 has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- ~~D) • An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process in accordance with the OUSD Quality Community Schools Commitments (See Appendix).~~
- ~~E) • Distribution of promotional and informational materials in a variety of languages, such as English and Spanish.~~

- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, 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.

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Lighthouse K-8 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).

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ELEMENT H.08. ADMISSIONS

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REQUIREMENTS, POLICIES AND PROCEDURES

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Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Assurances

LCCS makes the following assurances regarding admissions:

- LCCS will enroll all pupils who wish to attend to the extent that space allows.
- The charter school will be an open enrollment, tuition free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- LCCS will comply with all laws establishing minimum and maximum age for public school attendance.

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d. ~~LCCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics).~~
Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law: **“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)**

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Documentation of Admissions and Enrollment Processes

e. ~~Upon request, Lighthouse K-8~~
f. ~~As part of the Fall Information Update, LCCS, will notify the District in writing of the application deadline and proposed lottery date. LCCS Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.~~

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~~Lighthouse K-8 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.~~

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As **Admissions**

~~LCCS indicated in the affirmations included at the beginning of this petition, Lighthouse K-8 shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).~~

~~Lighthouse K-8 makes concerted efforts to recruit students of all backgrounds and abilities. Lighthouse K-8 will comply with all state requirements and its preferences shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation per Education Code section 47605(e)(2)(B)(iii).~~

Homeless and Foster Youth

~~Lighthouse K-8 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.~~

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Lighthouse K-8 shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Lighthouse K-8 is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Lighthouse K-8 shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Lighthouse K-8 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. Lighthouse K-8 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.

Lighthouse K-8 shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Lighthouse K-8 shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Lighthouse K-8 shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Lighthouse K-8.

ADMISSIONS

Lighthouse K-8 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.

Lighthouse K-8 will actively recruit a diverse student population from the district who understand and value the school’s mission and are committed to the school’s instructional and operational

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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 LCCS occupies the same facility as the K-8 Lighthouse Community Charter School. It is LCCS's intent~~

Lighthouse K-8 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.

Admission & Enrollment Timeline

By October 1 of each year and/or when the District releases the open enrollment period dates, Lighthouse K-8 will notify the District in writing of the application deadline and proposed lottery date. The school's enrollment window will align the 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. Lighthouse K-8 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 table below provides an estimated application, public random drawing, and admission schedule with the OUSD schedule for School Options and process. The final schedule and due dates will be communicated to interested parents and students on LCCPS's website, through the

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~~school newsletter, and through local publications and information sessions, the Charter School's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the Charter School's website.~~

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Proposed Admissions and Enrollment Timeline

| Month | Process |
|-------------------------|----------------------------------------------------------------------------------------------------------------|
| October - June | Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours |
| November - January | Open Enrollment Period. Application forms available at school office or online at the Charter School' website. |
| January | Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning |
| Last Day of January | All application forms due to the Charter School |
| First week of February | Public random drawing conducted (if necessary) |
| Second week of February | Admission status notification distributed to applicants via School notification |
| June | Registration and welcome events |
| June - August | Family/Student orientations held |

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Admissions Process

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

- ~~School Optional school tour (optional).~~
- Attendance at an enrollment meeting to understand the ~~school~~Lighthouse K-8'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~~consists of basic information (i.e. name, address, contact information, ~~and grade level).~~
- ~~Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: 2014-15 Academic Year and Onward, children must turn 5 years of age on or before September 1.~~
- ~~LCCS will accept all students who apply. If more applications are received than there, and any applicable admission preferences). Applications are available slots, LCCS will hold a public, random lottery moderated by a neutral third party on-line or in hard copy form in a~~

~~public location will be held to determine the following school year's enrollment information on the lottery process, timeline, and location will be provided to families during information sessions. 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 LCCS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again both English and Spanish.~~

Admissions Preferences

All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.

