



COMMUNITY CHARTER HIGH SCHOOL

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

RENEWAL CHARTER

CDS Code: 01-61259-0108944

Charter Number: 700

Respectfully Submitted

14 January 2015

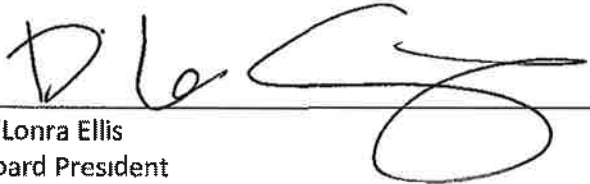


Statement of Assurances

As the authorized representative of Lighthouse Community Charter High School, I, D'Lonra Ellis, Board President, hereby certify under the penalties of perjury that the information submitted in this petition for a California public charter school for Lighthouse Community Charter High School ("Name" or "the Charter School"), located at 444 Hegenberger Road is true to the best of my knowledge and belief; and further, I understand that if the charter is renewed, the Charter School.

- The charter school shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The charter school shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be extended to pupils currently attending Lighthouse Community Charter High School and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law, including a preference for siblings of current students. [Ref. Education Code Section 47605(d)(2)(A)-(B)]. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The charter school shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The charter school shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and the authorizing board.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Will adhere to all applicable provisions of federal laws relating to students who are English Language Learners, including title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL C.76, S5; and MGL c.89, 71 S(f) and (l).
- Will comply with all other applicable federal and state laws and regulations.
- Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

- Will submit required enrollment data each March to the OUSD OCS by the required deadline.
- Will maintain separate accountings of all funds received and disbursed by the school.
- Will submit to the OUSD OCS the names, mailing addresses, and employment and educational histories of new members of the Board of Trustees.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the buildings and on school property.
- Will at all times maintain all necessary and appropriate insurance?
- Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
- Will provide to the OCS a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, in accordance with the schedule set by the OCS.



D'Lonra Ellis
Board President

1.13.15

Date

Performance Report

Introduction

Founded in 2002, Lighthouse Community Charter Public Schools (LCCPS) operates two high-achieving public charter schools, a K - 8 and 9 - 12, collectively serving 750 students in East Oakland. We are excited to be entering another cycle of charter renewal, in which we will continue to take our proven academic program based on the most current educational research and pair that with our commitment to put the student at the center of all decision-making.

Lighthouse Community Charter High School operates on the principle that when we know our students well, hold them to rigorous expectations, and foster the development of minds as well as character, students are poised to attend and graduate from college equipped with the skills necessary for success in the 21st century. LCCHS instructional program is based on Common Core aligned skills and knowledge sets where students can engage in complex problem solving, grapple with multiple perspectives and justify conclusions based on evidence. These skills serve our students in and out of classroom as they debate with their peers, present to outside audiences, and pursue their passions.

We look forward to the opportunity to serve our community in our next charter term. Toward that end, we have developed this Performance Report to provide the following:

- [The Demonstrated Need for Lighthouse in Oakland](#)
- [OUSD Performance Report Table](#), including:
 - [Highlights of the Lighthouse Educational Model](#)
 - [Evidence that Lighthouse Is Academically Sound](#)
 - [Evidence that Lighthouse Is an Effective, Viable Organization](#)
- [Evidence that Lighthouse Has Been Faithful to the Terms of its Charter](#)
- [Evidence that Lighthouse Has Comprehensive Plans for Its Next Charter Term](#)

As is demonstrated in this Performance Report, Lighthouse has not only met but far exceeded the requirements for charter renewal. As such, we respectfully request that our charter be renewed by Oakland Unified School District for another five-year term. We look forward to the opportunity to provide high quality education to Oakland's students with most need, alongside the district as we both work to change outcomes for the students and families of our community.

The Demonstrated Need for Lighthouse in Oakland

Our mission of preparing students for college and a career of their choice has never been more important. Trends for the students we serve continue to be grave in our city and nation. The neighborhoods from which our current and future students come, composed predominantly of recent immigrants, can be characterized by high unemployment, poverty, linguistic isolation, and low educational attainment rates. Only 18% of Oakland's African-Americans and 28% of Oakland's Latino students graduate from high school in four years with the requisite courses to apply to a four-year college. A disturbing 21% of students drop out before graduation. The remaining students graduate from high school only to face

the world unable to attend a four-year college due to not having taken the proper courses in high school. Nationwide, only 14 of every 100 Latino students - 76% of Lighthouse's student population - will receive a Bachelor's Degree. Also at the national level, 12th grade African-American students - 12% of Lighthouse's population - read at the same level as 8th grade white students. At Lighthouse, we prepare all of our students to rise above these statistics.

At Lighthouse, we believe that education has the power to lift generations out of poverty. In response to our success in raising student achievement and preparing students for college and a career of their choice, the demand for Lighthouse's programs from the Oakland community has never been greater. For the past four years, the number of students applying to our high school has far exceeded the number of spots available. As a result, there are nearly 100 students on our waiting list this year. When a student does join our high school, families regularly reflect that they've waited for years to get their students into our community. Why? Because we are meeting our mission and achieving higher results for their children than their local school can offer. While Lighthouse Community Charter High School held a 2013 Academic Performance Index (API) Score of 799, the district high schools our students would normally attend hold scores from 50 to as much as 200 points below that of LCCHS as will be demonstrated below. Additionally, Lighthouse offers a safe environment, rich electives, opportunities for family involvement, and personalized college counseling. We are proud to be able to serve students and families of Oakland as they seek stronger educational opportunities.

OUSD Performance Report Table

| |
|---|
| 1. What is distinctive about your school? |
| <p>Highlights of the Lighthouse Educational Model</p> <p>With a laser-like focus on preparing students for college and a career, Lighthouse has built a comprehensive program that revolves around five tenets:</p> <p>Holding Every Student to High Expectations</p> <ul style="list-style-type: none">● School-wide beliefs, by teachers, parents, and students that all students will go to college● Regular, standards-based interim assessments to track mastery of learning standards and to inform instruction● Passage portfolios and presentations during which students demonstrate their readiness for the next grade level● Untracked, heterogeneous classrooms● College-counseling, SAT preparation, and financial planning for every high school student <p>Delivering Rigorous, High Quality Curriculum</p> <ul style="list-style-type: none">● Curriculum based in the Common Core and Next Generation Science Standards |

- Focus on English Language Acquisition
- Before and after school programs for tutoring, homework help, intervention, and enrichment
- Access to technology beginning in Kindergarten
- Arts, Music, Fitness, Robotics, and Making programs grades K - 12

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Small advisory groups, called Crew, ensure that each student has a strong relationship with at least one caring adult at the school
- 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
- 10 Guiding Principles of character development that create a school culture of respect, compassion, and collaboration
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students

Involving Families

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to new trends in STEM education)
- Regular “Crew Parent” meetings, in which parents work together and mobilize other parents to be involved, informing and working toward the strategic planning of the school and creating a positive school culture
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers three times a year to discuss progress and individual goals for their child
- Two expos of student work annually for parents to connect with the learning their children have done over the course of a semester
- Regular opportunities for families to provide input into key decision making

Cultivating Teaching Excellence

- Teachers have an additional 20 days per year for collaborative planning, data reviews, and learning best practice
- Teachers conduct regular analysis of student data to improve instruction
- Teachers engage in two intensive coaching cycles each year, four to six weeks in duration, based on a goal or inquiry to further practice
- Peer observations conducted to ensure best practices are shared throughout the building
- Teachers as leaders of professional development
- Support and mentoring for teachers new to the profession
- A robust training pipeline in place for faculty who are on the teaching track

2. How effective is your school overall?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| X | | | | |

How do you know?

Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan, as well as the Local Control Accountability Plan (LCAP). Data has been collected from a variety of sources, including academic data, attendance and graduation data, surveys of all stakeholder groups (students, families, staff, and community partners), and focus groups with all stakeholder groups.

What are its notable strengths?

As detailed in Item One, Lighthouse's five core tenets and their underlying practices make the school both unique and highly effective. The notable strengths are detailed in Item One, with evidence of these strengths provided below.

Evidence that Lighthouse is Academically Sound

The Lighthouse educational model is effective and academically sound, as demonstrated through the following indicators:

- Comparative School Data, per Education Code § 47607 (b)
- Measurable Pupil Outcomes
- Additional Indicators of Excellence

Comparative School Data

Education Code § 47607 (b) requires charter schools to meet one of four criteria to be eligible for renewal - Lighthouse has met not only one, but all four criteria as follows:

- Lighthouse holds an **Academic Performance Index (API) of 799** overall for 2013, and an API of 795 or higher across each of its significant subgroups: students who are Latino (795), who come from low-income families (796), and who are English Language Learners (795). These are some of the highest API scores achieved by high schools in Oakland - and meet the qualifications for renewal, as we have attained our growth target in aggregate for the prior three years.¹

¹ 2011-12 Growth Target of 5, Growth of -29. 2012-13 Growth Target of 5, Growth of 41. 2013-14, no growth targets available. Average Growth Target over three year period is 5, average Growth is 6.

- Lighthouse holds a **Statewide Ranking of 7 out of 10** for both 2012-13 and 2011-12, exceeding the requirement of a ranking in decile 4 or above for two of the last three years.
- Lighthouse holds a **Similar School Ranking of 10 out of 10** for both 2012-13 and 2011-12, exceeding the requirement of a ranking in decile 4 or above for two of the last three years.
- The academic performance of Lighthouse is at least equal - and in fact has **exceeded** - the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. As supporting evidence for the district, who ultimately makes this determination, we have provided the following graphs detailing API results overall and for subgroups of students at Lighthouse and in Oakland. It should be noted that while we are comparing our performance to the district as a whole, we draw our student population from the traditionally most underserved portions of our city - the sections south of Fruitvale Avenue and west of Interstate 580, with 50% of all applicants coming from zip codes south of 73rd Avenue (94603 and 94621).²

² An analysis of applications over the past four years demonstrates that Lighthouse primarily draws its applicants from the sections of Oakland south of Fruitvale Avenue and west of Interstate 580, with 50% of all applicants coming from zip codes south of 73rd Avenue (94603 and 94621). The Academic Performance Index for 2013 for high schools are as follows: Skyline 639, Oakland Tech 737, Castlemont 509, Oakland High 634, and MetWest 664.

Figure 1 - API Overall

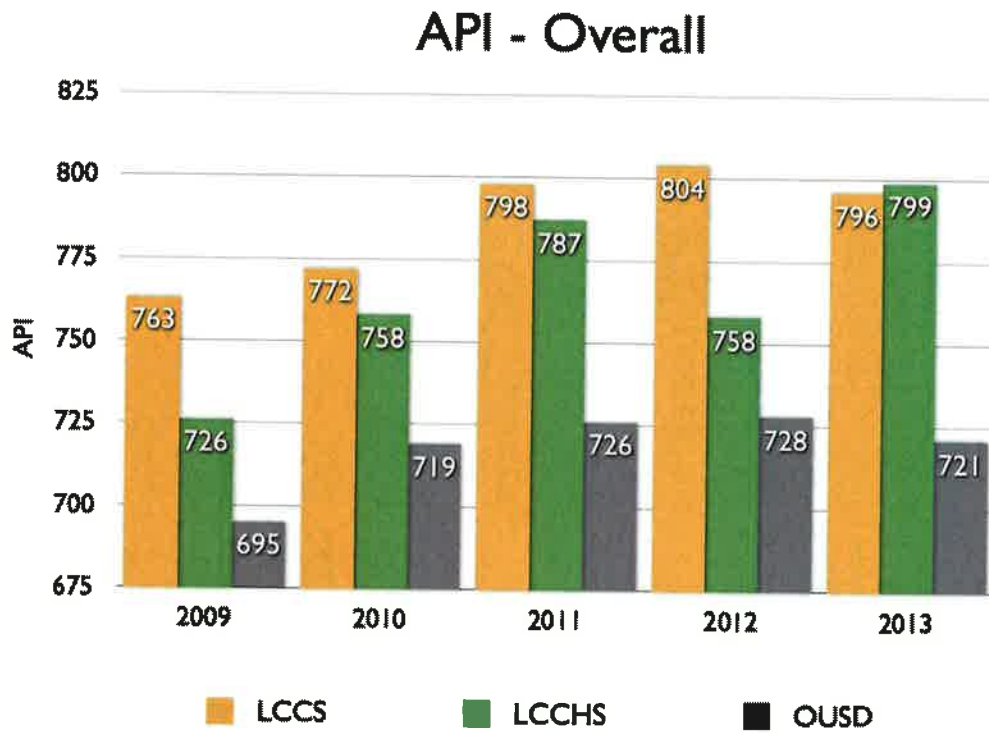


Figure 2 - API - Socio-economically Disadvantaged Students

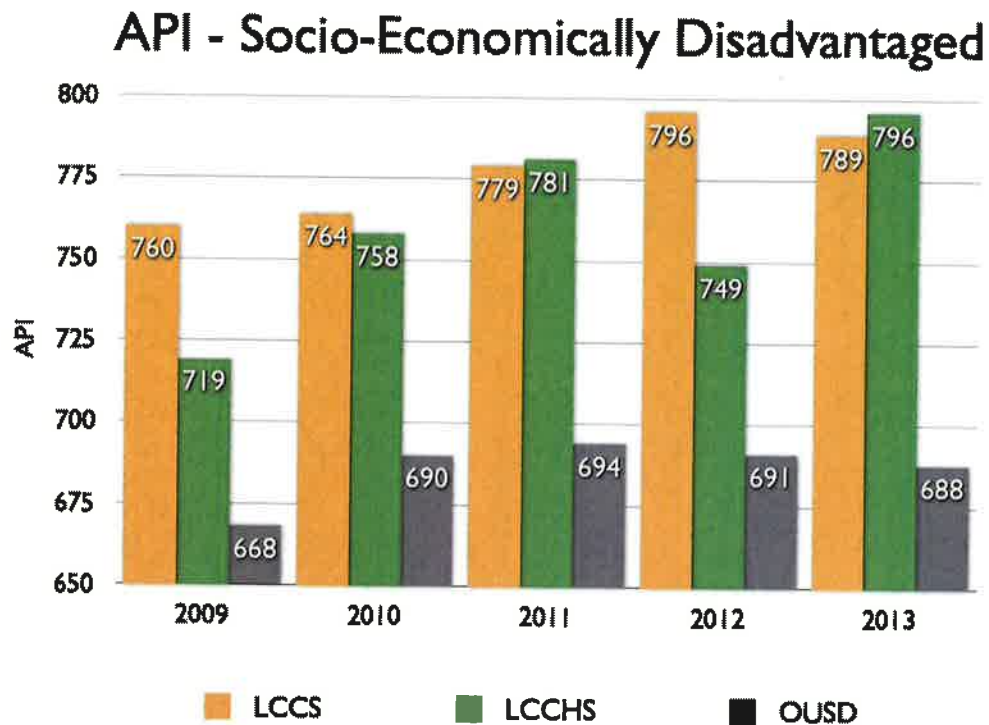


Figure 3 - API - English Language Learners

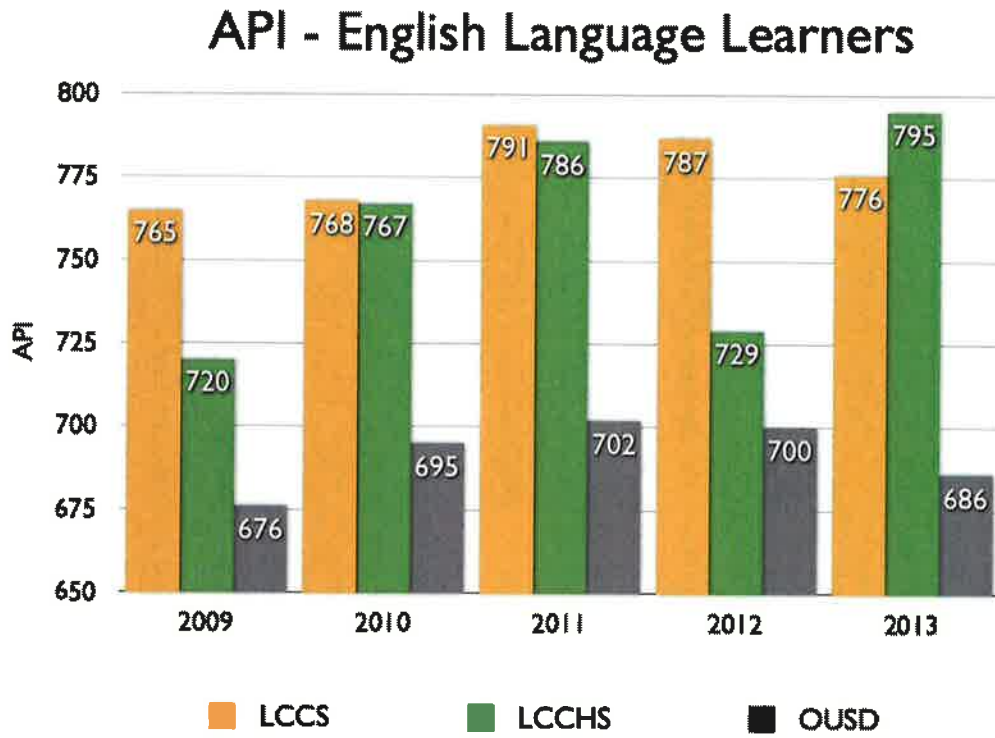
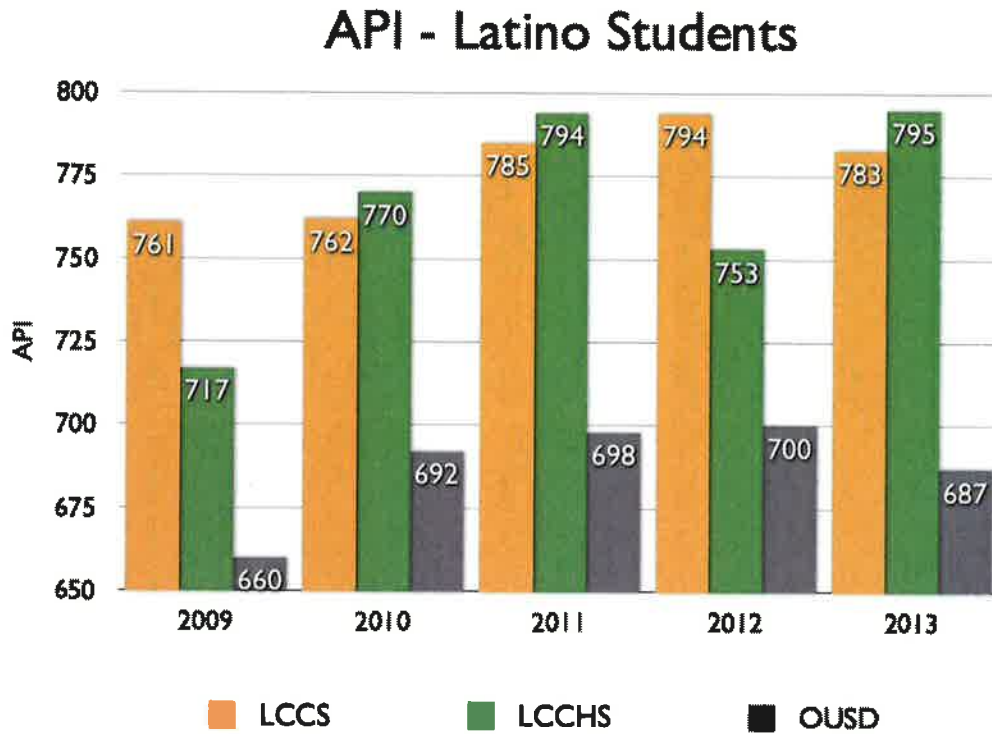


Figure 4 - API - Latino Students



Measurable Pupil Outcomes

Lighthouse Community Charter High School set ambitious Measurable Pupil Outcomes in its last charter term - ones that pushed us to not merely meet the requirements for renewal, but to exceed them. The level to which we have met or made significant progress in meeting these demonstrates the strength of our program - and we will continue to work toward achieving increased levels of excellence in our next charter term, as detailed in our Local Control Accountability Plan (LCAP) and Element B of our charter.

Figure 5 - 2010-2015 Measurable Pupil Outcomes

| | Measurable Pupil Outcomes | Instrument | Target | Actual |
|---|---|---------------------|--|---|
| 1 | 100% of Lighthouse graduates will be eligible to apply to the University of California or California State Universities. ³ | Transcript analysis | 100% of graduates | 100% |
| 2 | 100% of students will apply to at least two colleges prior to graduation. | Application data | 100% of students will apply to at least two colleges prior to graduation | 96% |
| 3 | 100% of students will apply for at least two scholarships prior to graduation. | Application data | 100% of students will apply for at least two scholarships prior to graduation. | 100% |
| 4 | The mean cumulative SAT score of the mathematics and critical reading will increase by 10 points each year or a net 40 points in four year. | SAT results | Increase 10 points per year or 40 in four years | 2009 avg - 1265 2010 avg - 1271 2011 avg - 1333 2012 avg - 1311 2013 avg - 1343 |

³ To support all students in graduating, Lighthouse has adopted an "Alternative Diploma" that is available as needed for students with identified special needs. Annually, one or two students may graduate with an Alternative Diploma, which does not include completion of A-G requirements. The figures shared are representative of all students at Lighthouse who graduate with a Standard Diploma.

| | | | | +78 Points to Date |
|----|---|---|-----------------|--|
| 5 | 100% of 2014 graduates will have taken and passed at least one community college course prior to graduation. | Transcript analysis | 100% | 33% (10% Peralta, 23% UCB Extension) |
| 6 | On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their advocate. | ILP attendance database | 95% | 97% |
| 7 | At least 20% of 2014 graduates will have received honors credit for at least one course prior to graduation. | Transcript analysis | At least 20% | 20% |
| 8 | Each year, 100% of students will complete and satisfy the requirement of their junior internship prior to graduation. | Criteria of the LCCHS junior internship | 100% of juniors | 100% |
| 9 | Each year, 100% of students will complete a service focused senior project prior to graduation. | Criteria of the LCCHS senior project. | 100% of seniors | 100% |
| 10 | On average, 90% of students will identify a caring and trusting relationship with at least one adult within the school community each year. | Student survey results | 90% | 2013 94% 2014 3.6 (further details follow in narrative) |
| 11 | On average, 80% of students will agree that crew is influential in them achieving their academic goals each year. | Student survey results | 80% | 2013 94% 2014 3.43 (further details follow in narrative) |
| 12 | On average, 80% of students will agree that the school assessment database is influential in them achieving their academic goals each year. | Student survey results | 80% | TBD (further details follow in narrative) |
| 13 | On average, LCCHS will have a 95% ADA rate each year. | Analysis of annual attendance data | 95% | 95% |

| | | | | |
|----|--|------------------------------------|---|--|
| 14 | On average, no more than 5% of Lighthouse students will drop out each year. | Comparison of data provided by CDE | No more than 5% | 3% |
| 15 | On average, LCCHS will keep 9 of 10 students from year to year excluding those who physically move from Oakland. | Analysis of mobility data | 9 out of 10 students | 93% |
| 16 | By the end of term of this charter, LCCHS will have an overall score of 760 or higher on the API; meet annual growth targets for all reportable subgroups in at least two of the last three years of the charter term. | Comparison of data provided by CDE | 760 API, meet growth targets | 799 API Met growth targets Overall, and for FRL and ELL Subgroups. Missed growth target for Latino subgroup (currently at 795 API). |
| 17 | Reach and maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher | Comparison of data provided by COE | State Rank of 5 or higher Similar School Rank of 8 or higher | State Rank of 7 out of 10 Similar Schools Rank of 10 out of 10 |
| 18 | 100% of all students will pass both the Math and English sections of the CAHSEE prior to graduation. | CAHSEE results data | 100% | 100% |
| 19 | On average, 85% of 10th grade students will pass the Math and English sections of the CAHSEE on their first attempt. | CAHSEE results data | 85% of 10 th graders | 2014 95% in ELA and 96% in Math. |
| 20 | 50% of students who do not start as proficient on the Language Arts or Mathematics Interim Assessment will achieve proficiency by the end of the school year on at least one test. | Interim Assessment data | 50% of students | TBO (further details follow in narrative) |

Additional Notes on MPOs

As demonstrated above, Lighthouse has met or made significant progress toward the vast majority of our MPOs. In addition, we have been able to reflect on these goals, the actions related to these goals, and the measures with which we assess our progress. At times, adjustments have been required and those adjustments are detailed as follows:

- **Goal 5** - This goal was simply too ambitious - and working to achieve it would have compromised our focus on the primary goal of graduating our students with A-G requirements, so they are prepared for college and the career of their choice. Enabling students to achieve college credits in high school will continue to be something Lighthouse offers - and achieved for a third of its students - but it will not be the focus of an MPO.
- **Goals 10-12** - The assessments used to measure this goal transitioned over the course of the charter term. In the 2013-14 school year, Lighthouse moved from an internal Student Survey to the School Climate Assessment Instrument (SCAI). This survey is required by one of our i3 grants, and has proved to be more actionable in helping us establish school wide priorities. Rather than using a percentage of students who agree or disagree, student rate indicators based on a low, medium and high ranking. As such, the focus areas of the questions as well as how success is measured need adjustment. The 2014 SCAI data revealed the following, in rough alignment to our MPOs:
 - Student Attitude and School Culture (3.43, Middle/High rating) - Sense of classroom belonging, collective goals, student voice etc.
 - Student Interactions (3.46, Middle/High rating) - Sense of belonging, safety, student rights, and authentic learning.
 - Supportive and Respectful Interactions with Students (3.68, Middle/High)

In the future, we hope to add specific questions back into the survey on the influence of crew and students' sense of belonging with at least one trusting adult.

- **Goal 20** - With the shift to Common Core, the internal Lighthouse assessment practice mirrors that of the state. We placed our previous interim assessments on hold, as we shifted practice to the Common Core. We are currently evaluating different tools for gathering Common Core aligned interim assessment data, but these measures are not at a state of validity and reliability that would make them appropriate for reporting. To ensure we maintain a data driven practice, we have created focused interims based on one aspect of the CCSS and NGSS within our professional learning teams. These assessments are collaboratively designed and normed according to rigorous rubrics.

Additional Indicators of Excellence

While our results on Comparative School Data and Measurable Pupil Outcomes are impressive, proof that our program is academically sound extends much further and deeper. As such, we respectfully submit the additional indicators:

- We have met Annual Yearly Progress (AYP) every year of the charter term - and of our history.
- We received the Title I Academic Achievement Award in both 2011 and 2012, one of only two schools in the entire state to do so in those years.
- We were named the 2013 California Charter School of the Year by the California Charter Schools Association.
- Our 10th graders have an extraordinary pass rate on the CAHSEE on their first attempt: 95% in ELA and 96% in Math.

- We send students to and through college - 86% of our graduates have been accepted to four-year colleges and universities in the six years of graduating classes, two receiving the prestigious Gates Millennium Scholarship. 86% of our graduates remain in or have graduated from college. With 90% of our students being first generation to go to college, we are most proud of these statistics.
- We expand possibilities - Three students were invited to and presented at the White House Science Fair last year, displaying the inventions they created in our unique Creativity Lab.
- We have State and National Impact - We were selected to participate in three federal grants focused on continual improvement: a Teacher Incentive Fund (TIF) grant in partnership with REACH Institute to develop new models of employee development, an Investing in Innovation (i3) grant in partnership with the Seneca Family of Agencies to develop a comprehensive Response to Intervention (RTI) program, and a California Department of Education Dissemination Grant to develop and share best instructional and professional development practices in STEM education.
- We develop future professionals - Lighthouse has supported 8 educators in earning teaching credentials and 4 educators in earning their administrative credential through our pipeline programs in partnership with the REACH Institute and Teach for America. We have also served as a year-long Residency site for 5 Principal Fellows as they earn administrative credentials through the New Leaders program. In addition, we have hosted several summer and year-long Education Pioneer fellows, as well as two Berkeley Haas Business School Board fellows, helping to launch the careers of several education entrepreneurs.

In looking at the Comparative School Indicators as required under Education Code § 47607 (b), our Measurable Pupil Outcomes, and the deeper and broader measures shared above, it is clear that Lighthouse Community Charter High School is an effective and academically sound program.

What are the main priorities for improvement?

As we develop our next strategic plan, we continue to frame all goals within our five core tenets. Our main priorities for improvement are reflected in Elements A and B of our charter and are as follows:

Figure 6 - 2015-2021 Measurable Pupil Outcomes

| |
|---|
| Goal 1: High Expectations for All Students |
| We start with the belief that every child deserves to reach their fullest potential and must be held to high expectations. Built upon this belief, our educational program is based upon clearly articulated academic and character expectations. |
| Outcome(s) |

Lighthouse students are focused, reflective, and persistent learners who know themselves well, are strong communicators, and are prepared to independently engage college and career outside of Lighthouse.

Actions(s)

College & Career Readiness

- 1a. All juniors and seniors are enrolled in college and career preparation classes.
- 1b. Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort.
- 1c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.
- 1d. Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting and Beyond12 for data tracking and coaching.
- 1e. All juniors take the SAT.

Student Achievement, Support & Intervention

- 1f. Struggling students are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.

Instructional Practice

- 1g. Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 1h. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.
- 1i. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of licensure.

Measure(s)

- Lighthouse graduates accepted to a “just right” college or university will increase from the 2014-15 baseline at an average of 1% annually until the goal of 85% is met, overall and for all significant subgroups.
- The mean score of the mathematics and critical reading sections together, as measured by the SAT, will increase at an average of 10 points each year until these meet the national median score, overall and for all significant subgroups.
- Lighthouse students who show growth between baseline and end-of-year proficiency as measured by the SBAC and/or internally designed assessments will increase from the 2014-15 baseline at an average of 1% annually until the goal of 75% is met, overall and for all significant subgroups.
- Lighthouse students who meet grade-level proficiency on SBAC-aligned Performance Task metrics will increase from the 2014-15 baseline at an average of 1% annually until the goal of 75% is met, overall and for all significant subgroups.

In Support of State Priorities

- 4 - Pupil Achievement
- 8 - Pupil Outcomes

Goal 2: Deep Learning through Rigorous Curriculum

Lighthouse is uniquely positioned to strategically meet the needs of our students over their K-12 careers. We focus on student mastery of rigorous standards; authentic assessment of student learning; guiding principles that emphasize collaboration, curiosity, and reflection; and a pedagogical approach that vertically aligns instructional practices, content, skills, and assessments. Deep and meaningful learning experiences that allow students to apply what they've learned result in authentically engaged students.

Outcome(s)

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

Actions(s)

Instructional Practice to Support Student Engagement

- 2a (also 1g). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 2b (also 1h). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

English Language Acquisition

- 2c. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- 2d. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.
- 2e. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.

Curriculum Alignment

- 2f. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2g. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

- 2h. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

Measure(s)

- Lighthouse students who are deeply engaged in learning as measured by quarterly observations using engagement tools such as the Tripod student engagement framework will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 85% is met, overall and for all significant subgroups.
- Lighthouse students who successfully complete grade and standards-aligned Passage process, demonstrating readiness for the next phase of their educational career (i.e. next loop level or graduation) as measured by audit of promotion and retention data will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- The four-year graduation rate as calculated by SARC will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 70% is met, overall and for all significant subgroups.
- The drop out rate as calculated by SARC will be reduced from 2014-15 baseline by a minimum of 1% annually on average until the goal of 10% or less is met, overall and for all significant subgroups.
- The percentage of ELLs who make Annual Progress in Learning English will remain at 65% or greater as measured by the CELDT or subsequent state-defined measure, in order to continue to meet state-defined expectations (AMAO 1).
- The percentage of ELLs in English language instruction programs for 5 years or more that reach English language proficiency as measured by the CELDT or subsequent state-defined measure, will continue to meet state-defined expectations (AMAO 2).
- The percentage of ELLs in English language programs for fewer than five years as measured by the CELDT or subsequent state-defined measure, will continue to meet state-defined expectations (AMAO 2).
- Lighthouse curriculum maps, units of study, assessment and instruction that are aligned to the Common Core Standards, California ELD Standards, and Next Generation Science Standards (NGSS) as measured by an internal audit will increase from the 2014-15 baseline at an average of 10% annually until the goal of 100% is met.

In Support of State Priorities

- 2 - Alignment to Common Core, with support for ELLs and other subgroups
- 4 - Pupil Achievement
- 5 - Student engagement
- 8 - Pupil Outcomes

Goal 3: Family Involvement

Lighthouse families are essential partners in the education of their child. The primary purpose of family-school interactions is to leverage and build the capacity of families to best support the academic, social, and emotional growth of their children. Lighthouse supports the full participation of all families while simultaneously facilitating plenty of other opportunities for families to build community with one another, learn, and get involved with their child's education.

Outcome(s)

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

Actions(s)

Family Involvement (ILP Meetings, Engagement, & Communication)

- 3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.
- 3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.
- 3c. Parent Leader works with Crew Parents to engage and involve families in the life of the school.
- 3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.

Measure(s)

- Families who actively participate in their child's Individualized Learning Plan meetings as measured by internal audit will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 95% is met, overall and for all significant subgroups.
- New families who engage in at least one additional parent activity throughout the school year (e.g. Coffee Tuesday, Padres Comprometidos, Crew Parents, potlucks, etc.) will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 75% is met, overall and for all significant subgroups..
- Families who feel like valued members of the school community as measured by family survey will increase from the 2014-15 baseline by a minimum of 1%

annually on average until the goal of 90% is met, overall and for all significant subgroups.

- Families who feel they receive consistent and clear communication from their child's teacher as measured by family survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 85% is met, overall and for all significant subgroups.

In Support of State Priorities

- 3 - Parent Involvement
- 4 - Pupil Achievement
- 8 - Pupil Outcomes

Goal 4: Professional Learning Community

We believe that a high quality teacher is one of, if not the most powerful levers in student achievement. As a result, we prioritize the cultivation of a robust professional learning community. We have built a strong professional team that is known well and coached accordingly, a mission-aligned compensation system, and opportunities for collaboration and growth within the organization for all faculty and staff members.

Outcome(s)

- Lighthouse staff feel known well, supported, and encouraged to continuously grow in service of the mission.
- Staff feel connected to each other, their students, their families, and have deep commitment to the mission.

Actions(s)

Instructional Practice to Support Professional Growth & Motivation

- 4a (also 1g & 2a). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 4b (also 1h & 2b). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

Staff Satisfaction & Motivation

- 4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.
- 4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.

| |
|--|
| Measure(s) |
| <ul style="list-style-type: none"> ● Staff who feel that they are effectively and actively supported to grow as a professional as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met. ● Staff who are motivated to do “what it takes” to achieve the Lighthouse mission as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met. ● Staff who feel valued, fairly compensated, and supported as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met. |
| In Support of State Priorities |
| <ul style="list-style-type: none"> ● 1 - Quality Teachers, Curriculum, and Facility ● 4 - Pupil Achievement ● 5 - Student Engagement ● 6 - School Climate ● 8 - Pupil Outcomes |
| Goal 5: Whole Child |
| <p>Lighthouse Community Charter School is an organization focused squarely on ensuring each and every one of our students has the opportunity to attend and succeed in college, as it is an incredible gatekeeper to being able to attain a career of one’s choice. There are many organizations with this same mission, yet HOW we get there is unique. We know that when a student is socially, emotionally, and physically healthy they are much more likely to be academically successful. As a result, we have several structures and practices in place to serve the “whole child,” and ensure every student is known well, and is getting the differentiated supports that enable their success. In addition, we believe it is the school’s place to build our students’ social capital, providing them access to experiences and opportunities that will help them identify and realize their goals.</p> |
| Outcome(s) |
| <ul style="list-style-type: none"> ● Students know who they are and have a clear sense of their identity. ● Students are socially, emotionally, and physically healthy. ● Students are active members of their community and participate in the life of their community. |
| Actions(s) |

College & Career Readiness

- 5a (also 1a). All juniors and seniors are enrolled in college and career preparation classes.
- 5b (also 1b). Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort.
- 5c (also 1c). All high school students participate in college visits, with additional small group and individual tours facilitated as needed.
- 5d (also 1d). Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting.

Student Achievement, Intervention & Support for Students and School Climate

- 5e. Small class size is maintained to ensure all students are known well.
- 5f. Crew (advisory) is utilized to provide a small venue in which students are supported socially, emotionally, and academically.
- 5g. Associated Student Body (9th - 12th) structure is utilized to support student empowerment and engagement.
- 5h. Continue to implement and refine Response to Intervention (RTI) program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- 5i. Student Case Manager provides social, emotional, and behavioral support utilizing the Restorative Justice model.
- 5j. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

Measure(s)

- The percent of juniors and seniors who report having a plan for their future that includes college as measured by student survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- The percent of staff who report that student support systems (therapy, intervention, etc.) directly influence the ability of their students to academically succeed as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met, overall and for all significant subgroups.
- The percent of students who report having a trusting relationship with at least one Lighthouse staff member as measured by student survey will remain at 90% or higher on average, overall and for all significant subgroups.
- Students attendance rate as measured by SARC will remain at 95% or higher on average, overall and for all significant subgroups.

- Chronic absenteeism as measured by SARC will decrease from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 5% or less is met, overall and for all significant subgroups.
- Lighthouse students who are physically fit, as measured by being in the Healthy Fitness Zone on 5 or more categories of the PFT, will increase from the 2014-15 baseline by 1% annually on average until the goal of 75% is met, overall and for all significant subgroups.
- Lighthouse students who express a sense of safety at school as measured by the SCAI will increase from the 2014-15 baseline by a minimum of 0.1 points annually on average until the goal of 4.0 is met, overall and for all significant subgroups.
- Lighthouse students who demonstrate non-academic qualities of Attitude and Culture that prepare them for career, college, and life success as measured by the SCAI will increase from the 2014-15 baseline by a minimum of 0.1 points annually on average until the goal of 4.0 is met, overall and for all significant subgroups.

In Support of State Priorities

- 4 - Pupil Achievement
- 5 - Student Engagement
- 6 - School Climate
- 8 - Pupil Outcomes

3. How well is the school regarded by students and parents?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. This has included annual surveys of students and families, to determine areas of strength and areas for improvement.

What do (a) students and (b) parents most like about the school?

In our annual surveys and focus groups, Lighthouse students consistently express that:

- The school, program, and structures support their learning
- People at Lighthouse care about them

- Their education is preparing them for college

Lighthouse parents consistently express their appreciation that:

- The campus and school community are a safe place for their children
- Lighthouse staff believe in the potential of all students
- There is a high level of academic rigor and achievement, alongside a clearly college going culture

What do they feel needs improvement, and what action is being taken?

While Lighthouse has high levels of student and family satisfaction, it can continue to further its practice through the following:

- Identifying and utilizing consistent survey tools, to provide for longitudinal data to inform practice. A new survey instrument is being evaluated, which will allow us to use the standard questions of the School Climate Assessment inventory (SCAI), which we currently use, while adding Lighthouse specific questions.
- Establishing continuity of vision and expectations for student culture across the K-12 (LCCS and LCCHS), which we are actively working on in Professional Development in partnership with the Seneca Family of Agencies.

In addition, Lighthouse has developed specific outcomes, actions, and measures for supporting the Whole Child, which is one of Lighthouse’s five core tenets. This includes developing a sense of belonging and ownership for students within the school community, These five goals are listed in their entirety under Item Two above, with the section on supporting the Whole Child repeated below they specifically relate to the question posed here.

Goal 5: Whole Child

Lighthouse Community Charter School is an organization focused squarely on ensuring each and every one of our students has the opportunity to attend and succeed in college, as it is an incredible gatekeeper to being able to attain a career of one’s choice. There are many organizations with this same mission, yet HOW we get there is unique. We know that when a student is socially, emotionally, and physically healthy they are much more likely to be academically successful. As a result, we have several structures and practices in place to serve the “whole child,” and ensure every student is known well, and is getting the differentiated supports that enable their success. In addition, we believe it is the school’s place to build our students’ social capital, providing them access to experiences and opportunities that will help them identify and realize their goals.

Outcome(s)

- Students know who they are and have a clear sense of their identity.
- Students are socially, emotionally, and physically healthy.

- Students are active members of their community and participate in the life of their community.

Actions(s)

College & Career Readiness

- 5a (also 1a). All juniors and seniors are enrolled in college and career preparation classes.
- 5b (also 1b). Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort.
- 5c (also 1c). All high school students participate in college visits, with additional small group and individual tours facilitated as needed.
- 5d (also 1d). Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting.

Student Achievement, Intervention & Support for Students and School Climate

- 5e. Small class size is maintained to ensure all students are known well.
- 5f. Crew (advisory) is utilized to provide a small venue in which students are supported socially, emotionally, and academically.
- 5g. Associated Student Body (9th - 12th) structure is utilized to support student empowerment and engagement.
- 5h. Continue to implement and refine Response to Intervention (RTI) program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- 5i. Student Case Manager provides social, emotional, and behavioral support utilizing the Restorative Justice model.
- 5j. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

Measure(s)

- The percent of juniors and seniors who report having a plan for their future that includes college as measured by student survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- The percent of staff who report that student support systems (therapy, intervention, etc.) directly influence the ability of their students to academically succeed as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met, overall and for all significant subgroups.

- The percent of students who report having a trusting relationship with at least one Lighthouse staff member as measured by student survey will remain at 90% or higher on average, overall and for all significant subgroups.
- Students attendance rate as measured by SARC will remain at 95% or higher on average, overall and for all significant subgroups.
- Chronic absenteeism as measured by SARC will decrease from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 5% or less is met, overall and for all significant subgroups.
- Lighthouse students who are physically fit, as measured by being in the Healthy Fitness Zone on 5 or more categories of the PFT, will increase from the 2014-15 baseline by 1% annually on average until the goal of 75% is met, overall and for all significant subgroups.
- Lighthouse students who express a sense of safety at school as measured by the SCAI will increase from the 2014-15 baseline by a minimum of 0.1 points annually on average until the goal of 4.0 is met, overall and for all significant subgroups.
- Lighthouse students who demonstrate non-academic qualities of Attitude and Culture that prepare them for career, college, and life success as measured by the SCAI will increase from the 2014-15 baseline by a minimum of 0.1 points annually on average until the goal of 4.0 is met, overall and for all significant subgroups.

In Support of State Priorities

- 4 - Pupil Achievement
- 5 - Student Engagement
- 6 - School Climate
- 8 - Pupil Outcomes

4. How well do students achieve?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

In which subjects and grades do students do best, and why?

As demonstrated in Item Two above, Lighthouse students have demonstrated success across subject and grade levels. The focus of our work in the last charter term has been less about a specific content area or grade level area of need, and more about the types of thinking skills students need in order to meet the demands of the California Common Core State Standards (CCCSS) and the Next Generation Science Standards (NGSS).

A specific area of growth and strength is in the area of complex thinking and problem solving. Students are finding increasing success in times when they have to drive their own learning through creative projects that ask them to do solve for problems in multiple ways. One example of this is in 9th grade Science, where students need to conceptualize and design their own experiment using the scientific method.

A second area of growth has been in writing, which has been a whole school focus with teachers collaborating on writing across the content areas and regularly incorporating, assessing, and analyzing writing to inform instruction.

In which subjects and grades is improvement needed, and what action is being taken?

The focus of our work in the next charter term will continue to be less about a specific content area or grade level area of need, and more about the transition to CCCSS and the NGSS. Professional development, alongside active observation and coaching, will be targeted at supporting teaching and learning in this transition. This is discussed further in Item Five below.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

The academic performance of Lighthouse students overall and within our significant subgroups are consistent, with marginal differences, if any, in attainment. That said, Lighthouse actively monitors the attainment levels of its African-American students. While the group is too small to be statistically significant, at times this group demonstrates levels of attainment that are lower than their peers (and has also been higher and at the same level). A compounding factor is the fact that high levels of these students are also in foster or kinship care. Lighthouse will continue to monitor and support these students to ensure that all students are attaining at high levels.

5. How effective is the quality of instruction, including teaching, learning, and curriculum?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. A major area of focus has been supporting the transition of teaching, learning, and curriculum to the CCCSS and NGSS.

Which are the strongest features of teaching and learning, and why?

One of the strongest features of teaching and learning at Lighthouse is the collaboration of teachers. Whether in grade level teams to discuss supporting specific students, content area teams to discuss curriculum and instructional practice, or as a whole school to analyze areas of strength and areas of need, Lighthouse teachers demonstrate a high level of collaboration. It is through these multiple collaborative experiences, which are detailed in Item Six below, that our staff continue to drive the development and refinement of our teaching, learning, and curriculum.

What aspects of teaching and learning most need improvement, and what action is being taken?