Admission Priorities

Students will be given preference²⁰ in LCCS Lighthouse K-8 random public lottery if their parents desire and they are:

- ~~1. A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12~~
- ~~1. Lighthouse Community Charter School; to keep families together~~
- ◆ ~~2. Not to exceed 10-5% 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; to honor those committed to public education~~
- ◆ ~~3. Students who are currently enrolled in or who reside within the elementary school attendance area of the district's district's public elementary school(s) in which Lighthouse is located~~
- ◆ ~~4. Students living in the 94621 or 94603 zip code~~
- ~~2. A sibling of a Lighthouse alum.~~
- ◆ ~~5. A sibling of a Lighthouse alum.~~
- ◆ ~~6. Oakland residents~~ Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
- ◆ ~~7. All other students/applicants~~

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, LCCS will add that preference and it shall not be considered a material revision of the charter.~~

Lottery Process

²⁰ Please note, at the time of submission in September 2020, a material revision has been submitted by Lighthouse K-8 to OUSD to add an admissions preference to allow for priority to be given to students whose families are unsheltered and/or homeless, according to the McKinney Vento definition.

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~~If necessary, LCCS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if additional more applications are received. After all than there are available openings have been filled via slots, Lighthouse K-8 will hold a public, random lottery, students moderated by a neutral third party, Schoolmint, 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 but are welcomed to attend. Applicants will receive lottery results via the Schoolmint platform and through a letter. Communication about both offers and waitlist status are communicated along with additional information on a families next steps to ensure their spot if a family was accepted. Once admitted, students need not apply each year, however, if students should leave Lighthouse K-8, the student will need to enter the lottery process again.~~

~~Admission priorities, deadlines, dates and times will be communicated during information sessions, in emails to all applicants via Schoolmint and on the Charter School website. Public notice of application deadlines, lottery and final response date are posted once Oakland Enrolls has made these dates public. The Charter School details the admission priorities and the steps taken when running the public drawing during the lottery time. These presentations can be made available at the request at any time if a parent did not attend the public drawing.~~

Waitlist

~~Each year, Lighthouse K-8 will begin collecting applications during Oakland's open enrollment window. A lottery is held within the Oakland Enrolls lottery window within approximately 30 days of the application deadline. Only one lottery is held for applications submitted by the due date. Late applications are considered after the application deadline, and are automatically placed on a waiting list in the order in which their names are drawn. the waitlist if the number of applications surpasses the number of spaces available.~~

~~Should spaces open either before the new school year or during the course of the school year, LCCS Lighthouse K-8 will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week within 72 hours of notification. In no circumstance Applications are only valid for one school year and will a wait list expire in May of each existing school year and shall not carry over to the following school year.~~

After Acceptance

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

- ~~•• Proof of Immunization and Physical Exam~~
- ~~• Proof of Oral Exam (Kinder only)~~
- ~~• Proof of minimum age requirements~~
- ~~•• Proof of Withdrawal from Previous School (if applicable)~~
- ~~• Completion of general intake form to include student and family information~~
- ~~•• Home Language Survey~~
- ~~•• Completion of Emergency Medical Information Form~~
- ~~• Proof of minimum age requirements, e.g. birth certificate~~

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- Optional applications to School based programs (After School Program, School Meals Program)
- Release of records (if applicable)waivers for technology, fieldwork, media release

~~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.~~

- Student/Family Handbook (including annual notifications and school policies)
- Release of Records²¹

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ELEMENT I. AUDIT – FINANCIAL AND PROGRAMMATIC

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).

09. FISCAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." – Ed. Code § 47605(c)(5)(I)

In compliance with Education Code section 47605(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 ~~school's~~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

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²¹ 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.

expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

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The ~~LCCPS~~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~~LCPS 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~~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~~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.

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The ~~finance~~Audit committee of the ~~LCCPS~~LCPS Board of Directors (~~which oversees audits~~) in conjunction with the ~~Head of School~~and staff leadership 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~~Director of ~~School~~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 N and attached as ~~Appendix TBD-14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law~~.

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The independent fiscal audit of Lighthouse ~~Community Charter School~~K-8 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.