We have identified the following major areas of focus for our next charter term:

- Deepening teacher understanding of CCCSS and NGSS.
- Developing instructional cohesion across classrooms and grade levels.

We are currently using the Professional Development structures detailed above to address these areas of need. For example, we have looked at research-based methodologies for lesson design through our participation in a Teacher Incentive Fund grant and are now developing a common understanding of what makes strong lesson design. In addition, we are exploring partnerships with groups such as Expeditionary Learning (EL) to provide an overarching framework for developing a unified understanding of good teaching at Lighthouse.

6. How effective are professional development opportunities provided to teachers?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| X | | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. Teachers have been an integral part of this process, through one-on-one conferences, professional development, teacher surveys, and our instructional leadership team, called Vision Keepers.

Which are the strongest features of professional development, and why?

As described in Item One, Lighthouse holds Cultivating Teaching Excellence as one of its five core tenets. Lighthouse utilizes a variety of core practices to provide flexible and differentiated professional development for its staff, which is a clear strength of our program. These include but are not limited to the following:

- **Common Planning Time** - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Inquiry Groups** - Groups where teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Grade Level Meetings (9-12)** - Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** - Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Coaching & Model Classrooms** - Directors of Instruction and Peer Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Mentoring** - Pairing of a veteran teacher with each teacher new to Lighthouse to support them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and grading and communication systems.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

How are professional development activities selected and evaluated?

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the core practices utilized. This may include a mix of

classroom observation, student assessment data, and input from teachers. The goal of our professional development is to optimize conditions for student and teacher learning and in service of meeting the goals outlined in our strategic plan.

We then evaluate the efficacy of professional development through teacher surveys, both from individual sessions as well as on an annual summative basis, student achievement data, and classroom observations.

What aspects of teaching and learning most need improvement, and what action is being taken?

Supporting our Professional Learning Community is one of Lighthouse’s five core tenets. Within this area, we have identified outcomes, actions, and measures for our next charter term. These five goals are listed in their entirety under Item Two above, with the section on supporting our Professional Learning Community repeated below.

Goal 4: Professional Learning Community

We believe that a high quality teacher is one of, if not the most powerful levers in student achievement. As a result, we prioritize the cultivation of a robust professional learning community. We have built a strong professional team that is known well and coached accordingly, a mission-aligned compensation system, and opportunities for collaboration and growth within the organization for all faculty and staff members.

Outcome(s)

- Lighthouse staff feel known well, supported, and encouraged to continuously grow in service of the mission.
- Staff feel connected to each other, their students, their families, and have deep commitment to the mission.

Actions(s)

Instructional Practice to Support Professional Growth & Motivation

- 4a (also 1g & 2a). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 4b (also 1h & 2b). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

Staff Satisfaction & Motivation

- 4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.
- 4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.

Measure(s)

- Staff who feel that they are effectively and actively supported to grow as a professional as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met.
- Staff who are motivated to do “what it takes” to achieve the Lighthouse mission as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met.
- Staff who feel valued, fairly compensated, and supported as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met.

In Support of State Priorities

- 1 - Quality Teachers, Curriculum, and Facility
- 4 - Pupil Achievement
- 5 - Student Engagement
- 6 - School Climate
- 8 - Pupil Outcomes

7. How effective is the assessment of student learning?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. Surveys and focus groups with students, families, and staff specifically addressed the question of assessment and if the data streams were adequate to inform their practice.

What are the strongest features of assessment?

In looking at the internally designed methods of assessment, the schoolwide writing assessments and the unit assessments are strongest as they exhibit the following features:

- Backwards designed from content standards and skills
- Collaboratively designed across content areas
- Assessed against a rubric (also an area for growth, see below)
- College-preparatory standard of rigor

What aspects need improvement, and what action is being taken?

A robust suite of assessments and consistent use of data to inform instruction have traditionally been areas of excellence for Lighthouse. That said, shifts in external assessments have created a data vacuum in some areas. Both the SBAC and the SAT are in a state of development, which in turn requires Lighthouse to adjust its internal benchmark assessment practice to align to these changes. This has been difficult as we await more clarity on these tools, what the changes will entail, and the timeline for feasible public use of the SBAC benchmark and interims. We are actively working on new benchmark assessments that align to the SBAC and the Lighthouse model during professional development time. In addition, we are norming our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work.

8. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| X | | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. This process has included an evaluation of student demographics, which reveals that Lighthouse has a diverse student population within which English Language Learners, students with disabilities, and students with homeless status are represented at a rate at or above that of the district as a whole.

What are the strongest aspects of efforts to a diverse student population?

The Lighthouse reputation continues to draw a diverse population, through specific program offerings that meet the needs of this population. In addition to the rigorous educational program, these include but are not limited to the following:

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Small advisory groups, called Crew, ensure that each student has a strong relationship with at least one caring adult at the school
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis
- Curriculum designed to meet the needs of Language Learners, both in the sheltered mainstream classroom and in systematic ELD classes.

- Extensive college and career planning, to support students who will be first in family to attend college
- Individual Learning Plans (ILP) and one-on-one ILP meetings with teachers three times a year to discuss progress and individual goals for their child
- Time, energy, and resources used to “build character” in students
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students
- Active support and a welcoming community for LGBTQ youth
- Courses for families (curriculum range from adolescent development and raising a healthy teenager to new trends in STEM education)
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion

What aspects need improvement, and what action is being taken?

The Lighthouse mission is to serve the traditionally underserved students of Oakland, preparing them for college and the career of their choice. While Lighthouse serves a higher percentage of these students than the district as a whole, reducing this number is not in keeping with the mission and will not be a focus for improvement at this time.

9. How effective is the leadership and management of the school?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. This has included an evaluation of our organizational structure, which has been refined to improve efficacy and target core areas of student and programmatic need.

Key features of this shift include the following:

- A Head of School (K-12), with three Directors of Instruction (K-4, 5-8, 9-12) to provide more time and focus on teaching, learning, and curriculum at each band level. (This replaces the K-6 and 7-12 Directors of Instruction).
- Three Case Managers (K-4, 5-8, 9-12) to provide more time and focus on student social, emotional, and behavioral needs and development.
- A Director of Intervention Services, to oversee our RTI program and services provided within it, as well as through IEP and 504 plans.
- A Director of Finance, in addition to the Director of Strategic Development.

The Senior Management Team of Lighthouse brings a wealth of experience in urban education reform, across the sectors of educational program, development and fundraising, finance, and student services. Together, these members have a proven track record of operating Lighthouse Community Charter High School in a way that accelerates academic achievement for students, is fiscally and organizationally sound, and serves the unique needs of all learners including students from low-income families, students with special needs and English Language Learners. These members include:

- **Stephen Sexton, Head of Schools (on leave)**
Stephen Sexton is Head of Schools and a Founder of Lighthouse Community Charter Public Schools. He got his start in teaching through Teach for America in 1995 where he taught science for two years in Watts. After a short stint teaching in a one-room schoolhouse in Upstate New York, Stephen continued his teaching career under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter School outside of Boston. In addition to teaching, Stephen was the Curriculum Director for Teach for America where he authored TFA's teacher education curriculum. Stephen received his Bachelors of Science Degree from the University of Utah, having majored in Mechanical Engineering and minored in Nuclear Engineering.
- **Yanira Canizales, Interim Head of Schools**
Yanira Canizales has thirteen years of experience in urban education. Yanira currently serves as the Interim Head of Schools, where she oversees the curriculum, pedagogy, teacher coaching, culture, and overall educational well being of the K - 4, 5-B, and 9-12 programs at Lighthouse. She previously served as a Director of Instruction for the K-4 program. Having immigrated to the United States from Nicaragua with her family, Yanira experienced the power of education - and the inequity that can come with being a Spanish-only speaking student of color - at a young age. Dedicated to ensuring all students have the opportunity to an excellent and equitable education, Yanira has worked in urban education in preschool, elementary, and high school charter and traditional public schools as a classroom teacher, and Dean of Instruction since 2002. She received her Administrative Credential through the New Leaders Program during which time she was a resident principal at Melrose Leadership Academy in Oakland. In addition to having a decade of teaching experience, Yanira served as the Director for the Emerging Leaders Program (ELP) of New Leaders helping recruit and develop teacher leaders interested in the principalship. She holds a Masters in Teaching and BCLAD Multiple Subject Teaching Credential from the Center of Social Justice at the University of San Francisco and was a Teacher for the Advancement of a Multicultural Society (TEAMS) Fellow. Yanira also holds her Bachelor's in Social Welfare with a minor in Education from the University of California, Berkeley where she graduated as a first generation college student on a full scholarship. When Yanira isn't busy steering the ship at Lighthouse, she enjoys time with her four children and family.
- **Sherene Judeh, Director of Instruction 9-12**
Sherene Judeh has been working with Lighthouse Community Charter High School for six years, first as a 9-10 humanities teacher, and now as the 9-12 Director of Instruction. Sherene came to Lighthouse after having taught in her Teach For

America placement school for several years. As 9-12 Director of Instruction, Sherene designs and implements rigorous academic achievement goals for our students and instructional staff as well as works with others to ensure a positive school culture for all members of the Lighthouse Community. Sherene earned her Bachelor's Degree from the University of Iowa in Global Studies and Asian Languages and Literature and her Master's Degree from the Reach Institute for School Leadership.

- **Lelia Richardson-Diltz, Case Manager 9-12**

Lelia Richardson-Diltz is the 9-12 Case Manager at Lighthouse Community Charter School in East Oakland, California. As the Case Manager, a position held since August 2013, Lelia's responsibilities include: supporting school wide cultural initiatives, such as the implementation of Restorative Justice practices; prevention and intervention strategies; and parent outreach. As a Lighthouse community member, Lelia was an eighth grade Crew Leader, Elective Instructor, After School Program Instructor, and a parent advocate. Before coming to Lighthouse, Lelia was the Camp Director for Galileo Learning (Camp Galileo Oakland), Program Coordinator for Alameda Unified School District L.E.A.P.S After School Program, and a co-founding teaching artist and program developer for the Alameda Multi-Cultural Center. As a former AmeriCorps member (Learning for Life) and alumna of California State University East Bay, (Human Development with a focus in Women's Studies), Lelia brings an extensive background in youth centered programming, advocacy and activism to her work.

- **Jenna Stauffer, Director of Strategic Development**

Jenna Stauffer is a Founder of Lighthouse Community Charter School and as Director of Strategic Development, oversees the finances, fundraising, human resources, and external partnerships at Lighthouse. Having entered teaching in 1995 through Teach for America, she has taught in both urban and rural settings. In addition, she was the "Teacher On Set" for a series of educational documentaries made about New York State. A Hoosier native, she received her degree in Wildlife Ecology from Purdue University in 1995. While working on her Masters Degree in Education at Harvard University in 2000, the concept for Lighthouse was born. Jenna is a member of Oakland Rotary and sits on the advisory boards of two new start-up charter schools.

- **Brandon Paige, Director of Finance**

Brandon Paige began his work with Lighthouse in 2013 as the Director of Finance and Operations. In this role, he is responsible for overall budget and cash management, human resources, and oversight of operational functions. Brandon began his career in education with six years of teaching experience as a High School math teacher. He began in Brooklyn, NY with the NYC Department of Ed., and continued teaching at a charter school in San Francisco. He continued his work in education at EdTec, Inc. In that role, he managed the financial aspects of charter schools throughout Northern California, and was introduced to Lighthouse. Brandon received his Bachelors in Economics from Princeton University and his Master's in Education from Pace University.

- **Tamarah Tilos, Director of Intervention Services**

Tamarah received her BA in Community Studies from the University of California, Santa Cruz. She has since completed her Ed. Specialist Credential, received a

Master's in Special Education, and is working toward an Ed.D in Organizational Leadership. Tamarah started her path in education as a Mental Health Counselor and Special Education Teacher at a Non-Public School (NPS). She then became an Academic Intervention Specialist who implemented Response to Intervention (RtI) models at a variety of schools. Tamarah returned to the NPS to supervise teachers and oversee the academic program. Today, Tamarah works as Lighthouse's Director of RTI.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

Lighthouse has a layered system of structures to ensure effective implementation of the school's curriculum, including but not limited to the following:

- Weekly content area meetings to develop alignment and data-based practice, led by a teacher leader. Agendas for these meetings are reviewed by the Director of Instruction prior to each meeting, and notes from the meeting are reviewed following each session.
- Quarterly conferences between the Director of Instruction and each teacher, to review instructional plans, student achievement data, and instructional practice.
- In depth coaching cycles twice yearly between the Director of Instruction and each teacher, to hone in on a particular facet of instructional practice.
- Instructional walk-throughs conducted regularly by the Lighthouse Director of Instruction Team (K-4, 5-8, 9-12) to evaluate consistency of implementation across classrooms, identifying areas of strength and need.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

If data indicates that a teacher is not effectively implementing curriculum, a sequence of steps are taken. First, the Director of Instruction will begin meeting with the teacher to investigate and address potential underlying causes. This include developing a shared understanding of the curriculum map and available resources, the instructional strategies used at Lighthouse, the current data on student achievement in that class, and how to adapt instruction to meet the needs of students. If the teacher persistently is not meeting expectations, then this is noted in the quarterly conference and they are placed on an improvement plan. The process is the same for the Director of Instruction, who would be meeting with the Head of School. The Head of School's performance is monitored and evaluated by the Board of Directors, utilizing an Academic Accountability Committee that meets every two months with the Head of School.

Which aspects of leading and managing the academic performance of the school work best, and why?

The strongest aspect of leading and managing the academic performance at Lighthouse is the strength of our Professional Development structures and our Professional Learning Community. As discussed in Item Six, key strengths are as follows:

- **Inquiry Groups** - Groups where teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement.

The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.

- **Grade Level Meetings (9-12)** - Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** - Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Coaching & Model Classrooms** - Directors of Instruction and Peer Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.

In addition, every teacher at Lighthouse has a Professional Development Plan which identifies areas of strength, areas for growth, and specific goals annual goals. This practice mirrors that of the Individual Learning Plans we use with students, with teachers meeting one-on-one quarterly to discuss and adjust the goals and strategies with their Director of Instruction.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

A major focal point of our strategic planning is increasing coherence of the vision of what makes good teaching at Lighthouse.

As discussed in Item Five, we are currently using the Professional Development structures detailed above to address these areas of need. For example, we have looked at research-based methodologies for lesson design through our participation in a Teacher Incentive Fund grant and are now developing a common understanding of what makes strong lesson design. In addition, we are exploring partnerships with groups such as Expeditionary Learning (EL) to provide an overarching framework for developing a unified understanding of good teaching at Lighthouse.

The other action we are taking is norming use of existing assessments and developing new assessments, to support our data-driven instruction. As discussed in Item Seven, we are actively working on new benchmark assessments that align to the SBAC and the Lighthouse model during professional development time. In addition, we are norming our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work.

10. How well does the charter school collaborate with parents to encourage active participation in their student’s education?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. Families have been an integral part of this process, through Surveys, Focus Groups, and our Advisory Group, called Crew Parents.

Which are the strongest features, and why?

As described in Item One, Lighthouse holds Family Involvement as one of its five core tenets. As such, it utilizes a variety of strategies to involve families in the education of their child. These include, but are not limited to, the following:

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to new trends in STEM education)
- Regular “Crew Parent” meetings, in which parents work together and mobilize other parents to be involved, informing and working toward the strategic planning of the school and creating a positive school culture
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers three times a year to discuss progress and individual goals for their child
- Two expos of student work annually for parents to connect with the learning their children have done over the course of a semester
- Regular opportunities for families to provide input into key decision making

What most needs improvement, and what action is being taken?

Supporting Family Involvement is one of Lighthouse’s five core tenets. Within this area, we have identified outcomes, actions, and measures for our next charter term. These five goal areas are listed in their entirety under Item Two above, with the section on supporting Family Involvement repeated below.

Goal 3: Family Involvement

Lighthouse families are essential partners in the education of their child. The primary purpose of family-school interactions is to leverage and build the capacity of families to best support the academic, social, and emotional growth of their children. Lighthouse supports the full participation of all families while simultaneously

facilitating plenty of other opportunities for families to build community with one another, learn, and get involved with their child's education.

Outcome(s)

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

Actions(s)

Family Involvement (ILP Meetings, Engagement, & Communication)

- 3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.
- 3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.
- 3c. Parent Leader works with Crew Parents to engage and involve families in the life of the school.
- 3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.

Measure(s)

- Families who actively participate in their child's Individualized Learning Plan meetings as measured by internal audit will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 95% is met, overall and for all significant subgroups.
- New families who engage in at least one additional parent activity throughout the school year (e.g. Coffee Tuesday, Padres Comprometidos, Crew Parents, potlucks, etc.) will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 75% is met, overall and for all significant subgroups.
- Families who feel like valued members of the school community as measured by family survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- Families who feel they receive consistent and clear communication from their child's teacher as measured by family survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 85% is met, overall and for all significant subgroups.

In Support of State Priorities

- 3 - Parent Involvement
- 4 - Pupil Achievement
- 8 - Pupil Outcomes

11. How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction? To what extent are parents and students informed of student performance data individually and schoolwide?

Student, Teacher and School Use of Data

Through data-based inquiry and guided reflection, assessment practices and outcomes at the charter school are used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, LCCHS collects, analyzes and disseminates data to students, teachers, families, and our community so that we may work together to achieve our mission.

Data is used to:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the school and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the school and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.

- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see Element A).
- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the ILP meetings.

Lighthouse utilizes Student Information Systems (SISs) to support our data practice, which are currently Pearson’s PowerSchool and Riverside Publishing’s Data Director. We use these systems to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency. Lighthouse continues to research the rapidly changing offerings in this area and may adopt alternate SISs in the next charter term.

School and Family Use of Data - Reporting to Caretakers

Lighthouse strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Expositions of Student Work as detailed in Figure 7 below. Reports are user-friendly and provided in the families’ native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings and EXPOs of student work.

Figure 7 Formal Reporting to Caretakers

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

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

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

Describe how the school is training administrators and teachers to understand and use assessment data.

The multiple layers of Professional Development discussed in Item Six are leveraged to support teachers and administrators in understanding and using assessment data to inform practice. These provide structures to constantly look at data: as a whole school during Professional Development Institutes (quarterly), within Content Areas during Inquiry Group (weekly), and individually in Coaching Cycles (biannually) and Conferences with the Director of Instruction (quarterly).

What most needs improvement, and what action is being taken?

As discussed in Item Five and Six, developing a cohesive vision for good teaching at Lighthouse and a consistent data stream and norming its use are major areas of focus in the next charter term. Doing so will enable us to review standards-based data more regularly, breaking it down into manageable pieces to inform daily instruction using a unified approach for best practice.

As discussed in Item Five, we are currently using the Professional Development structures detailed above to address these areas of need. For example, we have looked at

research-based methodologies for lesson design through our participation in a Teacher Incentive Fund grant and are now developing a common understanding of what makes strong lesson design. In addition, we are exploring partnerships with groups such as Expeditionary Learning (EL) to provide an overarching framework for developing a unified understanding of good teaching at Lighthouse.

As discussed in Item Six, we are actively working on new benchmark assessments that align to the SBAC and the Lighthouse model during professional development time. We are also revising our assessment tool for student culture, as discussed in Item Three. Finally, we are norming our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work.

12. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. Ensuring that we meet the needs of our students with special needs has been an area of focus, resulting in a switch to the EDCOE SELPA, a partnership with Seneca Family of Agencies, and participation in an i3 grant focused on Response to Intervention. Likewise, Lighthouse is fully committed to an instructional design that meets the needs of its English Language Learners. In the past charter term, this has included partnership and training with EL Achieve for all teachers in the Constructing Meaning framework

Which are the strongest features, and why?

The strongest features of our program in serving these students are as follows:

Serving Students with Special Needs

Response to Intervention

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks

to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

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

All-In! Partnership with the Seneca Center

LCCHS has partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for Intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being. Figure 8 provides an illustration of this model. All-In! utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.

Figure 8 All-In! Multi-Tiered Model for Intervention

All-In! Multi-Tiered Model for Intervention



TIER 3 • INTENSIVE:

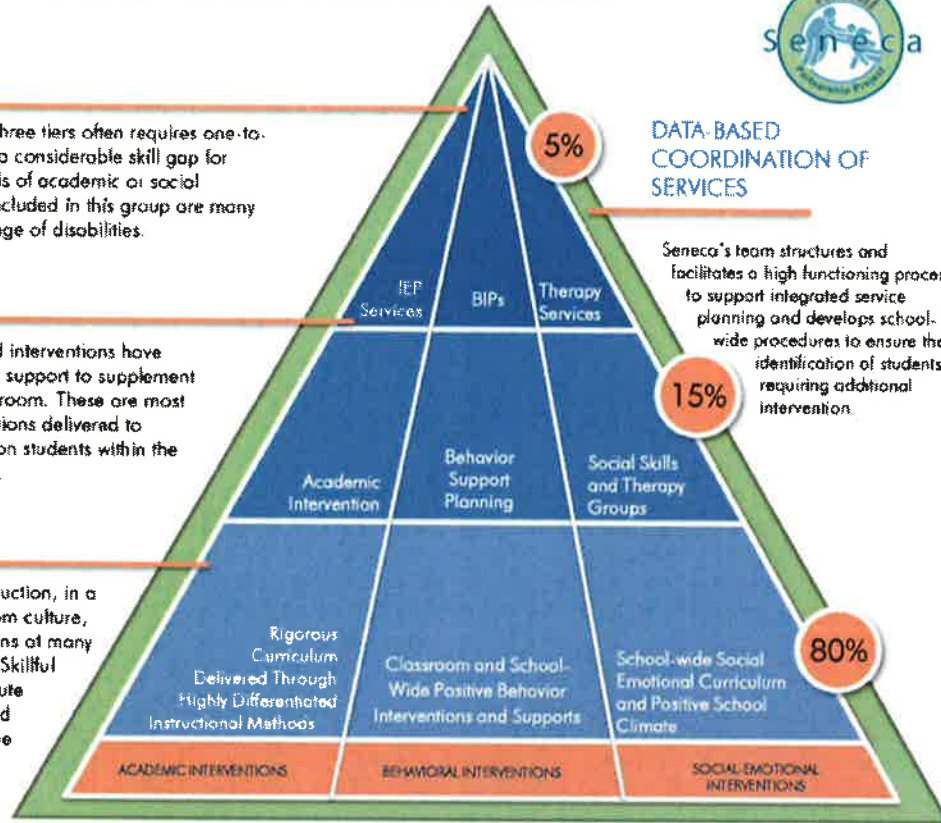
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

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.

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.



| | ACADEMIC | BEHAVIORAL | SOCIAL-EMOTIONAL |
|--------|---|--|---|
| Tier 3 | Special Education and Related Services | Behavior Intervention Planning (BIP) and Case Management | Individual and Family Therapy |
| Tier 2 | Academic Intervention | Behavior Support Planning (BSP) and Case Management | Social Skills and Therapy Groups |
| Tier 1 | Rigorous Curriculum delivered through Highly Differentiated Instructional Methods | Classroom and School-wide Positive Behavior Interventions and Supports | School-wide Social Emotional Curriculum and Positive School Climate |

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.

Coordination of Services Team (COST)

This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. The team also completes eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate.

Strategies for English Language Learners

Academically, Lighthouse meets the needs of its English Language Learners through a combination of a Sheltered English Immersion Program in an inclusion setting and a dedicated Systematic English Language Development course in homogenous groupings by language level.

Like all students at Lighthouse, 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, we believe that holding English Language Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

Sheltered Immersion

In the sheltered English immersion model, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. These methods and strategies front load the content vocabulary and the forms and functions of language

students will need in order to explore and express their understanding of content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English. Strategies will be utilized from Susana Dutro’s EL Achieve Constructing Meaning.

EL Achieve’s Constructing Meaning provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.

Systematic Language Development

English Language Learners at LCCHS and the charter school receive Systematic English Language Development (SELD) tailored to their proficiency level. Systematic ELD is a dedicated class focused explicitly on teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

As with the Sheltered Immersion program, Lighthouse uses resources from EL Achieve’s Systematic English Language development framework to guide this program.

What most needs improvement, and what action is being taken?

As a school, Lighthouse continues to develop the right balance in the modifications and/or scaffolds it provides to students. On one hand, curriculum must push and accelerate student understanding to prepare them for college and career. On the other hand, curriculum must meet them where they are, so they can experience success with effective effort. As we find this balance, we are also working to make modifications and scaffolds transparent to the student -s o that s/he can understand these and advocate for them in college and beyond.

13. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. Ensuring that all students are being pushed at their optimal levels, working within their Zone of Proximal Development, accelerates the achievement of all students. Lighthouse utilizes a suite of assessments to evaluate student development from both a summative and a growth-based perspective to support this practice.

Which are the strongest features, and why?

As discussed in Item 12, our Response to Intervention (RTI) framework enables us to diagnose and address the needs of English Language Learners, students with disabilities, gifted students, and students in need of remediation. In addition, our variety of assessments - including the CELDT - are used to hone in on specific needs and form intervention plans and differentiated instruction to meet student needs.

What most needs improvement, and what action is being taken?

Providing Deep Learning through a Rigorous Curriculum is one of Lighthouse’s five core tenets, and applies to all students including English Language Learners, students with disabilities, gifted students, and students in need of remediation. We firmly believe that strong, data-based instruction supports all students. As such, we continue to focus our improvement work on developing quality instruction for all students with appropriate scaffolds responsive to student need as identified in data.

Within this area, we have identified outcomes, actions, and measures for our next charter term. Our five goal areas are listed in their entirety under Item Two above, with the section on supporting Deep Learning through Rigorous Curriculum repeated below.

| |
|---|
| Goal 2: Deep Learning through Rigorous Curriculum |
| Lighthouse is uniquely positioned to strategically meet the needs of our students over their K-12 careers. We focus on student mastery of rigorous standards; authentic assessment of student learning; guiding principles that emphasize collaboration, curiosity, and reflection; and a pedagogical approach that vertically aligns instructional practices, content, skills, and assessments. Deep and meaningful learning experiences that allow students to apply what they’ve learned result in authentically engaged students. |
| Outcome(s) |
| All Lighthouse students are deeply engaged in a vertically aligned standards based, Common Core, and NGSS curriculum that will prepare them for college success. |
| Actions(s) |

Instructional Practice to Support Student Engagement

- 2a (also 1g). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 2b (also 1h). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

English Language Acquisition

- 2c. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- 2d. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.
- 2e. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.

Curriculum Alignment

- 2f. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2g. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2h. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

Measure(s)

- Lighthouse students who are deeply engaged in learning as measured by quarterly observations using engagement tools such as the Tripod student engagement framework will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 85% is met, overall and for all significant subgroups.
- Lighthouse students who successfully complete grade and standards-aligned Passage process, demonstrating readiness for the next phase of their educational career (i.e. next loop level or graduation) as measured by audit of promotion and retention data will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- The four-year graduation rate as calculated by SARC will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 70% is met, overall and for all significant subgroups.

- The drop out rate as calculated by SARC will be reduced from 2014-15 baseline by a minimum of 1% annually on average until the goal of 10% or less is met, overall and for all significant subgroups.
- The percentage of ELLs who make Annual Progress in Learning English will remain at 65% or greater as measured by the CELDT or subsequent state-defined measure, in order to continue to meet state-defined expectations (AMAO 1).
- The percentage of ELLs in English language instruction programs for 5 years or more that reach English language proficiency as measured by the CELDT or subsequent state-defined measure, will continue to meet state-defined expectations (AMAO 2).
- The percentage of ELLs in English language programs for fewer than five years as measured by the CELDT or subsequent state-defined measure, will continue to meet state-defined expectations (AMAO 2).
- Lighthouse curriculum maps, units of study, assessment and instruction that are aligned to the Common Core Standards, California ELD Standards, and Next Generation Science Standards (NGSS) as measured by an internal audit will increase from the 2014-15 baseline at an average of 10% annually until the goal of 100% is met.

In Support of State Priorities

- 2 - Alignment to Common Core, with support for ELLs and other subgroups
- 4 - Pupil Achievement
- 5 - Student engagement
- 8 - Pupil Outcomes

14. How effective is the governing board of the school?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| X | | | | |

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Selection Process

Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as Appendix 12 of our Renewal Charter. Relevant section on selection process are as follows:

- **Section 6. NOMINATIONS.** The chairman of the Board of Directors or, if none, the President may allow individuals and/or a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least 72 hours before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by an individual and/or committee.
- **Section 11. VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Board of Directors

Lighthouse Community Charter High School is operated by the LCCPS Board of Directors, which has demonstrated both long-standing commitment from its members and an ability to attract new talent. The LCCPS Board of Directors has a demonstrated capacity to maintain the fiscal and organizational strength of Lighthouse Community Charter High School. Board Members, along with their professional experience and years of experience on our board are as follows:

- **D'Lonra Ellis, Board President - Associate Corporate Counsel, The Gap, Inc.**
D'Lonra Ellis is Associate Corporate Counsel for Gap Inc. where she does intellectual property work in support of each of Gap's five brands. She holds her BA from Columbia University and her JD from Stanford Law School. D'Lonra has served on the Board since 2007.
- **Jonathan Velline, Board Vice President - Executive Vice President, Wells Fargo**
Jonathan Velline manages the Wells Fargo and Wachovia ATM business of more than 12,000 ATMs -the third largest bank ATM network in the United States. Velline began his career with Wells Fargo in 1991 as a financial analyst. He was named Vice President in 1994, and has held a variety of positions responsible for charting Wells Fargo's retail banking and distribution strategy. He was named Senior Vice President and head of ATM Banking and Distribution Strategies in 2000, and added the Store Strategy, Risk and Technology functions in 2006. Velline

holds a bachelor's degree in economics from the University of California, Berkeley. Jonathan has served on the board since 2006.

- **Sarah Chavez - Executive Director, East Oakland Boxing Association**
Sarah Chavez is the Executive Director of the East Oakland Boxing Association a non-profit, community-based organization that provides education, enrichment, and health programs for children and youth. Sarah previously worked as a constituent liaison for Oakland City Council member Larry Reid. Sarah was born and raised in Oakland, is a graduate of Castlemont High School, and holds a BA in Political Science and MA in Public Administration from California State University, East Bay. Sarah has served on the board since 2008.
- **John Hall - Executive Director, East Bay Charter Connect**
John Hall is the Executive Director of East Bay Charter Connect, a non-profit organization that provides system support and leadership development to charter schools. In addition, John is the Coordinator of Strategic Partnerships for UC Berkeley's doctoral program in educational leadership. Previously, Mr. Hall served as a project manager for four years with the Oakland Unified School District's redesign office and was one of the initial architects of Leadership Public Schools - a network of Bay Area charter schools - serving as the Vice President for Curriculum and Instruction. John holds a BS in Biology from the University of Washington, an MA in Education from UC Berkeley, and is currently a PhD candidate in Education Policy at UC Berkeley. John has served on the board since 2007.
- **Mike 'JB' John-Baptiste - Co-Founder, Story Of**
JB (Mike John-Baptiste) is an angel investor in and co-founder of Story Of and also serves as Managing Partner at MK-Ultra, a development agency with a focus on consumer and enterprise mobile apps and websites. Story Of is building a variety of products anchored on the premise that consumers, small businesses and large brands can build more valuable and sustainable connections with each other by creating and publishing personal media along specific themes and stories. Prior to his recent endeavours, JB re-located and incubated Toronto-based startup Peerset to San Francisco (housed in his basement) and launched display ad targeting and brand insights products leveraging big data sourced through a network of social media publishers. Peerset was sold to KIT Digital, a publicly traded video SAAS company and the technology is now the core recommendation engine for IP-based online video streaming deployments around the world. JB spent the first 12 years of his career as a software and digital media banker, followed by various senior roles leading Business Development and Partnerships for a wide range of technology-based businesses both private and publicly-traded. JB has served on the board since 2005.
- **Christina Legg Greenberg - Founder & Principal, Redwood Circle Consulting**
Christina Legg Greenberg is the Founder and Principal of Redwood Circle Consulting, a practice which focuses on connecting and supporting talented people and organizations in the education reform community. Previously, she spent four years as the Director of Admissions and Strategic Partnerships for New Leaders for New Schools where she was responsible for the recruitment, selection, and placement of Resident Principals for the Bay Area region. She has a B.A. in Political Science from UCLA and a Masters Degree in Public Affairs from the

Woodrow Wilson School at Princeton University. Christina has served on the board since 2011.

- **Soo Zee Park - Director of Real Estate Development, Community Housing Opportunities Corporation**

Soo Zee Park is the Director of Real Estate Development for Community Housing Opportunities Corporation (CHOC). CHOC develops and operates multiple affordable housing communities in Northern California. Soo Zee has over 20 years of experience in development, construction management and architecture. Prior to joining CHOC, she was COO of Leadership Public Schools, a charter management organization operating innovative high-performing high school charters in the Bay Area. Soo Zee has also worked with the non-profit Unity Council and Fruitvale Development Corporation as the project manager for the \$6BMM mixed-use Fruitvale Transit Village and a \$2MM Fruitvale Streetscape Project with the City of Oakland. Soo Zee holds a Bachelor degree in architecture from North Carolina State University and a MBA from John E. Anderson Graduate School of Management at UCLA. Soo Zee has recently joined the board of LPS and has served on the board of Lighthouse since 2004 and chairs the Facilities and Governance Committees.

- **Kristin Groos Richmond - Founder and CEO, Revolution Foods**

Kristin Groos Richmond is Co-Founder and CEO of Revolution Foods, a company bringing healthy, fresh meals and nutrition education to Lighthouse and other schools across the country, serving 120,000 healthy meals per day. Kristin attended Boston College and the Haas School of Business, UC Berkeley. Kristin has served on the board since 2010.

- **Ingrid Roberson - Professional Expert, Assessment, Alameda County Office of Education**

Dr. Ingrid Roberson supports 1B districts throughout Alameda County to achieve the vision of Local Control Funding Formula and Local Control Accountability Plan, that is, ensuring that districts deliver a high quality educational program to Alameda County's 220,000 students. She is currently the Director of Research, Assessment and Accountability Partnerships at the Alameda County Office of Education. Ingrid brings significant experience with strategic planning and budgeting in education - by working with 100+ schools in Oakland Unified School District with their Single Plan for Student Achievement and Results Based Budgeting. Ingrid was also the Executive Director of Research, Assessment and Data in Oakland Unified School District and a Senior Researcher in San Francisco Unified School District, conducting and translating research to inform district practices, programs and policies. Ingrid is committed to performance-based budgeting and planning, including simplicity and transparency for all stakeholders in the process. Ingrid has served on the Board since 2013.

- **Brian Rogers - Chief Executive Director, Rogers Family Foundation**

An Oakland native, Brian Rogers serves as the Chief Executive Officer for the Rogers Family Foundation. He previously served as its Executive Director from its founding in 2003 until his promotion to CEO in June 2014. As CEO, Brian focuses on foundation strategy, leading its Quality Schools Initiative, and actively engaging in the Foundation's external community relations. Throughout his career, he has been deeply committed to all of Oakland's students and has served on various locally focused boards, commissions, and task forces. Currently, Brian serves on

the Board of Directors at Lighthouse Community Charter School and is also the Chairman of the Board of Oakland-based charter management organization Education for Change. During his tenure at the Rogers Family Foundation, Brian has helped to create the Oakland Literacy Coalition, the Oakland Educational Dialogue, the Oakland Charter Collaborative and the Oakland Education Funders group.

Reflecting his lifelong passion and commitment to young people, Brian's early career included managing Lair of the Bear, a family summer camp run by the University of California, Berkeley Alumni Association. He also taught English and served as the Varsity Tennis Coach at his alma mater, Bishop O'Dowd High School in Oakland. Brian graduated from the University of California, Berkeley Haas Business School in 1995, earning his Bachelor of Science in Business Administration. He also received his California single subject teaching credential from St. Mary's College in 2000. Brian currently lives in Orinda with his wife Katie and their three children. Brian has served on the board since 2003.

- **Robert Schwartz - Chief of Staff & Senior Advisor, New Teacher Center**
Rob is the former Executive Director of Level Playing Field Institute, which is a program committed to eliminating the barriers faced by underrepresented people of color in science, technology, engineering and mathematics and fostering their untapped talent for the advancement of our nation. Before joining LPFI, Rob spent three years as Chief Academic Officer for Inner City Education Foundation Public Schools in South Los Angeles, leading the strategic expansion of the academic program from three schools with 500 students to 15 schools with almost 4,000 students and as founding principal of ICEF's flagship high school. As a 1994 Teach for America corps member, Robert spent seven years at his placement site in East Los Angeles and was twice named Teacher of the Year. Robert graduated cum laude from Binghamton University with a double major in Biology and Classical Languages, and earned his MA in Urban Education Policy Planning and Administration and Ed.D. in Urban Educational Leadership from the Rossier School of Education at USC. In 2009, Robert was named to the African American Achievement Commission by the California State Board of Education. Robert has served on the board since 2012.
- **Stephen Sexton, Ex-Officio (see below)**
- **Delphine Sherman - VP of Finance, Aspire Public Schools**
Delphine Sherman is the VP of Finance at Aspire Public Schools. She is responsible for the financial management of Aspire which has an operating budget of \$130M and currently serves over 13,000 students. Prior to joining Aspire, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. In fact, while at EdTec, Delphine was the Client Manager for Lighthouse Community Charter Schools, and she fell in love with the school leaders and the sense of community surrounding the school. Delphine is a graduate of Dartmouth College and has an MBA from UC Berkeley. She has also served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine has served on the board since 2013.

- Keith Spears - Chief Investment Officer, Legacy Equity Advisors**
 Keith Spears has spent the past 24 years negotiating and executing complex strategic transactions for clients, ranging from less than \$1 million to over \$10 billion. He managed the Golden State Investment Fund (“GSIF”), a \$550 million program, led the due diligence efforts for over 50 private equity investments, generated top quartile financial return performance on behalf of CalPERS, achieved excellent strategic benefits including over 13,000 jobs in California, proprietarily sourced the majority of investment opportunities for GSIF, cultivated hundreds of strong private equity GP and LP relationships, added strategic value in various fund and co-investments, organized private equity conferences and spoke at dozens of events for deal flow. Keith holds his JD from Yale Law School, MBA from Stanford Business School, and BA from Brown University with Magna Cum Laude honors. Keith has served on the Board since 2013.
- Lisa Zuffi - Senior Vice President/Relationship Manager, Presidio Bank**
 Lisa Zuffi is the Senior Vice President and Relationship Manager at Presidio Bank where she is responsible for supporting a portfolio of small business, middle market, and nonprofit clients to meet their banking needs. Prior to joining Presidio, Lisa held Senior Vice President roles at both One PacificCoast Bank and Bank of America. Prior to her 25 years in banking and business development, Lisa served in the Peace Corp in Togo, West Africa. She earned her BA from UC Berkeley, Lisa has served on the Board since 2013.

Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The governing board’s major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget and overseeing the school’s fiscal affairs, and selecting and evaluating the administrative staff. Board members are not directly involved in the daily operations of the school.

Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

Most recently, the Board was actively involved in the development of our Local Control Accountability Plan (LCAP), reviewing input from stakeholder groups, providing feedback on potential goals, actions, and measures, and reviewing and adopting the final plan and final budget.

What are the notable features of the governing board in the school?

As detailed above, the most notable features of our Board are its strength, its ability to provide expertise across all functions of school operations, its long-term dedication, and its ability to attract additional members as needed.

How effectively does the governing board work with the school leader/s?

The Lighthouse Board is extremely effective in working with school administration. In addition to the standing Board meetings that occur every two months, Committee Meetings occur in off months to provide additional support and oversight for the school administration. Current committees are as follows:

- Finance
- Fundraising
- Academic Accountability

15. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| | X | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. The involvement of parents, teachers, and community members in this process has helped us to better involve these groups in the governance of the school. Data has been gathered via surveys, focus groups, and one-on-one interviews.

Which are the strongest features, and why?

This has been an area of growth, in which we are strengthening our efficacy. Areas of strength include the following:

- Monthly school culture meetings have been established, which bring a coalition of students and families together to identify areas of need and develop action plans for addressing.
- A Parent Liason position has been added, which increases both the frequency and quality of family opportunities on campus. “Padres Comprometidos” courses are offered regularly, which educate families on school operations and accountability measures, in turn supporting families in holding the school accountable to meeting performance measures
- The shift to having a Head of School and three Directors of Instruction increases access points for families, to share input and concerns. The 9-12 Director of Instruction is able to leverage parent representatives in a stronger way, given the increased time and focus allotted to this position.

What most needs improvement, and what action is being taken?

Lighthouse continues to seek ways to increase student involvement in school-level decision-making. A student council has been established and student forums are regularly

convened. In these forums, students rank issues that are important to them and that they want to work on. They develop action plans and then complete the work necessary. A recent example is a revision of the uniform policy, which students researched, developed a proposal, and presented to administration and the Board of Directors. The proposal was adopted.

16. How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:

| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
|----------------|---|---|---|---------------------|
| X | | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. This has included an evaluation of the fiscal soundness and legal compliance, which is done on an annual basis by the Board of Directors.

Which are the strongest features, and why?

Evidence of an Effective and Viable Organization

Lighthouse Community Charter Public Schools (LCCPS), the operator of Lighthouse Community Charter High School, has distinguished itself as an **effective and viable organization**, exercising fiscal accountability and responsible governance.

Fiscal Accountability

LCCPS has an exemplary track record in fiscal accountability. Highlights include:

- A 23% financial reserve between the two charters as of the end of last fiscal year (2012-13).
- A sound track record of cash management, including clean audits throughout our history.
- Strong enrollment and attendance, ensuring stable public revenue. Attendance in 2013-14 averaged 95% and we receive approximately 70-100 new applications each school year for a school with total enrollment of 250.
- Demonstrated support from the local, state and national community as evidenced in our annual fundraising, which has garnered an average of \$1.2M over each of the last three years.
- Key partnerships to support our program, including competitively priced, grant-funded, and pro bono services. These include the REACH Institute, the Seneca Family of Agencies, Maker Education, Stanford University, Clorox

Foundation, the Rogers Family Foundation, Glow Foundation, College Track, and Facing History and Ourselves, and Beyond 12.

- Being named in the top 7 of Guidestar/Philanthropedia’s Bay Area Top Nonprofits in Education list in 2012.

Responsible Governance

Board of Directors

Lighthouse Community Charter High School is operated by the LCCPS Board of Directors, which has demonstrated both long-standing commitment from its members and an ability to attract new talent. The LCCPS Board of Directors has a demonstrated capacity to maintain the fiscal and organizational strength of Lighthouse Community Charter High School. Board Members, along with their professional experience and years of experience on our board, are listed in Item 14.

Lighthouse Community Charter Schools has strategically assembled this board to provide the expertise necessary to operate its schools. A matrix provides visual representation of this expertise:

Figure 5 Matrix of Expertise

Functional Expertise of LCCPS Board of Directors

| Member | Educational Program | Finance and Fundraising | Human Resources | Governance and Law | Facilities | Community Outreach and Advocacy | School Administration and Operations | Technology and Innovation |
|-------------------------|---------------------|-------------------------|-----------------|--------------------|------------|---------------------------------|--------------------------------------|---------------------------|
| D'Lonra Ellis | | | X | X | | | | |
| Jonathan Velline | | X | | | | | | |
| Sarah Chavez | | | | | | X | | |
| John Hall | X | | | | | | X | X |
| Mike "JB" John-Baptiste | | X | | | | | | |
| Christina Greenberg | | | X | | | | X | |
| Soo Zee Park | | | | X | X | | X | |
| Kristin Richmond | | | | X | | | X | |
| Ingrid Roberson | X | | | | | | | |
| Brian Rogers | | X | | | X | X | | |
| Robert Schwartz | X | | | | | | X | X |
| Delphine Sherman | | X | | | X | | | |
| Stephen Sexton | X | | | X | | | X | |
| Keith Spears | | X | | | | X | | |

| | | | | | | | | |
|------------|--|---|--|--|--|--|--|--|
| Lisa Zuffl | | X | | | | | | |
|------------|--|---|--|--|--|--|--|--|

What most needs improvement, and what action is being taken?

Lighthouse would like to continue to increase the diversity of its Board, in particular, including more members who are Latino and Spanish language proficient to support the interface of the Board with the families they serve.

17. How effectively is the school managed fiscally?

Evaluation:

| | | | | |
|----------------|---|---|---|---------------------|
| 5 Excellent | 4 | 3 | 2 | 1 Unsatisfactory |
| X | | | | |

How do you know?

As discussed in Item Two, Lighthouse has spent the last two years evaluating its program to inform the development of its next strategic plan. This has included an evaluation of our organizational structure, which has been refined to improve efficacy and target core areas of student and programmatic need.