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ELEMENT J. PUPIL 10. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

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Overview

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

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

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

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

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

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

Student Due Process Protections

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

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

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

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

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

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

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

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

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

Compliance with OCS Student Discipline Guidelines

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

OVERALL VISION OF DISCIPLINE

The overall goal of discipline at the Lighthouse Community Charter School K-8 is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include:

- Identifying identifying personal strengths and challenges.
- Conflict, conflict resolution and communication skills.
- Awareness, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

LCCPS

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in LCCS's student handbook Lighthouse K-8's Student and Family Handbook and clearly describe the school's Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The LCCPS Lighthouse K-8 Student and Family Handbook is attached as Appendix 18 will be made available on request.) Each student and his or her parent/guardian will be introduced to the school's Charter School's discipline policy during parent and student orientation prior to the inception start of the school year. During this meeting, parents Parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout to the beginning of each school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions wherein 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 Director of Instruction Principal or Assistant Principal may, pursuant to the school's Charter School's adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The Head of School Principal may, pursuant to the school's Charter School's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the LCCPS LCPS Board of Directors.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the School Director.

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SUSPENSION AND EXPULSION PROCEDURES

The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs.

Assurances

LCCS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves LCCS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. LCCS 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).

LCCS shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under the Education Code.

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

Suspension and Expulsion Policies

This Pupil Suspension and Expulsion Policy has and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Lighthouse the Charter School ("Charter School"). When the In creating this policy is violated, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. 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, expulsions, and involuntary

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~~removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.~~

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~~Consistent with this Policy,~~ it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ~~the~~ Charter School's policy and procedures for student suspension ~~and,~~ expulsion, and ~~involuntary removal, and~~ it may be amended from time to time without the need to ~~amend~~ seek a material revision of the charter so long as the amendments comport with legal requirements.

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~~Staff Charter School staff~~ shall enforce disciplinary ~~rules/policies,~~ 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 ~~annually~~ as part of the Student & Parent Information Packet ~~Handbook~~ which ~~is sent to each student at the beginning of the school year.~~

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~~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.~~

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

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~~LCES~~ ~~The Charter School~~ administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline ~~and involuntary removal~~ policies and procedures. The notice shall state that ~~the~~ this Policy and ~~Administrative~~ Procedures are available on request at the ~~Head of School's~~ Principal, CEO, or designee's office.

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

A student identified as an individual with disabilities or for whom ~~the~~ Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("~~IDEA~~") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("~~Section 504~~") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to ~~regular~~ general education students except when federal and state law mandates additional or different procedures. ~~The~~ Charter School will follow all applicable federal and state laws ~~including but not~~

limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such ~~student~~ students.

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No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

A. Grounds for Suspension and Expulsion of Students

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

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- A) ~~anytime including but not limited to:~~ a) while on school grounds;
- B) ~~b) while going to or coming from school;~~
- C) ~~c) during the lunch period, whether on or off the school campus; or~~
- D) ~~d) during, going to, or coming from a school-sponsored activity.~~

The following behaviors ~~may result in immediate suspension:~~

- ~~Causing, attempting to cause, or threatening to cause physical harm to another person.~~

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- Fighting
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.
- Violating the Walking Policy or any Field Trip policy
- Receiving a fourth office referral

Depending on the violation and situation, suspensions may be done **in school or at home**. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at home, the student is to not report to school the next day.

Upon a student's third suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of one director, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the LCCS Board of Directors for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the LCCS Board of Directors for an expulsion hearing.

Expulsion

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended or expelled for any of the following acts when it is determined the pupil/student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person ~~or willfully.~~
- b. Willfully used force ~~or of~~ violence upon the person of another, except ~~in~~ self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

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e. Committed or attempted to commit robbery or extortion.

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~~a. Caused or attempted to cause damage to school property or private property. Committed or attempted to commit robbery or extortion.~~

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~~a. Caused or attempted to cause damage to school property or private property.~~

f. , 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.~~

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h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

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

~~a. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code. Committed an obscene act or engaged in habitual profanity or vulgarity.~~

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

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k. For grades 9 - 12 only: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

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

~~b. Made terrorist threats against school officials and/or school property.~~

~~e. Committed sexual harassment.~~

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 the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether

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or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- g. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- s. Caused, attempted to cause, ~~threatened~~ threaten to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- 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 ~~student~~ the rights of either school personnel or volunteers and/or student(s), by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- d. Used hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.
- e.
- f. Students must be expelled for any of the following acts when it is determined the pupil:
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

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

- a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- c) Causing a reasonable student to experience substantial interference with their academic performance.
- d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

c) An act of cyber sexual bullying.

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

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

v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any ~~firearm, knife, explosive, or other~~ dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Director/Administrator~~ Principal, CEO, or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had

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obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

01-b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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

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

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

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

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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

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

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

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

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- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an

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intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.