Which aspects of the school’s fiscal operations work best?

Lighthouse has several structures that support its fiscal excellence, which include but are not limited to the following:

- A longstanding partnership with edtec, to provide fiscal guidance and oversee financial health
- Addition of a Director of Finance to the Senior Management Team
- A Board of Directors with considerable experience in finance, including a Finance Committee that meets every other month with the Director of Finance

In what ways can the school’s fiscal systems or operations be improved, and what action is being taken?

This is not an area of need at this time.

18. What are the most significant aids and/or barriers to student achievement?

As discussed through this Performance Report, significant aids to student achievement are as follows:

- Professional development
- Knowing each student well
- Strong fiscal and organizational governance

- A belief widely held by students, families, and staff that every child can achieve college and career of their choice

Likewise, areas for continued improvement to support student achievement are as follows:

- Developing a cohesive vision for good teaching at Lighthouse
- Refining assessment tools to align with SBAC and revised SAT, to provide a consistent data stream
- Continuing to increase student and family participation in the overnace of the school, in ways that are meaningful to these groups and leverage their expertise
- Onboarding new teachers

Evidence that Lighthouse Has Been Faithful to the Terms of its Charter

Lighthouse has developed its program in strict adherence to the plan set forth in its last Charter Petition. In addition, as our school is focused on continuous improvement we have added further detail and delineation of practices in our Renewal Petition. We have also updated practices in alignment with the all newly enacted laws and regulations pertaining to charter schools since the previous authorization. As is evident in this Performance Report and our Renewal Petition, and will be evident in the Renewal Site Inspection and Review of Files on Record, Lighthouse has:

- Maintained adherence to our educational program, as detailed in our charter
- Actively pursued and achieved our “Measurable Pupil Outcomes”
- Complied with all regulatory elements

Evidence that Lighthouse Has Comprehensive Plans for Its Next Charter Term

In preparing for this cycle of charter renewal, Lighthouse did not take the “easy” path or the path “of least resistance.” To be certain, we added all revisions required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization. And we also added all revisions requested by OUSD in addition to those requirements. But we did not stop there. To ensure that our charter truly represented our latest and best practice, we completed a comprehensive revision of the Lighthouse Community Charter High School. On October 1st, 2014 we notified the Office of Charter Schools that we would be doing so, per their request in renewal guidelines. In addition, and while more difficult on our end, we have made these changes using a redline version to support transparency and ease of review for the OUSD Office of Charter Schools.

The Renewal Petition being submitted with the Performance Report represents our latest and best practice in providing an academically sound program and effective and viable organization that improved outcomes for the students of Oakland. In addition, it resoundingly meets the requirements put forth by the OUSD Office of Charter Schools as follows:

- A comprehensive description of the 16 elements

- All required signatures
- All required affirmations and assurances

In Conclusion

The Lighthouse Community Charter High School educational model works as evidenced by the results we've produced year over year. The need for this high quality educational choice still exists in East Oakland, and our skilled and experienced team is committed to continuing to provide this service to our community. We are excited to submit this charter renewal petition to the Oakland Unified School District as we seek to continue the impact that Lighthouse Community Charter Public Schools has made in our remarkable city.



COMMUNITY CHARTER HIGH SCHOOL

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

RENEWAL CHARTER

CDS Code: 01-61259-0108944

Charter Number: 700

Respectfully Submitted

14 January 2015

To:

Oakland Unified School District

1025 Second Avenue

Oakland, CA 94607

From:

Lighthouse Community Charter High School

Yanira Canizales, Interim Head of School

444 Hegenberger Rd.

Oakland, CA 94621

510-562-8225

www.lighthousecharter.org

ELEMENT A. EDUCATIONAL PROGRAM

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

Governing Law: 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 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 additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

MISSION

The mission of the Lighthouse Community Charter High School is to prepare a diverse 9 – 12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement,
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

TARGET POPULATION

Age, Grade, and Student Enrollment

LCCHS serves 9-12th grade students who live throughout Oakland 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 270 students across these grades, as detailed in **Figure A.1**.

Figure A.1: Student Enrollment

| | 9 th | 10 th | 11 th | 12 th | Total |
|----------|-----------------|------------------|------------------|------------------|-------|
| Students | 72 | 72 | 66 | 60 | 270 |

Desired Student Population

As required by Education Code Section 47605(d)(2)(A)-(B), LCCHS is open to all students in the State of California. We serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery is held.

In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, Lighthouse Community Charter High School (LCCHS) seeks to counter trends of educational inequity among high school students in Oakland and as such will actively recruit students from Oakland who have traditionally been underserved. This includes but is not limited to students of color, English Language Learners, and students of low socio-economic status from Oakland's flatland neighborhoods. For far too long, college has been an unattainable dream for the vast majority of these students. At Lighthouse Community Charter High School, that dream is not only a possibility, but a reality.

While the Oakland Unified School District is working hard to meet the academic and developmental needs of its high school aged students, the college going rate is far too low to prepare students for 21st century jobs. LCCHS is working to accelerate achievement for these youth, in turn increasing the college going and graduation rate. We believe that the preparation for college begins long before high school, as early as preschool and beyond, which is why we are dedicated to operating LCCHS along with its sister school LCCS as a K - 12 school.

In *A Snapshot of High Schools in the Oakland Unified School District*, The Education Trust West has found that ...

“Only 17% of all students in OUSD graduate on time having successfully completed the A-G college preparatory curriculum. And the achievement gaps are even more devastating—only about 12% of African-American and 13% of Latino 9th graders in Oakland will graduate with A-G. That means the vast majority of Oakland's black and brown students that do graduate cannot even apply for admission to the UC and CSU systems. Worse still, without A-G, students will be hard-pressed to secure living wage employment. In today's and tomorrow's economy, A-G means ready for college and career.”

Lighthouse's commitment is that every student enrolled will receive a college-preparatory experience in 9th through 12th grade, enabling 100% to complete A-G requirements upon graduation instead of the current 1 in 8 reality of Oakland. To date, 87% of LCCHS graduates have been accepted into four-year colleges.

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

ATTENDANCE

School Year

LCCHS's 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:

- For students in 9th and 12th Grade: 64,800 minutes.

The proposed calendar for 2015-2016 will include 178 instructional days, 3 more than the required 175 days for charter schools. Teachers of LCCHS will have an additional 16 days of professional development and 6 days of conferences built into the school year on an annual basis, for a total of 200 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.2** provides the proposed school calendar, which LCCHS intends to adhere to as state and federal funding allows. LCCHS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Figure A.2 2015-16 Proposed School Calendar

LCCHS - 2015-16 Draft Calendar

| July | | | | |
|------|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| November | | | | |
|----------|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| March | | | | |
|-------|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| August | | | | |
|--------|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| December | | | | |
|----------|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| April | | | | |
|-------|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| September | | | | |
|-----------|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

| January | | | | |
|---------|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| May | | | | |
|-----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| October | | | | |
|---------|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| February | | | | |
|----------|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

| June | | | | |
|------|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| Special Dates | | |
|---------------------------------|------------------------------|-------------------------------|
| August 3rd - 14th: Professional | November 11th: Veteran's Day | March 28th-31st: Professional |

| Key | | | | |
|---------------------------|-----------------|----------------|--------------------|-------------------------|
| First/Last Days of School | Federal Holiday | School Holiday | PD Day (No school) | Conferences (No School) |

| Summary of Days |
|-------------------------------------|
| 178 Days of Instruction |
| 16 Days of Professional Development |
| 6 Days of Conferences |

School Day

The instructional day at the charter school is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In 9th through 12th

Grade, the school day for students will be 8:30 am to 3:45 pm Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 am to 1:30 pm on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in these grades will be 65,100 minutes (not including lunch and passing times). These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for 9th through 12th grade.

AN EDUCATION FOR THE 21ST CENTURY

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

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

- Academic Content, and Performance Standards
- College Readiness Skills
- Guiding Principles that Emphasize Moral and Social Responsibility

The Academic Content and Performance Standards, College Readiness Skills, and Guiding Principles are detailed below and again in Element B of this charter.

Academic Content and Performance Standards

At Lighthouse Community Charter High School (LCCHS), we will ensure that all students develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS) students will achieve appropriate age or grade level mastery that fulfills or exceeds the UC/CSU A-G requirements in:

- **Language Arts** - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of sources for different purposes.
- **Mathematics** - Students will be able to persist to solve complex problems using multiple strategies, communicate an understanding of mathematical logic in the

problem solving process, and apply mathematical concepts to real world scenarios.

- **History and Social Science** - Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Science & Engineering** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.
- **World Languages** - Students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.
- **Academic Electives** - Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

College Readiness Skills

Drawing extensively on David T. Conley's Four Keys to College and Career Readiness, LCCHS will prepare students to become college ready, lifelong learners in the 21st Century through instruction in:

- **College Ready Habits** - Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, cultivate passions, and develop the Habits of Work essential for success in college and the work place.
- **Reflection and Goal Setting** - Students will demonstrate the ability to develop SMART goals after reflecting upon their current academic standing compared to their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based upon their efficacy.
- **Fitness/Wellness** - Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body image.
- **Technology** - Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

Guiding Principles that Emphasize Social and Moral Responsibility

In order to ensure we are developing students who are not only prepared for college and a career of their choice, but that students are becoming self-motivated, competent, life-long learners, LCCHS employs ten guiding principles. All students at LCCHS are taught personal and interpersonal competencies that encourage them to act ethically, to be

proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At Lighthouse, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their community in a way that is meaningful to them.

The guiding principles are as follows:

- **Collaboration** - Students will show collaboration by working together, sharing ideas, and negotiating differences.
- **Communication** - Students will show communication by articulating their thoughts, opinions, and knowledge effectively through both oral and written language.
- **Compassion** - Students will show compassion by being kind, considerate and empathetic of other people's emotions and needs.
- **Courage** - Students will show courage by undertaking new and unfamiliar experiences, communicating honestly and openly, advocating for their needs, and dealing with conflicts constructively.
- **Curiosity** - Students will show curiosity by asking questions, taking intellectual and personal risks, and pursuing knowledge that enhances their understanding of the world.
- **Integrity** - Students will show integrity by acting on their values and trying their best regardless of what other people may think.
- **Persistence** - Students will show persistence by working hard to progress in their learning and personal growth despite the obstacles that may stand in their way.
- **Reflection** - Students will show reflection by regularly assessing their academic and social progress toward reaching their goals. Students will be able to reflect on how their actions affect others and how to repair harm when it is done.
- **Respect** - Students will show respect by listening attentively, and treating others with consideration at all times.
- **Responsibility** - Students will show responsibility by adhering to school policies, practicing strong work habits, and following through on their commitments to themselves, their families, and their community.

HOW LEARNING BEST OCCURS

The mission of the Lighthouse Community Charter High School is to prepare a diverse, 9 – 12 student population for **college and a career of their choice** by equipping each 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.

EDUCATIONAL PHILOSOPHY AND CORE PRACTICES

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, LCCHS believes students must develop their knowledge and skills in the following areas:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection.
- The conventions of language and computations of mathematics.
- Critical reading, strategic writing, and effective communication.
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability.
- The practices and skills of a scientist and engineer, including asking questions, designing a controlled experiment, collecting data, analyzing data, and using formal scientific communication.
- The skills of a social scientist, including research and evidence collection, analyzing perspectives, interpretations, connections and patterns, as well as supposition and determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college.
- The ability to express themselves through service and the arts.
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.

- Technological fluency.

Core Practices

LCCHS aims to support all students in mastering these high expectations, in order to achieve the mission of college and the career of their choice. To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented and where many students are not completely equipped to meet these expectations independently, the charter school will provide flexible intervention and supports under the Response to Intervention (RTI) model. These may include but are not limited to the following proven practices at LCCHS:

- **College Mindset and Habit Development** - Students are actively supported in developing a growth-mindset and academic habits that will support them in college. Development of these college behaviors starting at an early age is critical to our practice and mission: we not only want to get students to college, but also through college. Students are immersed in a college preparation environment that teaches them to develop their own:
 - Goal setting and monitoring, through the ILP process.
 - Agency through coaching students to access resources through elective selection, academic support centers, and office hours.
 - Ability to organize themselves and manage their time to achieve long term goals.
 - Pride in achievement by recognizing students who have achieved at a college ready level and modeled the guiding principles.
 - College knowledge through campus visits, college fair visits, admissions officer visits, access to Guided Path, college counseling, and alumni panels.
 - Compelling admission profile by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application as part of their core academic program.
 - Lighthouse will support the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to select students through a partnership with Beyond 12.
- **Mixed-Ability Core Classrooms** - Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.
- **Differentiated Instruction** - To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels are represented, teachers utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies for differentiating instruction may include independent projects, literature circles, stations, and interest groups.

- **Individualized Learning Plans** - Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the ILP is student-driven and includes parent voice. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress and goals with families.
- **Authentic Assessment** - Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCHS, but also as an educational practice that helps foster learning and drive instruction. These assessments also allow students to engage in timely topics in a public, and sometimes change-making capacity. Simply put, at LCCHS, authentic assessment methods are both a process and a product of teaching and learning.
- **A Process of Revision** - In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. LCCHS maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to reflect on and increase their learning. This process also allows students to see the value of persistence and to honor their personal and intellectual growth.
- **Use of Formative and Interim Assessments to Inform Instructional Modifications and Interventions** - LCCHS utilizes a variety of formative and interim assessments with the intent of collecting real time academic achievement data. These assessments are detailed in length in Element C of this charter. This data is used to achieve two specific and unique goals:
 - Delineate content and skills that needs to be re-taught, and
 - Identify specific students and groups of students who need academic intervention.
- **Flexible Intervention** - LCCHS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need, collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to:
 - Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support
 - Small group teacher-led intervention during the school day, during the elective time across 9-12
 - Teacher office hours to support small group learning
 - An extended day program, to provide additional individual and small group tutoring and support
 - A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions)

- Summer intervention programs, as resources permit
- Targeted academic and social support for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention)
- Tailored curriculum and support for high stakes areas, in particular the California High School Exit Exam (served through a modified 10th grade Crew curriculum)
- Coordination with outside programs to meet student academic, social, and emotional needs
- Targeted student to student tutoring
- Restorative practices that allows students to receive community support with areas of social, emotional, and academic struggle
- Social and emotional intervention and counseling

Tenet 2 - Rigorous Curriculum

Philosophy

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

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

Core Practices

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

- **inquiry-Rich** - LCCHS curriculum development focuses upon being inquiry rich and including rigorous questions, experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.

- **Real World** - LCCHS curriculum integrates fieldwork, experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Community Involvement** - Students at Lighthouse Community Charter High School are actively involved in their communities through fieldwork, internships, and service learning opportunities. Often, these experiences are coordinated by students and integrated into academic classes, crew, and extracurricular activities. These experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
- **Authentic Assessments** - Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter High School's assessment systems. Additionally, the products of curriculum will often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.
- **Junior Internships** - All juniors participate in internships that provide them with opportunities to integrate academic learning and real world experience. Beyond the application of knowledge and technical skills, these internships will promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility. Each internship will culminate in a final project that demonstrates the integration of core academic knowledge, vocational training, life-learning skills, and the school's guiding principles.

Senior Projects - During 12th grade, all seniors will design, develop, and carry out a project on a topic of interest to them. Approved projects must demonstrate intellectual curiosity, an ability to conduct and synthesize academic research, the capacity to leverage resources and support in school and the wider community, clear communication of ideas, and effective management of time and resources. Project approval and manifestation is a rigorous multi-step process.

Tenet 3 - Serving the Whole Child

Philosophy

At LCCHS, we believe that we must support and foster a student's social, emotional, and physical health needs if they are to achieve our high expectations. We also believe that if we are truly going to prepare students for life outside of school, that they must be active citizens equipped with a moral compass, life purpose, skills for coping with conflict and adversity, and strategies for being healthy and well through every aspect of their life.

Core Practices

Lighthouse Community Charter High School employs a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following proven practices from LCCHS:

- **Family Involvement** – Students are viewed within the context of their families and LCCHS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children's education. Families are also encouraged to actively participate as community members through Crew Parents, Coffee Tuesdays, and other family-led events.
- **Character Development** – Students' emotional and social growth is supported through the teaching of the LCCHS Guiding Principles, as well as through the use and teaching of Restorative Justice practices. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and restorative practices, and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a "part of a community," student achievement rises.
- **Crew** – In 9th – 12th grades, Crew (commonly known as advisory) exists to ensure that each LCCHS student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCHS's culture, specifically the Guiding Principles, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCHS staff in 9th - 12th grades assume the role of Crew Leader in addition to their core responsibilities.
- **Individual Learning Plans** – Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create

the ILP are typically student-driven, as early as Kindergarten. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers and students refer to the ILPs on a consistent basis throughout the school year to assess progress toward a student's goals. Students revisit their ILP goals on a regular basis.

- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building. A school garden, as resources and space allow, will help connect students to the food they eat, while instilling a sense of service to the environment.
- **Counseling** – Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Family Support Services** – As needed to support our at-risk students, LCCHS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship, Family Paths, Alameda County Mental Health, and the Seneca Family of Agencies.
- **Coordination of Services Team (COST)** – When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed in depth further in Element A.

Tenet 4 - Family Involvement

Philosophy

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education research has found that what the family does to support the education of their child is more important to student success than family income or education. We believe thoughtful and inclusive family involvement can:

- **Increase Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCHS's high academic and behavioral outcomes.
- **Build Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the "going gets tough." Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are

involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCHS does are advocates in the wider community and are more likely to give back to the school.

Core Practices

To support family involvement, Lighthouse Community Charter High School provides multiple methods and entry points to meet the diverse needs of our families. There are six events that parents are required to attend and may be a variety of optional opportunities to support involvement.

Expected Family Involvement

Lighthouse Community Charter High School has established the following events to ensure that all families are involved and supported in understanding the school life and academic progress of their child. While we do not have punitive consequences for parents and/or students who do not attend, these events are a part of the fabric of the school and the expectation is that a family member of students attend which they do:

- **Individualized Learning Plan Meetings** - Three times per year (Fall, Winter, and Spring), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals.
- **EXPO of Student Work** - Twice per year, parents are required to attend Expos of Student Work to celebrate joys and successes of their individual child and their child's crew.
- **Back to School Night** - Back to School Night provides teachers a chance to introduce families to Restorative justice practices, their classroom specific policies and curriculum and to build community amongst parents.

Optional Family Involvement

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

- **Home visits** - Teachers are encouraged to conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- **First Fridays, Performances, Publishing Parties, and Potlucks** - Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- **Coffee Tuesdays** - On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.

- **Family Learning Nights** - The school administration with the help of the Crew Parents hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- **Crew Parent Representatives** - Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
- **Wark Days** - Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Tenet 5 - Teachers as Learners

Philasaphy

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

- **Focused on Learning** - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- **Supported by a Callabarative Culture** - in which adults work together in pursuit of our mission. A majority of LCCHS professional development is conducted in teacher-led teams, focused on adult learning needs and prioritizing student outcomes. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. These norms are as follows: Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection.
- **Gaal-orientd** - 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

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

- **Common Planning Time** - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Inquiry Groups** – Groups where teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Grade Level Meetings (9-12)** – Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** – Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Coaching & Model Classrooms** – Directors of Instruction and Peer Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse to support them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and grading and communication systems.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

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

Curriculum & Assessment

English Language Arts

Objective: Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of sources for different purposes.

Approach: LCCHS uses a balanced literacy approach aligned to California Common Core Standards (CCCS), State Priorities, and the Mission of the school to support students in becoming independent, critical readers, writers, listeners and speakers.

Curriculum: Students are taught using a variety of instructional strategies to read, write, speak and listen with nuance and sophisticated analysis. Students are exposed to a variety of authors through short stories and books. Texts and sources are chosen based a variety of metrics including level of rigor, diversity of authorship, diversity of voice and perspective, cultural capital and other criteria. Curriculum is often collaboratively created drawing from a variety of literary and historical sources. We engage in a robust partnership with Facing History and Ourselves. LCCHS also draws on curriculum from TCI and Choices. Students are also given frequent opportunities to engage in writing (focused paragraphs, analytical essays, narrative writing) and seminars and discussions to develop critical thinking skills and student ability to justify claims with evidence. Literacy infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners. LCCHS may refine or replace this model based on student need, and this will not be considered a material revision of the charter.

LCCHS's English Language Arts program is in full alignment with the CCSS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.3**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.3 9th Grade Example

9th Grade Example – Humanities (English Language Arts)

Guiding Questions:

- How does the historical legacy of colonization affect character development, scene, and setting?
- How can we use historical context and character traits, to understand an author's perspective and purpose?
- How can we analyze quotations to support a theme?
- Is violence and effective tool for social change?

Disciplinary Core Ideas:

- Authors use setting and historical context to convey a perspective in fiction.
- Authors develop characters in order to convey specific ideas, emotions and critiques.
- By analyzing quotations, we can generate relevant questions and make real world connections.
- We can use evidence from multiple sources to justify a claim

Performance Expectation:

- Use evidence from multiple sources to justify a claim.
- Demonstrate an understanding of historical context.
- Analyze character traits, setting, and theme.
- Make generalizations and justify them using directly connected evidence from a text and outside sources.
- Discuss and take a position based on multiple sources.

Mathematics

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

Approach: At LCCHS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency aligned to California Common Core Standards (CCCS), State Priorities, and the Mission of the school. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.

Curriculum: LCCHS currently utilizes College Preparatory Math's Core Connections in Grades 9-12 as a primary resource for its curriculum, supplementing with resources from Marilyn Burns, Connected Math, Integrated Mathematics Program, and other vendors and institutions. Math content and tasks are designed to provide students multiple access points to difficult content, generate multiple paths toward a solution, and provide students opportunities to persist and justify their thinking both mathematically and through written explanations and generalizations. LCCHS may replace this curriculum based on student need, and this will not be considered a material revision of the charter.

LCCHS's Mathematics program is in full alignment with the CCSS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.4**,

which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.4 9th Grade Mathematics Example

9th Grade Example – Mathematics (Geometry)

Guiding Questions:

- What is a special right triangle? How can we use special right triangles?
- What patterns do you notice for the lengths of the sides in 45° - 45° - 90° triangles? 30° - 60° - 90° triangles?
- Without using the Pythagorean Theorem, how could given information be used to solve for a missing leg or hypotenuse of a special right triangle?
- Given a 45° - 45° - 90° or 30° - 60° - 90° triangle, what is the minimum amount of information you would need to be able to solve for a missing leg or hypotenuse?