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

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

i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii) Causing a reasonable student to experience substantial interference with their academic performance.

iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i) A message, text, sound, or image.

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

a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has

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reasonably believed, that the student was or is the student who was impersonated.

c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii) An act of cyber sexual bullying.

a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

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- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- ~~03-d.~~ Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- ~~The Possessed an explosive.~~
- ~~The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.~~
- ~~Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.~~
- term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant charge of more than

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four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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

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3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel

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shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

- a-1. The date and place of the expulsion hearing;
- b-2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- e-3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d-4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school/Charter School to any other school district or school to which the student seeks enrollment;
- e-5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate a non-attorney advisor;
- f-6. The right to inspect and obtain copies of all documents to be used at the hearing;
- g-7. The opportunity to confront and question all witnesses who testify at the hearing;
- h-8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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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.~~

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Presentation of Evidence

~~While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.~~

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If, due to a written request by the expelled 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 a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

F. Written Notice to Expel

The Head of School or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall include the following:
Notice of the specific offense committed by the student.

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- 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 School.
- The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

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- The student's name
- The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school district's review upon request.

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Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the 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 Administrative Panel following a meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

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

Special Procedures For/for Expulsion Hearings Involving Sexual Assault Or/or Battery Offences/Offenses

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

1.

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/their right to (a) receive five days notice of his/her/their scheduled testimony, (b) have up to two (2) adult support persons of his/her/their choosing present in the hearing at the time he/she/the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the ~~person or panel~~entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.
4. The ~~person~~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 ~~person~~entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~he/she~~the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the ~~person~~entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The ~~person~~entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany ~~him or her~~the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The ~~person~~entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~their discretion to remove a person from the hearing whom ~~he or she~~they 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.

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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~~ student being expelled, the complaining witness shall have the right to have ~~his/her~~ their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are ~~not~~ no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

~~10.~~

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have

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their testimony heard in a session closed to the public.

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

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

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO,

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or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

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

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

1. Notification of District SELPA

The Charter School shall immediately notify the District SELPA and coordinate the procedures in this policy with the District SELPA of the discipline of any student with a disability or student who the Charter School or District 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 or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These These services may be provided in an interim alternative 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,

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If ~~LCCS~~the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the ~~student's~~student's file, including the ~~child's~~child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a.

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

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

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

If ~~LCCS~~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~~child's disability, the IEP/504 Team shall:

a.

• a. Conduct a functional behavioral assessment ~~or a functional analysis assessment~~, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

• b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

• c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If ~~LCCS~~the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then ~~LCCS~~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

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or ~~LCCS~~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, ~~whichever occurs first,~~ unless the parent/guardian and ~~LCCS~~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

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

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

- a. Carries or possesses a weapon, as defined in 18 ~~USC~~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

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- ~~c.~~ Has inflicted serious bodily injury, as defined by 20 ~~USCU.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~~ ~~student's~~ interim alternative educational setting shall be determined by the ~~student's~~ ~~student's~~ IEP ~~team~~ /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~~ ~~IDEIA~~ and who has violated the ~~district's~~ Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

~~ELEMENT K.11.~~ **EMPLOYEE RETIREMENT SYSTEM**

Governing Law: The manner by which staff members of LIGHTHOUSE 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. A base salary competitive with district and charter schools in Oakland.~~
- ~~b. Extensive professional development and coaching, to accelerate development of craft.~~
- ~~c. Distributed leadership opportunities, to advance professional experience and investment in the school and its mission.~~
- ~~d. 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 LCCS 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.~~

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Retirement

LCCPS “The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school Charter School has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers’ Retirement and/or Public Employees’ Retirement Systems. All staff contribute 8% and Lighthouse Community Public Schools matches that 8% contribution, vesting LCPS contributions over five years. Staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS Board of Directors oversees investments of this program. Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the school’s Charter School’s employee policies. Please see Appendix 20 for a sample Teacher Contract, which includes information on current LCCPS Retirement.

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ELEMENT L.12. ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools[1] [MAL2] . Education Code Section 47605(b)(5)(L).*

No student may be required to attend the charter school. Students **“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)**

Pupils who opt choose not to attend the Lighthouse Community Charter School may choose to attend other public schools in their district schools of residence or pursue an inter-district transfer transfers in accordance with existing enrollment and transfer policies of the district District. Parents or county of their residence. The parent/guardian guardians of each student pupil enrolled in the charter school will Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter provides no right to enrollment in any

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Lighthouse K-8 2020 Charter
Measurable Student Outcomes

~~other school in the district~~ Charter School, except to the extent that such a right is extended by
~~existing policy~~ the District.

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ELEMENT M. RETURN 13. EMPLOYEE RIGHTS OF EMPLOYEES OF THE DISTRICT RETURN

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

~~No public~~ ***The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district employee shall be required to work at the after employment at a charter school. All staff at Lighthouse Community.*** – Ed. Code § 47605(c)(5)(M)

~~Employees of the District who choose to leave the employment of the District to work at Charter School shall 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 rights of return to the District after employment at the Charter School may apply for unless specifically and explicitly granted by the District through a leave of absence in accordance with District policies and procedures and or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements. 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 and any other entity, including any rights in the case of closure of LCCPS. applicable judicial rulings.~~

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ELEMENT N.14. DISPUTE RESOLUTION PROCEDURE

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

Procedures for Complaints against Charter School ~~Dispute Resolution Process is to;~~

- Resolve disputes within the school pursuant to the school’s policies.
- Minimize the oversight burden on the district.
- ~~a. Ensure a fair and timely resolution to disputes.~~
- ~~a. 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 LCCS 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

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~~Charter 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.~~

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External Disputes

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

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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 LCCS regarding this charter pursuant to the terms of this section. As stated above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

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~~Any controversy or claim arising out of or relating to the charter agreement between the District and LCCS, 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.~~

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~~(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:-~~

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~~To: _____ Director of Finance and Operations
_____ % Head of School
_____ Lighthouse Community Charter Public Schools
_____ 444 Hegenberger Rd.
_____ Oakland, CA 94621~~

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~~To: _____ Coordinator, Office of Charter Schools
_____ Education Center at Tilden
_____ Oakland Unified School District
_____ 1000 Broadway Suite 639~~

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Oakland, California 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 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. establish~~

~~(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~~

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCS has engaged in an act that could lead to revocation of the Charter, the District and LCCS shall have a face to face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face to face meeting shall be at least the Superintendent of the District or designee and the LCCS 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.

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

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 LCCPS Board of Directors 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

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. Please see Appendix 16 for the LCCPS Uniform Complaint Procedures.

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

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~~LCCPS 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.~~

LCCPS

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

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

~~(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be~~

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addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To [Charter School Name], c/o School Director:
[Charter School Name]
[Charter School Address]

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

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

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

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

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

INTENT

The intent of the Lighthouse Community Public Schools Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.

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- Minimize the oversight burden on the District.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

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

Public Comments

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

Internal Disputes

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

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

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

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. LCPS Uniform Complaint Procedures will be made available upon request.

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ELEMENT P15. 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).*

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

Closure of the Action

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

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

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

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Notification and Timeline of Closure Action

Upon the taking of Directors or its designee will promptly notify parents and students of the a Closure Action, Charter School, shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the District, person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education, the School's (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA, the) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which the Charter School's employees participate, and the California Department of Education of the closure as well as the . Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

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8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure. This notice will also include the of Charter School
2. The name(s) of and contact information for the person(s) to whom reasonable handling inquiries may be made regarding the closure; the pupils'
3. The students' school districts of residence; and the manner in which
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.

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

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:

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1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit

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code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent audit completed within six months after closure. The School will pay for the final "closeout 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" within six months after the closure of Charter School that includes:

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1. An accounting of all financial assets, including. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value; an.
2. An accounting of the all liabilities, including. These may include accounts payable and any or reduction in apportionments as a result of due to loans, unpaid staff compensation, audit findings, or other investigations, loans, and unpaid staff compensation, and an.
3. An assessment of the disposition of any restricted funds received by or due to the Charter 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, This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property, 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 Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant funds and restricted categorical funds to their source in accordance with sources according to the terms of the grant or state and federal law, as appropriate, which may include.
4. The submission of final expenditure reports for any 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, appropriate.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the Charter School is operated by a non-profit public benefit nonprofit corporation, should and if 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 does not have any functions other than operation of Charter School, the corporation and file shall be dissolved according to its bylaws.