Disciplinary Core Ideas:

- Understand that special right triangles are created by the diagonal of squares and altitudes of equilateral triangles.
- Identify and use ratios between the length of the hypotenuse and the length of the legs in a 45° - 45° - 90° triangle.
- Identify and use ratios between the length of the short and long legs, as well as the short leg and hypotenuse of a 30° - 60° - 90° triangle.

Performance Expectation:

- Generate generalization based on whole class inquiry and share results orally and in writing.
- Given any side length of a triangle, solve for two missing side lengths using ratios related to the special right triangle.
- Demonstrate mastery of content vocabulary and conceptual explanations.

Social Studies

Objective: In alignment with California Content Standards (CCS), State Priorities, and the Mission of the school, students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Approach: The primary vehicle for social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop

students' mastery of the grade level learning targets. In addition, learning targets related to literacy, public speaking, character development, and craftsmanship are embedded in the investigation.

Curriculum: Learning Investigations are aligned to state and national standards and pull from a variety of resources to support student mastery. In the 9th - 12th Grade, resources from Facing History and Ourselves, TCI, and Choices are leveraged. LCCHS may replace this curriculum based on student need, and this will not be considered a material revision of the charter.

LCCHS's Social Studies program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.5**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.5 9th Grade Humanities (Social Studies) Example

9th Grade Example – Humanities (Social Studies)

Guiding Questions:

- What is industrialization?
- What are the technological, social, and economic effects of industrialization?
- How did urbanization change life and power structures in England and the United States?
- Was power gained or lost during industrialization? How does society respond to changes in power?

Disciplinary Core Ideas:

- Industrialization allowed people to manufacture products and distribute them to a broader group of consumers, impacting the economy in significant ways.
- Industrialization caused urbanization, created a class of urban poor, a cultural emphasis on efficiency, motivation for technological advancements, new health and safety issues.
- Industrialization brought significant changes to existing power structures.

Performance Expectation:

- Use voice and other persuasive techniques to convey ideas and emotion in narrative writing.
- Summarize primary source documents.
- Justify a position using evidence from multiple sources.
- Create inferences and draw conclusions based on differing perspectives.
- Demonstrate and understanding of content vocabulary and economic theory.

Science & Engineering

Objective: Students will be able to demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving. They will collaboratively brainstorm ideas, search for answers, create models, and evaluate proposals. Development of these capacities is in alignment with Next Generation Science Standards (NGSS), State Priorities, and the Mission of the school,

Approach: The primary vehicle for science and engineering content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation.

Curriculum: Learning investigations are aligned to the state and NGSS standards and pull from a variety of resources to support student mastery. Curriculum is often collaboratively created during professional development time, relying in part on resources from the Arizona Modeling School, Holt Chemistry, The Catalyst Learning Curricula, and a variety of other sources. LCCHS also partners with the Exploratorium and Stanford University in some settings to create authentic scientific inquiry. In 9th through 12th grade, units are designed in alignment with the Next Generation Science Standards (NGSS) and the UC/CSU A-G Requirements. LCCPS may replace this curriculum based on student need, and this will not be considered a material revision of the charter.

LCCHS's Science program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.6**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.6 9th Grade Science Example

9th Grade Example – Science

Guiding Questions:

- What is science? What differentiates science from "science like" activities?
- How can we collect and analyze data to better understand a theory or answer a given question?
- How can we build and evaluate models to understand phenomena?
- How can we design experiments and improve on our experimental design?

Disciplinary Core Ideas:

- Determine P-V-T relationships by interpreting numerical data.
- Understand the macroscopic behavior of osmosis, diffusion, conservation of mass, gas laws and electrostatics from a nanoscopic model of particles and particle motions.
- Understand the errors that arise in experiments, their sources, and how to determine if they are of an acceptable magnitude.

Performance Expectations:

- Perform experiments including original experiments to better understand a personally selected question.
- Discuss scientific concepts with the entire class and share results and understandings in writing and orally.
- Be able to generate models to explain phenomena, and create tests to determine which of a set of competing models better explains the observed phenomena.

Visual and Performing Arts

Objective: Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, and the Mission of the school.

Approach: At LCCHS, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.

Curriculum: The LCCHS charter school teachers will develop the visual and performing arts curriculum, in alignment with state and national standards.

LCCHS's Visual and Performing Arts program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.7**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.7 9th Grade Visual & Performing Arts Example**9th Grade Example - Visual & Performing Arts****Guiding Questions:**

- How can we use color to create volume on a flat surface?
- How can we use color to emphasize our message?
- How can we use color theory to manipulate emotion?

Disciplinary Core Ideas:

- Color is a product of light reflecting off a surface.
- Different color combinations create different types of contrast and those are tools to convey emotion.
- Color can be layered to create shadows and highlights (volume).

Performance Expectations:

- Create a color wheel.
- Practice painting: portrait that uses complementary contrast.
- Portrait using analogous colors.
- Choose a technique and execute a final demonstrating knowledge of color theory and strategies to convey emotion.

Fitness and Wellness

Objective: Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, and the Mission of the school.

Approach: At LCCHS, students are supported in improving their physical fitness and making informed choices about their personal wellness.

Curriculum: The LCCHS charter school teacher develops the fitness and wellness curriculum, in alignment with state and national standards for physical education and health.

LCCHS's Fitness & Wellness program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.8**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.8 Kindergarten & 9th Grade Fitness & Wellness Examples**9th Grade Example - Fitness & Wellness****Guiding Questions:**

- How can concepts of health, wellness, and movement be applied to my everyday life?
- How can I develop cardiovascular stamina over time?
- How can improve my strength and flexibility?

Disciplinary Core Ideas:

- Continued practice and attempts lead to changes in physical strength, flexibility, and adaptability.
- Practice yields results.
- Health and wellness mean a variety of things and are central to a productive life.

Performance Expectations:

- Demonstrate a growth mindset through daily participation and reflection in fitness activities.
- Increase cardiovascular stamina.
- Increased flexibility.
- Reflection on importance of health and wellness in daily life.

World Languages

Objective: Students will be able to communicate effectively in reading, writing, and speaking a world language. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, and the Mission of the school.

Approach: At LCCPS, all students are supported in acquiring more than one language. In the elementary program, students develop proficiency in English while also learning Spanish as a primary or secondary language. In high school, students may go deeper in the Spanish language or pursue additional languages through our partnership with the Perolfa Colleges.

Curriculum: The LCCPS charter school language teachers will develop the world languages curriculum, in alignment with state and national standards as applicable.

LCCHS's World Language program is in full alignment with the CCS grade level instructional targets. An example of the scope and sequence for 9th Grade is detailed in **Figure A.9**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.9 9th Grade World Language Example

9th Grade Example – World Language (Spanish)

Guiding Questions:

- How do Spanish speakers greet each other?
- How do you spell in Spanish?
- How do you say where you're from in Spanish?
- How do I perform my classroom tasks and responsibilities in Spanish?
- How do I ask for and exchange phone numbers in Spanish?

- How do I tell time and give the date in Spanish?
- How do I talk about weather in Spanish?

Disciplinary Core Ideas:

- How we greet each other is important based on how we relate to one another.
- Where we come from gives us a specific way of looking at things in the world.

Performance Expectations:

- Students will be able to greet, take leave and introduce classmates.
- Students will be able to ask and say how to spell names, places, addresses and email addresses.
- Students will be able to ask about and state their nationality.
- Students will be able to understand and respond appropriately to basic classroom expressions and requests. Students will be able to say numbers 0-10.
- Students will be able to ask for and exchange phone numbers.
- Students will be able to tell time, dates, and state the weather.

Academic Electives

Objective: Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student. This objective is aligned with the California Content Standards (CCS), State Priority for a Broad Course of Study, A-G Requirements, and the Mission of the school. The approach and curriculum will vary based on the content of the elective.

An example of the scope and sequence for a High School elective is detailed in **Figure A.10**, which may be changed based on student need and will not be considered a material revision of the charter.

Figure A.10 High School Academic Electives Examples

High School Example - Academic Electives (Fabrication and Design Lab)

Guiding Questions:

- What is involved in turning our vision into a real object?
- How do we handle setbacks in the process of creating our object?
- What kinds of thinking do I need to engage in to successfully create a project.

Disciplinary Core Ideas:

- Building basic craft skills (woodworking, sewing, painting / decorating, microcontroller programming, basic circuits, soldering).

- Project Planning and resource management.
- Iterating through stages of creating a project requires a lot of trial and error.

Performance Expectations:

- Complete all the skill building mini projects.
- Create an original long term project and present it at the Maker Faire.
- Work with mentors in a positive way to bring your project idea from a concept to a reality.
- Maintain a blog to document the history of building your project.

Graduation Requirements

Lighthouse students are expected to be college ready upon graduating from 12th grade. That expectation directly informs our graduation requirements. All requirements must be satisfied by the first Monday of June in the graduating year to participate in the graduation ceremony and to receive a diploma.

UC/CSU A - G Requirements

Students must demonstrate proficiency in at least 60% of Learning Targets in the following courses:

| A (all) | B (all) | C (all) | D (2 of 3) | E (2 of same) | F (all) | G (one) |
|---|--|---|---|---|------------|--|
| <ul style="list-style-type: none"> • English 9 • English 10 • English 11 • English 12 | <ul style="list-style-type: none"> • World History I • World History II • U.S. History I • U.S. History II | <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II | <ul style="list-style-type: none"> • Biology • Physics • Chemistry | <ul style="list-style-type: none"> • Spanish I • Spanish II • French I • French II • CC LOTE | Art | <ul style="list-style-type: none"> • Robotics • Math Analysis • Statistics • Calculus • Other |

CAHSEE Requirements

Students must pass both sections of the CAHSEE:

- English Language Arts
- Mathematics

Lighthouse Specific Requirements

Students must meet 11th and 12th grade College and Career Readiness requirements as follows:

| 11 th Grade | 12 th Grade |
|---|--|
| <p>Meet at least 60% of Learning Targets in Career & College Prep by:</p> <ul style="list-style-type: none"> • Completing personal statement • Meeting expectations of Internship • Meeting expectations of one scholarship OR one summer program application • Creating a college list • Preparing for college entrance exams | <p>Meet expectations of Senior Project; defined as meeting 3 of 5 LTs:</p> <ul style="list-style-type: none"> • Research and reflection based annotated Information Sheet • Powerpoint project proposal • Completing the project (service hours) • Oral defense • Public audience presentation <p>Meet expectations of Senior Seminar; defined as meeting 3 of 5 Learning Targets:</p> <ul style="list-style-type: none"> • Habits of Work • Identify 4-8 colleges to which you will apply and reasons why they are a good fit for you • Write compelling personal statements and requests for letters of recommendation • Actively seek out financial aid for college • Complete applications to at least two colleges <p>Maintain a 12th grade GPA of 2.0</p> |

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

If any student engages in behavior that is a suspendable offense, the privilege of participating in the graduation ceremony (walking in graduation) and engaging in senior celebratory activities will be revoked. A suspendable offense is any egregious violation of the guiding principles such as, but not limited to: destruction of property, alcohol or drug use at a school sponsored event, physical altercation, or plagiarism.

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

opportunity to walk in graduation and complete missing work from the last few weeks of school during a July make-up work period. This opportunity is only available if s/he was passing classes at the time of the medical hardship.

A Day in the Life at a Student

The LCCPS school day is in full alignment with our mission - preparing students for college and the career of their choice. The daily schedule is designed to provide each student with the time necessary to gain mastery of the content areas, academic skills, college readiness skills, and guiding principles outlined above.

The following are example days in the life of an LCCPS student, for Kindergarten and 9th grade, and is meant to be a representative sample only.

A Day in the Life of a 9th Grade Student

Student Arrival:

Arrival happens between 8:00-8:25 for high school students. They come inside and sit on the couches in our "think tank" or head outside to play basketball or chat with friends. This is a time to check in informally with adults, finish up homework, and socialize.

Breakfast and First Block:

Students arrive in first block at 8:30 and start their warm-ups as they eat a healthy breakfast provided free of charge by Lighthouse, five days per week. This time gets students fueled for a day of hard work and gets their minds working on course content. Teachers also use the extra minutes to check uniform and make sure student homework is out and ready to go.

Blocks 1, 2, 3:

Students at Lighthouse have three core academic blocks that they attend every day: humanities, grade level math, and grade specific science. Students expect to work in groups, participate every day, share ideas, explain their thinking, and respectfully critique the ideas of others in the course of a class period. Every course consists of regular reading, writing, calculations, inquiries into historical, mathematical, and scientific thinking, postulating, engaging in complex discourse, and changing opinions sometimes.

Lunch:

LCCHS participates in the National School Lunch Program, providing all students with a healthy lunch and at low-cost or no cost for students who qualify. Students have 40 minutes to eat their lunch and engage in play or conversation with their peers.

Crew:

All students participate in a smaller community called a Crew. Crew helps students feel like a family and offers a place to gain academic and social support. Here, students engage in a variety of activities to ensure that they are known well by at least one

Lighthouse adult (typically, many more!) and that they know their peers well. Students engage in academic progress checks, goal setting, community service, and identity development activities. Every two years, students participate in "Passage" where they read, write, reflect, and act to demonstrate their readiness for their next life challenge. Crew leaders also meet with students, parents, and other teachers every quarter where students present their grades, their goals, and their strategies to meet those goals. These are called Individual Learning Plans (ILPs) and are organized and run by students.

Elective:

Electives take place four days per week and each student takes two electives. This arrangement gives students the opportunity to get support if they need it and helps them to explore their interests. The purpose of electives is to offer students an opportunity for a greater challenge, more academic support, or the chance to pursue a particular passion. Students can choose from a range of courses including: music, fitness, theatre, robotics, service learning, honors humanities, science support, math intervention, and many others. Course content is created with student learning needs in mind. Teachers not only provide rigorous content and real-world applications, such as putting on a concert, participating in Harvard Model Congress, or showcasing work at the Maker Faire, but also are attuned to school deadlines and events such as finals so support students with those as well.

STRATEGIES TO SUPPORT TARGETED STUDENT GROUPS

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

The primary vehicle for support is our robust Response to Intervention program (RTI), which is used with all students. This program is detailed in depth below, under "Strategies to Support Students Not Meeting Pupil Outcomes." The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students with Special Needs, English Language Learners, Socio-economically Disadvantaged Students, and Students Achieving Above Grade Level/Gifted Students.

Strategies to Support Students Not Meeting Pupil Outcomes

LCCHS has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. LCCHS also works with students who are exceeding expectations to ensure they are progressing at their maximum rate, which is discussed later in this charter.

To support students not meeting pupil outcomes, LCCHS utilizes a Response To Intervention (RTI) framework to monitor student development academically, behaviorally, and social-emotionally and provide interventions as needed to attain maximal growth for our students. To do so, LCCHS has partnered with Seneca Family of Agencies to implement their All-In! program. Response to Intervention and the Seneca All-In! Partnership Project are each detailed below.

Response to Intervention

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

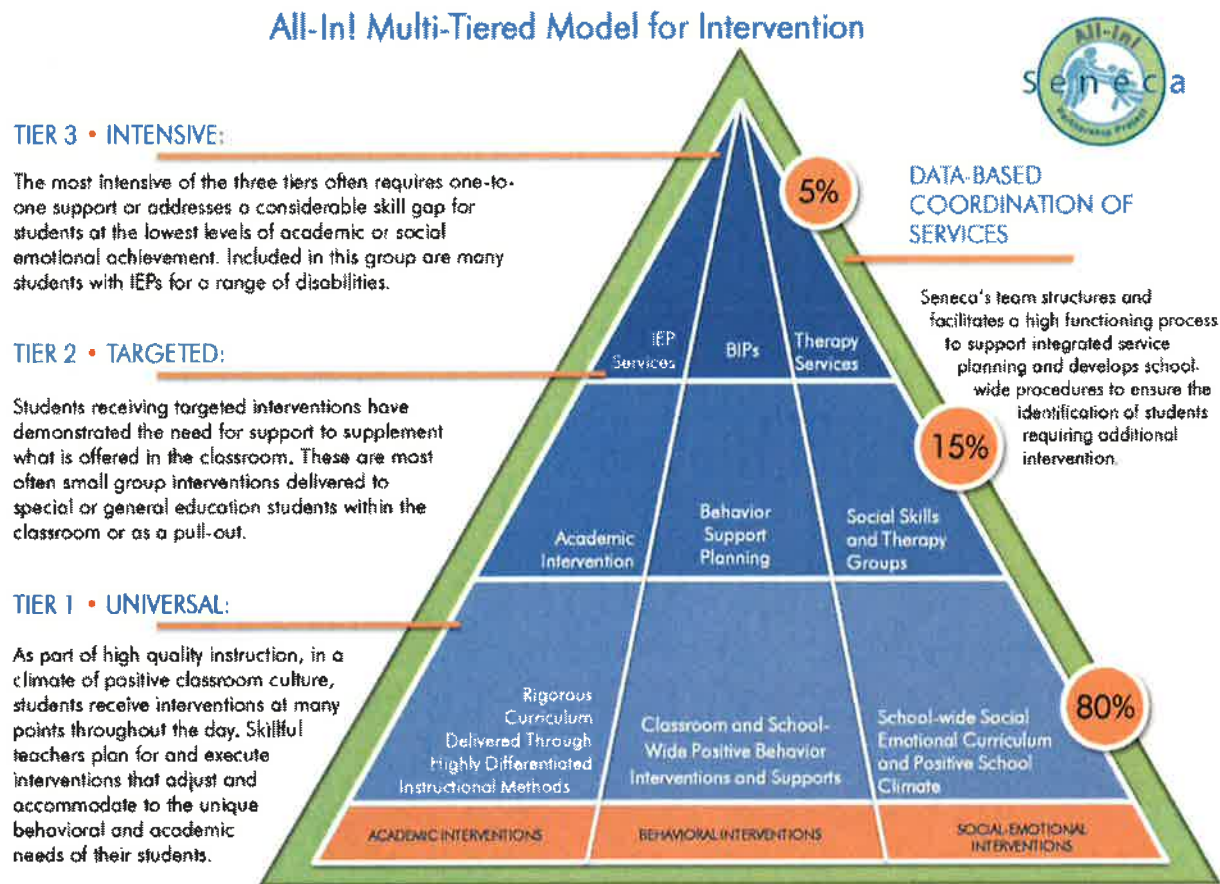
This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

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

All-In! Partnership with the Seneca Center

LCCHS has partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for Intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being. **Figure A.11** provides an illustration of this model. All-In! utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.

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



| | ACADEMIC | BEHAVIORAL | SOCIAL-EMOTIONAL |
|--------|---|--|---|
| Tier 3 | Special Education and Related Services | Behavior Intervention Planning (BIP) and Case Management | Individual and Family Therapy |
| Tier 2 | Academic Intervention | Behavior Support Planning (BSP) and Case Management | Social Skills and Therapy Groups |
| Tier 1 | Rigorous Curriculum delivered through Highly Differentiated Instructional Methods | Classroom and School-wide Positive Behavior Interventions and Supports | School-wide Social Emotional Curriculum and Positive School Climate |

The integrated, data-driven approach of RTI has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. In addition to the expertise of existing school personnel, our All In! Partnership leverages the capacity of the Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social-emotional services. When this competency is introduced into a school where leadership and staff are committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement.

LCCHS has partnered with the Seneca Family of Agencies to implement their model with great success, as have multiple charter schools in the Bay Area including but not limited to Education for Change (EFC) and Urban Montessori Charter School. In addition, Seneca has significant experience in implementing county-supported mental health programs in school settings and is committed to increasing access of this collaborative model in the support of the All-In! Partnership Program.

Systemic Planning

On an annual basis, the All-in! Partnership will examine the current priority of specific student supports and create an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that will inform the collaborative creation of shared goals and strategies for the school year. The process begins in the months leading up to the school's opening with conversations and program development driven by the Seneca implementation team and encompassing identified stakeholders. In yearly intervals, the assessment process iterates on itself to ensure it remains responsive to current needs.

The All-in! Partnership ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback: (1) through the use of an annual staff survey, the All-in! Partnership gathers insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered, (2) data on the distribution of staff and student time across the three Tiers of service are collected and analyzed to help inform decisions about the future allocation of resources, (3) the School Wide Positive Behavioral Interventions and Supports (SWPIBS) Self-Assessment Survey (SAS) is implemented annually, to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels, and (4) The Alliance for the Study of School Climate's (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline,

learning and assessment, attitude and culture, and community relations - effectively encompassing the critical components of school climate identified in current research. All of these assessment components are synthesized into a summative report and the All-in! team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

Coordination of Services Team (COST)

This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. The team also completes eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate. **Appendix 02** provides a COST Process Flow Chart, and **Appendix 03** provides a Sample COST Form.

Cross-System Collaboration

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

Tiered Services in the All In! Program

An Overview of How RTI Works

Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data (see Element C for a discussion of tools), or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions.

Modifications or accommodations could include changing in seat assignments, implementing strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below. The family is informed of these concerns and interventions via the classroom teacher.

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data (see Element C for assessment tools), the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school's resources for addressing the specific child's challenges. At the weekly COST meeting, the COST facilitator would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team may include but is not limited to the student's parent/guardian. Notification of meetings will be made by the Director of Intervention Services in a timely manner that supports involvement by all stakeholders, including parents/guardians. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. An interventions plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the Core classroom teacher that could supplement the Tier 1 interventions taking place. The family is informed of these interventions by the Director of Intervention Services.

If the student makes inadequate progress at Tier 2, the COST reconvenes after eight weeks and the team collects additional data. At this juncture, the COST may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by the IEP team to determine eligibility for Special Education services.

Tiered Services

The All-in! Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social emotional curricula. Tier two and Tier three services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are

designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. For a list of possible academic interventions, please see [Appendix 04](#) for a Menu of Academic Interventions. Students identified for Tier two services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier one interventions. Students who do not respond to Tier two interventions are considered candidates to receive support at the third tier of intensive services. [Appendix 02](#) provides a visual of the COST Process Flow Chart.

Tiered Academic Services

- **Tier One** - Through the All-in! Partnership, Seneca works with the Director to develop school-wide sets of research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data.
- **Tier Two** - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from FPRA, ADEPT, and any additional standardized assessment outcomes. Students may be identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as AIMSweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier one levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier three services.
- **Tier Three** - Tier three academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEPs and progress on IEP goals is closely monitored over time. For examples of curriculum used to support Tier 2 and Tier 3 interventions, please see [Appendix 04](#) for a Menu of Academic Interventions. IEP goals are reviewed at least annually and students are reassessed for Tier 3 services every three years.

Tiered Behavioral Services

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

with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

- **Tier One** - The SWPIBS team plays a key role in the development and implementation of Tier one practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPIBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.
- **Tier Two** - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Collaborative Problem Solving (CPS)*. This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to Tier one levels of support, or if they may be candidates for Tier three services.
- **Tier Three** - These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. **Appendix 05** provides an example of the Functional Behavioral Analysis Form.

Wraparound principles and practices involve a collaborative, client voice-driven process that aims to connect students, families, schools and community partners in effective problem solving relationships. The team works together to create a comprehensive, strengths-based plan that will help children and their families build constructive

relationships and support networks. Plans are comprehensive and address multiple life domains across home, school, and community.

Tiered Social-Emotional Services

- **Tier One** - To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas for growth highlighted by the staff interviews and ASSC SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being. **Appendix 06** provides an example of a Social Emotional Screener, as well as the Support Plan (described in Tier 2).
- **Tier Two** - The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. **Appendix 06** provides an example of a Social-Emotional Support Plan.
- **Tier Three** - These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

Serving Students with Special Needs

Our RTI-based interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program.

Assurances

State and Federal Law

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

SELPA

LCCHS pledges to work in cooperation with its Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The School shall be its own local education agency (LEA) in conformity with Education Code Section 47641 (a). A change in LEA status or SELPA membership shall not require a material revision of this charter. LCCHS is currently in the El Dorado County Office of Education (EDCOE) Charter SELPA. Finally, LCCPS retains the charter school's right to operate as a school of the district for purposes of special education. In this case, a Memorandum of Understanding ("MOU") would be developed between the school and the authorizer.

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

Facilities

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

Services

The charter school is an LEA member of the EDCOE SELPA in accordance with Education Code section 47641 (a). LCCHS contracts with the Seneca Family of Agencies to implement their All-In! Partnership, in which Seneca will place highly qualified staff at the school site to provide both Response to Intervention and Special Education services in

conjunction with the regular education faculty. These services and partnership are detailed at length below.

LCCHS makes the following assurances:

- **Free Appropriate Public Education** – LCCHS will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.
- **Full Educational Opportunity** – LCCHS will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCHS will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- **Individualized Education Program** – LCCHS will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA. The school will assure that the mandated requirements of each student's IEP is met.
- **Assessments** – LCCHS will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the 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.
- **Confidentiality and Procedural Safeguards** – LCCHS will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a free appropriate public education.
- **Personnel Standards** – LCCHS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – LCCHS will assure that students with disabilities either under the 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** – LCCHS will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA.

Response to Intervention and Strategic Partnership

LCCHS utilizes a strategic partnership with Seneca Family of Agencies to provide a full suite of supports for students with special needs. At the core of the program is Response to Intervention (RTI), described earlier in this charter. Seneca Center will help us integrate Special Education into this larger RTI framework as well as our larger schoolwide assessment framework. The schoolwide assessment framework, described in Element B of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six to eight weeks across grade levels and disciplines.

The Coordination of Services Team (COST) utilizes data from this assessment framework to monitor student growth, and a lack of progress is flagged immediately. The COST team is generally composed of teachers, Director of Intervention Services, Directors of Instruction, counselors/therapists, resource specialists and families. The composition of each COST team varies based upon the referral. Through the RTI program, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST Services Coordinator who will develop an assessment plan if appropriate.

A student with an Individualized Education Plan will have access to ALL of the interventions available schoolwide as part of their individualized education plan. The Coordination of Services Team in partnership with the Director of Intervention Services ensures Special Education plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately-credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. The charter school Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

Search & Serve Process

LCCHS shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification

procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Parents will be informed that special education and related services are provided at no cost to them. The Search and Serve Process will be overseen by the LCCHS Director of Intervention Services, under direct supervision of the Head of School.

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

Referral for Assessment Process

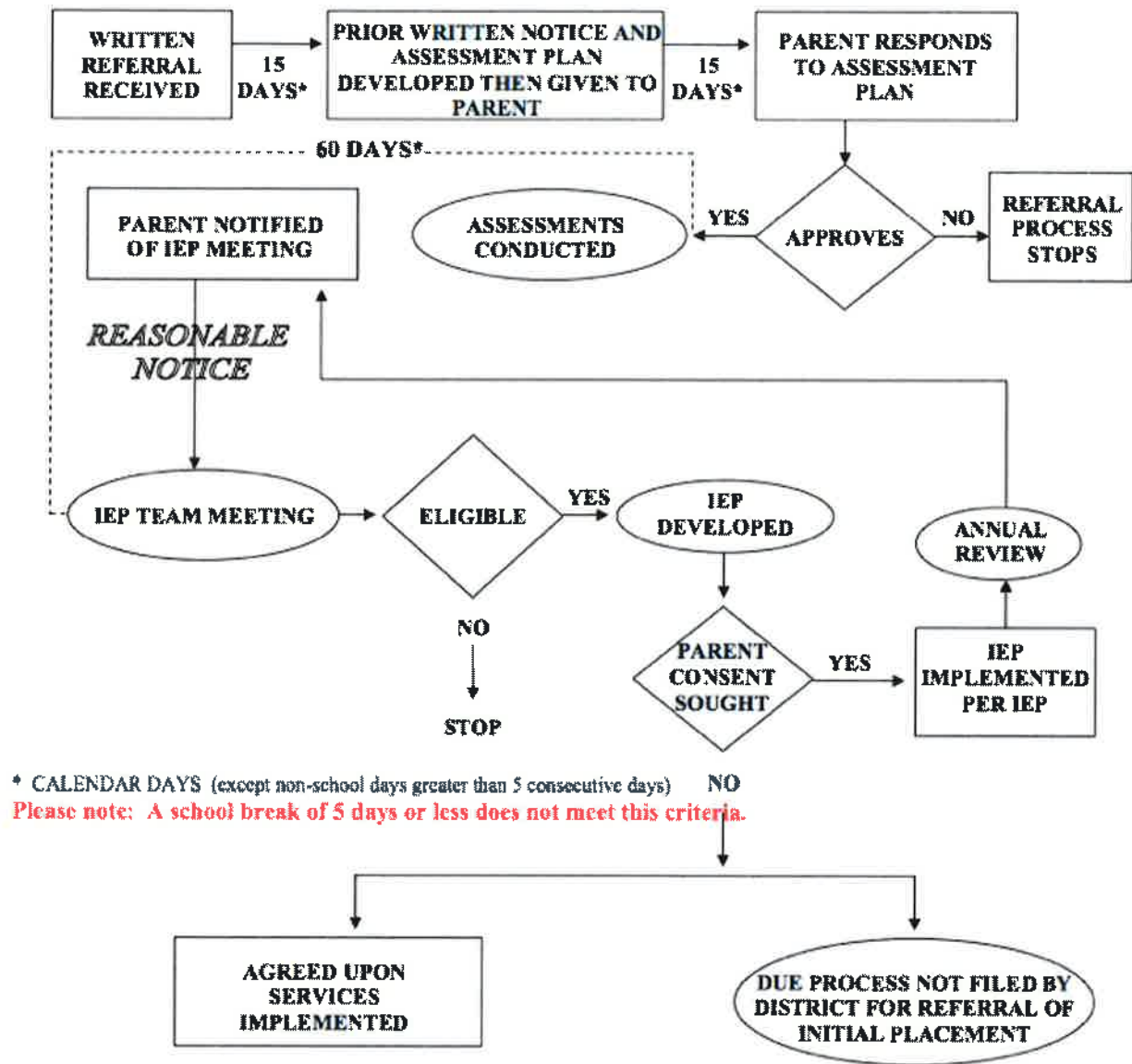
A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. The referral process is a formal, ongoing review of information related to students who are suspected of having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

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

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

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

Figure A.12 Referral Process



Assessment Process

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

- Individual testing;

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments;
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability;
- Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The charter school will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The charter school will ensure that all aspects of the IEP and school site implementation are maintained. The charter school will provide modifications and accommodations (outlined within each

individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

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

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

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

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

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;

- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

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

IEP Review Process & Reporting

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

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

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

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

Professional Development for All Staff

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

Staffing

LCCHS is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at the charter school will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California's Education Code and the IDEIA. LCCPS and the charter school will contract with Seneca to provide ALL IN! programs and services and oversee IEP and 504 services. The charter school Principal and the Special Education lead from the Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Due Process, Procedural Safeguards, & Reporting

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

LCCHS will work closely with SELPA staff to ensure a student's procedural safeguards are implemented and to resolve problems and concerns at the lowest possible level. LCCPS and the charter school will acquire parental written consent and ensure parental participation. LCCHS will participate in the SELPA's Alternative Dispute Resolution process when appropriate. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, followed by a resolution meeting.

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Director of Intervention Services.

Dispute Resolution & Complaint Procedures

LCCHS's policy is to comply with applicable federal and state laws and regulations. LCCHS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there will be a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, childcare and development programs, child nutrition program.

Please see **Appendix 07** for the Uniform Complaint Policy and Procedure. Parents also have the right to file a complaint with SFUSD and/or the California State Department of Education.

Section 504 Services

LCCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. The charter school is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

A 504 team will be assembled by the Director of Intervention Services and shall include the parent/guardian, the student (where appropriate) and other qualified persons

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

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

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

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

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

Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Please see **Appendix 08** for LCCPS's 504 Board Policy, **Appendix 09** for LCCPS's 504 Administrative Regulation, and **Appendix 10** for LCCPS's 504 Parents' Rights Statement.

SERVING ENGLISH LANGUAGE LEARNERS

LCCHS is committed to supporting English Language Learners (ELL), who comprise 76% of the K-12 student population. LCCHS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

Our ELL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our ELL students. LCCHS will comply with federal, state, and district mandates regarding ELL education and redesignation of ELL students. In addition, LCCHS will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners.

Identification, Designation & Notification

As required by Education Code Section 52164.1, LCCHS will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of enrollment or 60 days prior to first enrollment, the charter school will assess the English proficiency of all students whose primary home language may not be English using the California English Language Development Test (CELDT) as determined by the Home Language Survey and other indicators and notify parents of the school's responsibility to conduct CELDT testing. Should the State of California change its tool (i.e. adoption of the English Language Proficiency Assessments for California) and/or timeline for measuring English Proficiency during the term of this charter, the charter school will adopt the state mandated tool and timeline and this change will not be considered a material change of the charter.

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

Figure A.13 Designation Criteria

| | 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 - 12th | 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 results and initial language designation within 30 days of receipt of these results, as well as information on how their child’s learning needs are being addressed by the school. In addition, they will be invited to the school for an information session to review these results in detail and discuss ways to support their child’s English language development. LCCHS and the charter school will report the number of ELL students attending the school to the district and the state.

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCHS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the CELDT annually to determine growth in English Language proficiency until they are reclassified. A combination of CELDT scores and teacher assessment will be used to determine reclassification of students. The SBAC in ELA may also be used as an additional point of data. We will follow the CELDT Language Classification process as outlined in **Figure A.14** to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCHS will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.14 Reclassification Criteria

| | CELDT | Other |
|-------------------|--|--|
| 9th - 12th | Overall CELDT Proficiency Level = 4–5 AND Listening/Speaking = 3 or higher | Teacher Assessment SBAC in ELA, as applicable |

| | | |
|--|--|--|
| | Reading = 3 or higher Writing = 3 or higher | |
|--|--|--|

Strategies for English Language Learners

Academically, LCCHS will meet the needs of its English Language Learners through a combination of a Sheltered English Immersion Program in an inclusion setting and a dedicated Systematic English Language Development course in homogenous groupings by language level.

Like all students at LCCHS, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At LCCHS, we believe that holding English Language Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

Sheltered Immersion

In the sheltered English immersion model, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English. Strategies will be utilized from Susana Dutro's EL Achieve Constructing Meaning.

- **EL Achieve's Constructing Meaning** provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.

Systematic Language Development

English Language Learners at LCCHS and the charter school will receive Systematic English Language Development (SELD) tailored to their proficiency level. Systematic ELD is a dedicated class focused explicitly on teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

As with the Sheltered Immersion program, LCCHS and the charter school will use resources from EL Achieve's Systematic English Language development framework to guide this program.

ELAC

If there are more than 21 ELLs in attendance, as we expect, the charter school will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

Teacher Qualifications and Professional Development

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

- Have demonstrated successful experience working with English Language Learners
- Hold a Bi-lingual Cross-cultural, Language and Academic Development (BCLAD)
- Speak Spanish, which is the dominant home language of our target neighborhood

LCCHS will provide professional development to all administrators and teachers, both core and non-core, on effective SDAIE strategies (Specially Designed Academic Instruction in English). LCCHS has certified trainers in EL Achieve's Constructing Meaning and Systematic English Language Development programs. Professional development will be provided on site for core and non-core teachers in these programs and strategies, as well as ongoing coaching.

Program Assessment

Metrics to assess the progress of our ELL students include:

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

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

If students are not making sufficient academic progress as indicated through CELDT results and the above data, we will modify our ELL program as needed.

Supporting Socio-economically Disadvantaged Students

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

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the Common Core Standards
- Authentic learning experiences
- Focus on English Language Acquisition
- Before and after school programs for tutoring, homework help, intervention, and enrichment
- Access to 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
- 10 Guiding Principles of character development that create a school culture of respect, caring, and collaboration
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students

Involving Families

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

Cultivating Teaching Excellence

- Teachers work 20 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
- Peer observations conducted to ensure best practices are shared throughout the building
- Teachers as leaders of professional development
- Support and mentoring for teachers new to the profession
- A robust training pipeline in place for faculty who are on the teaching track

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

Supporting Students Achieving Above Grade Level/Gifted Students

LCCHS is committed to supporting all students in excelling in its program. Academically high-achieving students will be identified through teacher recommendation, grade

reports, test scores, and/or other assessment measures. As with all of our students, LCCHS will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Individual Learning Plan meetings where goals are crafted to meet the specific growth goals of each individual student. Additionally, these students are pushed to meet and exceed content and performance standards through differentiated instruction in classrooms, extra assignments outside of school, honors level or content extension elective classes, and after school clubs and/or tutoring with qualified staff. Each core academic course in the high school grades will include articulated honors coursework accessible to all high achieving students. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level course work at local universities, community colleges, and/or distance learning centers as appropriate for each student's needs.

PROFESSIONAL DEVELOPMENT

One of LCCHS'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. LCCHS is committed to providing the professional development that enables teachers to do just that. The LCCHS professional development provides for each of the following:

- Dedicated Time
- Inquiry Groups
- Grade & Loop Level Teams
- Observation and Coaching
- Data-driven Decision Making

Dedicated Time

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

Professional development at LCCHS happens on an ongoing basis and through a variety of structures. These include but are not limited to:

- Professional Development Institutes - Held during the summer months and intersession, teachers and staff come together to build community, explore new learning, analyze data, and make action plans for the coming quarter. Teacher teams flesh out their curriculum maps for the coming quarter, based on

achievement data that suggests areas for remediation and acceleration. In addition, staff engage in regular collaborative assessment of their teaching progress, set goals, and work with a coach and their grade level and inquiry group teams to achieve those goals.

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

Observation and Coaching

Lighthouse staff are observed and observe others to improve their craft. They reflect on their practice in formal and informal ways and seek inputs on how to improve their practice and best serve our students.

Observations

Lighthouse teachers are observed by members of the Lighthouse community (other teachers, coaches, and directors). Lighthouse teachers may also be observed by members outside of our community (other schools, potential partners, potential students etc). Lighthouse staff also observe other teachers.

Coaching Cycles and Teacher Professional Learning

Coaching cycles are one formal form of professional learning at Lighthouse. This is the second year that Lighthouse will provide coaching cycles to all teaching staff using a common format. The intention with the change to coaching cycles is to continue to support the development of our amazing teaching staff using a format that has been found to be more successful than previous practices. The migration to a common format is an intended improvement from the observation and feedback model used in the previous two years. Individual coaching cycles allow for greater teacher input over their professional development goals and allow coaches and teachers to create a plan and methodology that is individually tailored to impact student achievement.

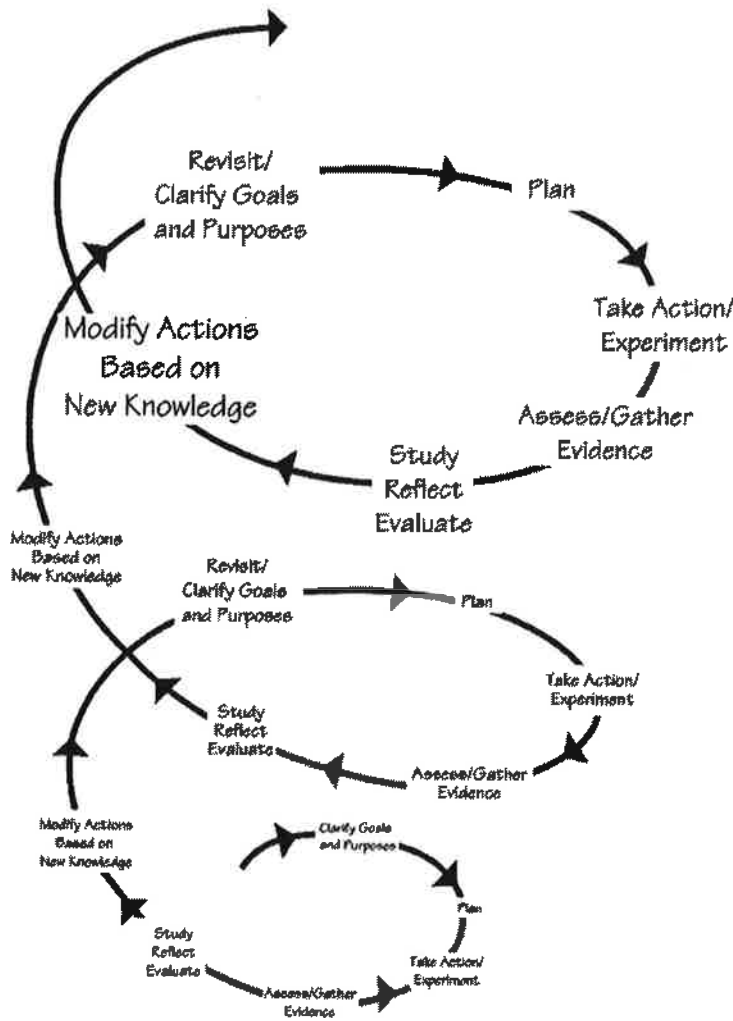
Coaching Cycle Articulation

Coaching Cycles are only one component of teacher development at Lighthouse. The coaching cycle experience exists to ensure that all Lighthouse staff have access to a deliberate coaching experience. The cycle includes the following phases...

- Pre-Coaching Conference to develop the coaching relationship and agreements
- Initial Focused Observation
- Meeting to debrief AND plan for the next observation
- Repeat cycle until complete

- Post Coaching Conference designed to evaluate the efficacy of the completed cycle

A visual representation of the cycle is below. The guiding theory of action is that improving craft takes practice and focus. This recursive cycle maintains one clear focus upon improving a targeted instructional move designed to yield an intentional student outcome.



Inquiry Groups

Inquiry groups are content area teams designed to collaborate on shared content goals, curriculum design, lesson design and study, and other pedagogical needs. Inquiry groups generally meet three times per month for about two hours at a time. Each teacher is expected to participate regularly in inquiry group by meeting the LCCHS meeting norms and guidelines as well as the guidelines determined by each inquiry group.

There is a stipended inquiry group leader position that is tasked with documenting and communicating with directors.

Grade Level Teams

9-12: Grade Level teams consist of teachers and crew leaders in a given grade level. Grade level teams typically meet three (or more) times per month for about an hour at a time. Grade level teams are tasked with knowing students deeply, coaching them well, and collaborating to make sure that participants are engaging in a reflective practice on how to best serve individual students, classes, and grades in achieving the Lighthouse mission. Grade level teams also collaborate to create passage experiences, norm expectations, and arrange community events. Each participant is expected to participate regularly in grade level teams by meeting the LCCHS meeting norms and guidelines as well as the guidelines determined by the team.

Data-Driven Decision-Making

The core of all work at Lighthouse is the realization of student growth. Lighthouse staff closely analyzes academic and whole-child growth metrics. Academic analysis is both a collaborative and individual process. Lighthouse teachers regularly analyze the following student achievement data down to the individual student level and across the K-12 continuum:

- Developmental Writing Assessment that is administered two times per year.
- Interim Assessments have been historically used throughout a school year to inform instruction and will continue to be used once the Smarter Balanced versions are available.
- SAT and PSAT
- CELDT, CAHSEE, CST, and other state administered assessments
- Summative and formative classroom assessments

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

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

other public high schools, as determined through negotiations between the Charter School and the District a minimum of two months prior to the start of the school year. **Figure A.15** provides an illustration of sample course offerings.

Figure A.15 Sample Course Offerings

| Subject Area | Example of Course Titles | UC/CSU Requirements | LCCHS Graduation Requirements |
|--------------------------|--|---------------------------|-------------------------------|
| Social Studies | World History I World History II US History I US History II | Requirement A: 2 years | 4 years |
| Language Arts | English 9 English 10 English 11 English 12 | Requirement B: 4 years | 4 years |
| Mathematics | Algebra 1 Geometry Algebra 2 Pre-Calculus Calculus | Requirement C: 3 years | 4 years |
| Science | Biology Chemistry Physics | Requirement D: 2 years | 2 years |
| Foreign Language | Spanish French Spanish for Native Speakers Spanish Literature | Requirement E: 2 years | 2 years |
| Visual & Performing Arts | Art: Pointing and Drawing Advanced Art | Requirement F: 1 year | 1 year |
| Academic Electives | Statistics Robotics Earth Science Music Design and Fabrication Lab Service Learning Senior Seminar | Requirement G: 1 year | 1 year |
| Physical Education | Fitness Men's/Women's Soccer Men's/Women's Basketball Men's/Women's Cross Country | Not Required | 1 year |

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), LCCHS has identified goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific actions to achieve those goals. These priorities include:

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

The table below identifies these goals and actions, to be achieved over the course of this charter term. Element C provides measures that accompany these goals. Finally, pursuant to Education Code Sections 47606.5 and 47604.33 a Local Control Accountability Plan (LCAP) will be submitted annually by July 1, providing annual goals, actions, and measures.

| Goal 1: High Expectations for All Students |
|--|
| We start with the belief that every child deserves to reach their fullest potential and must be held to high expectations. Built upon this belief, our educational program is based upon clearly articulated academic and character expectations. |
| Outcome(s) |
| Lighthouse students are focused, reflective, and persistent learners who know themselves well, are strong communicators, and are prepared to independently engage college and career outside of Lighthouse. |
| Actions(s) |
| <p>College & Career Readiness</p> <ul style="list-style-type: none"> • 1a. All juniors and seniors are enrolled in college and career preparation classes. • 1b. Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort. • 1c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed. • 1d. Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting and Beyond12 for data tracking and coaching. |

- 1e. All juniors take the SAT

Student Achievement, Support & Intervention

- 1f. Struggling students are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.