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Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary filings with the appropriate state tasks and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the procedures required to close the school and transfer records in accordance with these closure procedures identified above.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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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).

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ADDITIONAL INFORMATION REQUIRED

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:

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- 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.

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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).

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

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the

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District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

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Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

• Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR40 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.

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- 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 LCCS 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 LCCS moves or expands to another facility during the term of this charter, LCCS 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. LCCS 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

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under

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this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Lighthouse Community Charter School not to exceed 1% of the charter school's state revenues. Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Lighthouse Community Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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Audit and Inspection of Records

The Attendance Accounting

LCCPS and LCCS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

LCCPS and LCCS will

Charter School shall 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~~ data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code ~~Sections~~section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report

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- o Second interim financial report
- o Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - o Annual independent audit report (Ed. Code § 47605(m) and-))
 - o Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - o 20 day attendance report (Ed. Code § 47652(a))
 - o Monthly attendance reports
 - o Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies).

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Additionally, the School Accountability Report Card (SARC). Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

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ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(h).

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

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Lighthouse Community Charter Public Schools and LCCS agree to permit the **civil liability effects, if any, upon the charter school and upon the school 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 **47605(h)**.

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LCCPS and LCCS 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.

LCCS

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~~The Charter School~~ shall be operated ~~by Lighthouse Community Charter Public Schools, as 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(ed), an entity that grants a charter to ~~the~~ charter school operated by ~~or as~~ a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ~~LCCPS and the charter school~~ The Charter School shall work diligently to assist ~~OUSD~~ the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure ~~SPUSD~~ the District shall not be liable for the operation of the ~~charter school.~~ Charter School.

The corporate bylaws of ~~LCCPS~~ the Charter School shall provide for indemnification of ~~OP's~~ the Charter School's Board, officers, agents, and employees, and ~~LCCPS~~ the Charter School will purchase general liability insurance, Board ~~Members'~~ 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~~ the District and ~~LCCPS's~~ the Charter School's insurance company for schools of similar size, location, and student population. ~~OUSD~~ The District shall be named an additional insured on the general liability insurance of ~~OP.~~ the Charter School.

The ~~LCCPS~~ Charter School Board ~~will~~ shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLAN

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

As detailed in Element 9, the Charter School practices sound financial planning, as see in the following documents attached in the required documents which reflect the best data available to the Charter School at the time of submission:

- Annual operating budget
- 3-year cash flow statement and financial projections
- Backup and supporting documents and budget assumptions

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The Charter School understands its responsibility to, and therefore shall, provide financial reports to the Authorizer and the County Superintendent of Schools, in accordance with Education Code Section 47604.33.

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

~~1. By September 15, a final unaudited report for the full prior year.~~ *Charter*

~~2. ***Term***~~

~~3. The term of this charter shall begin July 1, 2016 and expire five years thereafter on June 30, 2021.~~

~~4. Lighthouse Community 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.~~

~~5. ***Renewal***~~

~~6. 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.~~

~~7. ***Amendments***~~

~~4. Any amendments to The report submitted to the chartering authority shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.~~

The Charter School shall provide additional fiscal reports as requested by the Authorizer and/or 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)
- The School Accountability Report Card (SARC)
- The Local Control and Accountability Plan (LCAP)

EXCLUSIVE PUBLIC EMPLOYER

Lighthouse Community Public Schools (LCPS) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"), Government Code 3540 through 3540.2. LCPS shall comply

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with the EERA. Employees are not required to engage in collective bargaining, but they have that right if they choose to do so.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. California Education Code Section 47605(h)

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

Lighthouse will be located at 444 Hegenberger Road in Oakland, California. As stated above, the school will hold and maintain appropriate certificates of occupancy.

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CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations.

CHARTER TERM

By approving the renewal of this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter 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 LCCS 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 OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Furthermore, the renewal of Lighthouse Community Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses: is in the best interest of its students and families.

Head of School, Lighthouse Community Charter Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

The Charter School is eager to continue working independently, yet cooperatively with OUSD to establish the highest bar for what a charter school can and should be. The term of the charter renewal shall be July 1, 2021 through June 30, 2026.

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