Instructional Practice

- 1g. Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 1h. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.
- 1i. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.

In Support of State Priorities

- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Goal 2: Deep Learning through Rigorous Curriculum

Lighthouse is uniquely positioned to strategically meet the needs of our students over their K-12 careers. We focus on student mastery of rigorous standards; authentic assessment of student learning; guiding principles that emphasize collaboration, curiosity, and reflection; and a pedagogical approach that vertically aligns instructional practices, content, skills, and assessments. Deep and meaningful learning experiences that allow students to apply what they've learned result in authentically engaged students.

Outcome(s)

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

Actions(s)

Instructional Practice to Support Student Engagement

- 2a (also 1g). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 2b (also 1h). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

English Language Acquisition

- 2c. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- 2d. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.
- 2e. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.

Curriculum Alignment

- 2f. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2g. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2h. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

In Support of State Priorities

- 2 – Alignment to Common Core, with support for ELLs and other subgroups
- 4 – Pupil Achievement
- 5 – Student engagement
- 8 – Pupil Outcomes

Goal 3: Family Involvement

Lighthouse families are essential partners in the education of their child. The primary purpose of family-school interactions is to leverage and build the capacity of families to best support the academic, social, and emotional growth of their children. Lighthouse supports the full participation of all families while simultaneously facilitating plenty of other opportunities for families to build community with one another, learn, and get involved with their child's education.

Outcome(s)

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

Actions(s)

Family Involvement (ILP Meetings, Engagement, & Communication)

- 3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.
- 3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.
- 3c. Parent Leader works with Crew Parents to engage and involve families in the life of the school.
- 3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.

In Support of State Priorities

- 3 – Parent Involvement
- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Gaal 4: Professional Learning Community

We believe that a high quality teacher is one of, if not the most powerful levers in student achievement. As a result, we prioritize the cultivation of a robust professional learning community. We have built a strong professional team that is known well and coached accordingly, a mission-aligned compensation system, and opportunities for collaboration and growth within the organization for all faculty and staff members.

Outcome(s)

- Lighthouse staff feel known well, supported, and encouraged to continuously grow in service of the mission.
- Staff feel connected to each other, their students, their families, and have deep commitment to the mission.

Actions(s)**Instructional Practice to Support Professional Growth & Motivation**

- 4a (also 1g & 2a). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 4b (also 1h & 2b). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

Staff Satisfaction & Motivation

- 4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.

- 4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.

In Support of State Priorities

- 1 – Quality Teachers, Curriculum, and Facility
- 4 – Pupil Achievement
- 5 – Student Engagement
- 6 – School Climate
- 8 – Pupil Outcomes

Goal 5: Whole Child

Lighthouse Community Charter School is an organization focused squarely on ensuring each and every one of our students has the opportunity to attend and succeed in college, as it is an incredible gatekeeper to being able to attain a career of one's choice. There are many organizations with this same mission, yet HOW we get there is unique. We know that when a student is socially, emotionally, and physically healthy they are much more likely to be academically successful. As a result, we have several structures and practices in place to serve the "whole child," and ensure every student is known well, and is getting the differentiated supports that enable their success. In addition, we believe it is the school's place to build our students' social capital, providing them access to experiences and opportunities that will help them identify and realize their goals.

Outcome(s)

- Students know who they are and have a clear sense of their identity.
- Students are socially, emotionally, and physically healthy.
- Students are active members of their community and participate in the life of their community.

Actions(s)

College & Career Readiness

- 5a (also 1a). All juniors and seniors are enrolled in college and career preparation classes.
- 5b (also 1b). Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort.
- 5c (also 1c). All high school students participate in college visits, with additional small group and individual tours facilitated as needed.
- 5d (also 1d). Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting.

Student Achievement, Intervention & Support for Students and School Climate

- 5e. Small class size is maintained to ensure all students are known well.

- 5f. Crew (advisory) is utilized to provide a small venue in which students are supported socially, emotionally, and academically.
- 5g. Associated Student Body (9th – 12th) structure is utilized to support student empowerment and engagement.
- 5h. Continue to implement and refine Response to Intervention (RTI) program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- 5i. Student Case Manager provides social, emotional, and behavioral support utilizing the Restorative Justice model.
- 5j. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

In Support of State Priorities

- 4 – Pupil Achievement
- 5 – Student Engagement
- 6 – School Climate
- 8 – Pupil Outcomes

ELEMENT B. MEASURABLE STUDENT OUTCOMES

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

Governing Law: *In accordance with SB 1290, the measurable pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with 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.*

The measurable pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060.

ASSURANCES

By July 1, 2015, and annually thereafter, LCCHS shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(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 specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."

By September 1, 2015, LCCHS shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.

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

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

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, LCCHS will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

LCCHS will comply with all requirements pursuant to California Education Code §57605(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). Beginning in fiscal year 2014-15, LCCHS will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

GRADUATION STANDARDS

In order to graduate from Lighthouse Community Charter High School (LCCHS), students must master content Learning Targets in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, Physical Fitness and Academic Elective courses. These Learning Targets are aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). By virtue of completing this required course work, all students will have the opportunity to fulfill and exceed the UC and CSU "A – G" course requirements in the high school years. In addition, to graduate from LCCHS, all students must demonstrate mastery of

the school's College Readiness Skills along with adherence to the school's ten Guiding Principles.

All students at LCCHS, including students who have special needs, students who are English Language Learners, and/or students who are identified as “under-performing” will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP) and/or Individual Learning Plan (ILP).

ACADEMIC CONTENT AND PERFORMANCE STANDARDS

At LCCHS, we ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with the CCCS, CSS, and NGSS students will achieve appropriate age or grade level mastery of:

- **Language Arts** - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of sources for different purposes.
- **Mathematics** - Students will be able to persist to solve complex problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- **History and Social Science** - Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Science and Engineering** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection and analysis, and problem solving.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.
- **World Languages** - Students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.
- **Academic Electives** - Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.

COLLEGE READINESS SKILLS

Drawing extensively on David T. Conley's Four Keys to College and Career Readiness, LCCHS will prepare students to become college ready lifelong learners in the 21st Century through instruction in:

- **College Ready Habits** - Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, cultivate passions, and develop the Habits of Work essential for success in college and the work place.
- **Ownership, Reflection, Goal Setting** - Students will own their learning and be able to reflect upon their current academic standing to develop SMART goals that will help them attain their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based upon their efficacy.
- **Fitness/Wellness** - Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.
- **Technology** - Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

GUIDING PRINCIPLES

In order to ensure we are developing students who are not only prepared for college and/or a career of their choice, but that students are becoming self-motivated, competent, life-long learners, Lighthouse Community Charter High School employs ten guiding principles. All students at the charter school will be taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At LCCHS, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their community in a way that is meaningful to them.

The guiding principles are as follows:

- **Collaboration** - Students will show collaboration by working together, sharing ideas, and negotiating differences.
- **Communication** - Students will show communication by articulating their thoughts, opinions, and knowledge effectively through both oral and written language.
- **Compassion** - Students will show compassion by being kind, considerate and empathetic of other people's emotions and needs.
- **Courage** - Students will show courage by undertaking new and unfamiliar experiences, communicating honestly and openly, advocating for their needs, and dealing with conflicts constructively.
- **Curiosity** - Students will show curiosity by asking questions, taking intellectual and personal risks, and pursuing knowledge that enhances their understanding of the world.
- **Integrity** - Students will show integrity by acting on their values and trying their best regardless of what other people may think.
- **Persistence** - Students will show persistence by working hard to progress in their learning and personal growth despite the obstacles that may stand in their way.

- **Reflection** - Students will show reflection by regularly assessing their academic and social progress toward reaching their goals. Students will be able to reflect on how their actions affect others and how to repair harm when it is done.
- **Respect** - Students will show respect by listening attentively, and treating others with consideration at all times.
- **Responsibility** - Students will show responsibility by adhering to school policies, practicing strong work habits, and following through on their commitments to themselves, their families, and their community.

CLASSROOM STANDARDS

The measurable student outcomes above have been subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the CCCS, CSS, NGSS, and other standards deemed appropriate by the LCCPS Board of Directors and Staff. In addition, students will demonstrate their overall progress toward graduation through a series of “benchmarks,” a.k.a. promotion performances assessments throughout their experience at the charter school. Benchmarks include, but are not limited to, course grade and GPA requirements, sophomore portfolio and passage presentations, summer program application requirements, junior internship participation, and senior project completion.

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

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

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH STATE PRIORITIES

In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), Lighthouse Community Charter High School has included a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. In addition, our charter petition identifies additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

The Lighthouse Community Charter High School's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are detailed in **Figure B.1**.

Figure B.1 Outcomes Aligned with State Priorities

| Goal 1: High Expectations for All Students |
|--|
| <p>We start with the belief that every child deserves to reach their fullest potential and must be held to high expectations. Built upon this belief, our educational program is based upon clearly articulated academic and character expectations.</p> |
| Outcome(s) |
| <p>Lighthouse students are focused, reflective, and persistent learners who know themselves well, are strong communicators, and are prepared to independently engage college and career outside of Lighthouse.</p> |
| Actions(s) |
| <p>College & Career Readiness</p> <ul style="list-style-type: none"> • 1a. All juniors and seniors are enrolled in college and career preparation classes. • 1b. Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort. • 1c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed. • 1d. Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting and Beyond12 for data tracking and coaching. • 1e. All juniors take the SAT. <p>Student Achievement, Support & Intervention</p> <ul style="list-style-type: none"> • 1f. Struggling students are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers. <p>Instructional Practice</p> <ul style="list-style-type: none"> • 1g. Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes. • 1h. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement. • 1i. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of |

licensure.

Measure(s)

- Lighthouse graduates accepted to a "just right" college or university will increase from the 2014-15 baseline at an average of 1% annually until the goal of 85% is met, overall and for all significant subgroups.
- The mean score of the mathematics and critical reading sections together, as measured by the SAT, will increase at an average of 10 points each year until these meet the national median score, overall and for all significant subgroups.
- Lighthouse students who show growth between baseline and end-of-year proficiency as measured by the SBAC and/or internally designed assessments will increase from the 2014-15 baseline at an average of 1% annually until the goal of 75% is met, overall and for all significant subgroups.
- Lighthouse students who meet grade-level proficiency on SBAC-aligned Performance Task metrics will increase from the 2014-15 baseline at an average of 1% annually until the goal of 75% is met, overall and for all significant subgroups.

In Support of State Priorities

- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Goal 2: Deep Learning through Rigorous Curriculum

Lighthouse is uniquely positioned to strategically meet the needs of our students over their K-12 careers. We focus on student mastery of rigorous standards; authentic assessment of student learning; guiding principles that emphasize collaboration, curiosity, and reflection; and a pedagogical approach that vertically aligns instructional practices, content, skills, and assessments. Deep and meaningful learning experiences that allow students to apply what they've learned result in authentically engaged students.

Outcome(s)

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

Actions(s)

Instructional Practice to Support Student Engagement

- 2a (also 1g). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 2b (also 1h). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

English Language Acquisition

- 2c. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- 2d. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.
- 2e. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.

Curriculum Alignment

- 2f. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2g. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 2h. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

Measure(s)

- Lighthouse students who are deeply engaged in learning as measured by quarterly observations using engagement tools such as the Tripod student engagement framework will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 85% is met, overall and for all significant subgroups.
- Lighthouse students who successfully complete grade and standards-aligned Passage process, demonstrating readiness for the next phase of their educational career (i.e. next loop level or graduation) as measured by audit of promotion and retention data will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- The four-year graduation rate as calculated by SARC will increase from the 2014-15 baseline by a minimum of 1% annually on average until the

goal of 70% is met, overall and for all significant subgroups.

- The drop out rate as calculated by SARC will be reduced from 2014-15 baseline by a minimum of 1% annually on average until the goal of 10% or less is met, overall and for all significant subgroups.
- The percentage of ELLs who make Annual Progress in Learning English will remain at 65% or greater as measured by the CELDT or subsequent state-defined measure, in order to continue to meet state-defined expectations (AMAO 1).
- The percentage of ELLs in English language instruction programs for 5 years or more that reach English language proficiency as measured by the CELDT or subsequent state-defined measure, will continue to meet state-defined expectations (AMAO 2).
- The percentage of ELLs in English language programs for fewer than five years as measured by the CELDT or subsequent state-defined measure, will continue to meet state-defined expectations (AMAO 2).
- Lighthouse curriculum maps, units of study, assessment and instruction that are aligned to the Common Core Standards, California ELD Standards, and Next Generation Science Standards (NGSS) as measured by an internal audit will increase from the 2014-15 baseline at an average of 10% annually until the goal of 100% is met.

In Support of State Priorities

- 2 – Alignment to Common Core, with support for ELLs and other subgroups
- 4 – Pupil Achievement
- 5 – Student engagement
- 8 – Pupil Outcomes

Goal 3: Family Involvement

Lighthouse families are essential partners in the education of their child. The primary purpose of family-school interactions is to leverage and build the capacity of families to best support the academic, social, and emotional growth of their children. Lighthouse supports the full participation of all families while simultaneously facilitating plenty of other opportunities for families to build community with one another, learn, and get involved with their child's education.

Outcome(s)

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

Actions(s)

Family Involvement (ILP Meetings, Engagement, & Communication)

- 3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.
- 3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.
- 3c. Parent Leader works with Crew Parents to engage and involve families in the life of the school.
- 3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.

Measure(s)

- Families who actively participate in their child's Individualized Learning Plan meetings as measured by internal audit will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 95% is met, overall and for all significant subgroups.
- New families who engage in at least one additional parent activity throughout the school year (e.g. Coffee Tuesday, Padres Comprometidos, Crew Parents, potlucks, etc.) will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 75% is met, overall and for all significant subgroups.
- Families who feel like valued members of the school community as measured by family survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- Families who feel they receive consistent and clear communication from their child's teacher as measured by family survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 85% is met, overall and for all significant subgroups.

In Support of State Priorities

- 3 – Parent Involvement
- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Goal 4: Professional Learning Community

We believe that a high quality teacher is one of, if not the most powerful levers in student achievement. As a result, we prioritize the cultivation of a robust professional learning community. We have built a strong professional team

that is known well and coached accordingly, a mission-aligned compensation system, and opportunities for collaboration and growth within the organization for all faculty and staff members.

Outcome(s)

- Lighthouse staff feel known well, supported, and encouraged to continuously grow in service of the mission.
- Staff feel connected to each other, their students, their families, and have deep commitment to the mission.

Actions(s)

Instructional Practice to Support Professional Growth & Motivation

- 4a (also 1g & 2a). Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.
- 4b (also 1h & 2b). Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

Staff Satisfaction & Motivation

- 4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.
- 4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.

Measure(s)

- Staff who feel that they are effectively and actively supported to grow as a professional as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met.
- Staff who are motivated to do "what it takes" to achieve the Lighthouse mission as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met.
- Staff who feel valued, fairly compensated, and supported as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met.

In Support of State Priorities

- 1 – Quality Teachers, Curriculum, and Faculty
- 4 – Pupil Achievement
- 5 – Student Engagement

- 6 – School Climate
- 8 – Pupil Outcomes

Goal 5: Whole Child

Lighthouse Community Charter School is an organization focused squarely on ensuring each and every one of our students has the opportunity to attend and succeed in college, as it is an incredible gatekeeper to being able to attain a career of one's choice. There are many organizations with this same mission, yet HOW we get there is unique. We know that when a student is socially, emotionally, and physically healthy they are much more likely to be academically successful. As a result, we have several structures and practices in place to serve the "whole child," and ensure every student is known well, and is getting the differentiated supports that enable their success. In addition, we believe it is the school's place to build our students' social capital, providing them access to experiences and opportunities that will help them identify and realize their goals.

Outcome(s)

- Students know who they are and have a clear sense of their identity.
- Students are socially, emotionally, and physically healthy.
- Students are active members of their community and participate in the life of their community.

Actions(s)

College & Career Readiness

- 5a (also 1a). All juniors and seniors are enrolled in college and career preparation classes.
- 5b (also 1b). Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort.
- 5c (also 1c). All high school students participate in college visits, with additional small group and individual tours facilitated as needed.
- 5d (also 1d). Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting.

Student Achievement, Intervention & Support for Students and School Climate

- 5e. Small class size is maintained to ensure all students are known well.
- 5f. Crew (advisory) is utilized to provide a small venue in which students are supported socially, emotionally, and academically.
- 5g. Associated Student Body (9th – 12th) structure is utilized to support student empowerment and engagement.
- 5h. Continue to implement and refine Response to Intervention (RTI)

program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

- 5i. Student Case Manager provides social, emotional, and behavioral support utilizing the Restorative Justice model.
- 5j. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

Measure(s)

- The percent of juniors and seniors who report having a plan for their future that includes college as measured by student survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 90% is met, overall and for all significant subgroups.
- The percent of staff who report that student support systems (therapy, intervention, etc.) directly influence the ability of their students to academically succeed as measured by staff survey will increase from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 80% is met, overall and for all significant subgroups.
- The percent of students who report having a trusting relationship with at least one Lighthouse staff member as measured by student survey will remain at 90% or higher on average, overall and for all significant subgroups.
- Students attendance rate as measured by SARC will remain at 95% or higher on average, overall and for all significant subgroups.
- Chronic absenteeism as measured by SARC will decrease from the 2014-15 baseline by a minimum of 1% annually on average until the goal of 5% or less is met, overall and for all significant subgroups.
- Lighthouse students who are physically fit, as measured by being in the Healthy Fitness Zone on 5 or more categories of the PFT, will increase from the 2014-15 baseline by 1% annually on average until the goal of 75% is met, overall and for all significant subgroups.
- Lighthouse students who express a sense of safety at school as measured by the SCAI will increase from the 2014-15 baseline by a minimum of 0.1 points annually on average until the goal of 4.0 is met, overall and for all significant subgroups.
- Lighthouse students who demonstrate non-academic qualities of Attitude and Culture that prepare them for career, college, and life success as measured by the SCAI will increase from the 2014-15 baseline by a minimum of 0.1 points annually on average until the goal of 4.0 is met, overall and for all significant subgroups.

In Support of State Priorities

- 4 – Pupil Achievement
- 5 – Student Engagement
- 6 – School Climate
- 8 – Pupil Outcomes

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

C. ASSESSMENT METHODS

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

INTRODUCTION

Lighthouse Community Charter High School provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of Learning Targets and attainment of the outcomes identified in Elements A and B. Because of our commitment to serving the whole learner, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning. Assessment data will be both formative and summative, and used throughout the year to engage students, teachers and families in reflection on student achievement and will inform future steps necessary to achieve student mastery.

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

Student assessment at LCCHS will include:

- Baseline and Summative Assessments to measure student growth,
- Coursework and Content Assessments
- Portfolios to provide an ongoing record of student work that meets mastery,
- Formative Assessments to formally measure achievement on an ongoing basis, including biennial language development assessments, developmental reading assessments, biennial writing assessments, and regular standards-based assessments in literacy and math.
- State assessments and/or other standardized tests, as required by Education Code 47605(c)(2),
- PSAT and SAT to support college readiness,
- Presentations to present and defend learning
- Individual Learning Plan (ILP) meetings to reflect on student progress and set goals
- EXPOs of Student Work to showcase student learning for families and the community.

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

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

FORMS OF ASSESSMENTS

In order to ensure that all students within LCCHS are achieving the student outcomes detailed in Elements A and B, 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 to caretakers.

Baseline and Summative Assessment

At the beginning of each school year, the charter school 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 or internally developed tools will be used to assess initial, formative and summative levels of performance in literacy and mathematics (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) will measure students' English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State's objectives and priorities.

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.

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:

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

Formative Assessments

Interim Assessments

LCCHS intends to utilize the SBAC interim assessments as available, and will supplement these with internally developed interim assessments. 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:

- 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.

English Language Development

The California English Language Development Test (CELDT), or the English Language Proficiency Assessment (ELPA), when available, will be used each year or within 30 days of a new ELL's entry 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 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.

Developmental Writing Assessment and On Demand Writing

LCCHS utilizes a developmental writing assessment and rubric twice a year to measure students' ability to write for a variety of purposes, across traits, and on a developmental

continuum. The SAT Writing Rubric is currently utilized to guide this process, though this rubric may change to maintain alignment with SAT requirements and the shift to CCSS and SBAC.

In addition, teachers conduct monthly on demand writing assessments across all subject areas, to provide ongoing data on student mastery of grade level content standards, as well as growth-based progress.

State Assessments

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

- Smarter Balanced Assessment Consortium (SBAC)
- California Standards Test (CST)
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)
- Physical Fitness Test (PFT)

If LCCHS does not test (i.e., STAR) with the District, LCCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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

PSAT and SAT

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

Presentations

At the conclusion of sophomore, junior, and senior years, LCCHS aspires to have all students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such presentations give students the opportunity to demonstrate that they have mastered the content of their classes, completed high quality work, and achieved their ILP goals. These

presentations of learning would also require students to meet the real world standard created by a panel of judges from different sectors of the community.

Individualized Learning Plans

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

EXPOs

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

ASSESSMENT METHODS ACROSS CONTENT AREA AND SUBJECT MATTER

In order to ensure that all students at LCCHS are achieving the student outcomes detailed above, assessment of LCCHS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adopt teaching practices along with school structures, systems, and policies. **Figure C.1** provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure C.1 Assessment Methods across Content Area and Subject Matter

| Content Area | Subject Matter | Internal Assessment Measures | External Assessment Measures |
|--------------------|----------------------|--|--|
| Academic Knowledge | Language Arts | <ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Presentations and performances • Simulations • Interim Assessments | SBAC CAHSEE CELDT SAT SAT II |

| | | | |
|--|------------------|--|-------------------------------------|
| | | <ul style="list-style-type: none"> • EXPO | |
| | Mathematics | <ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Skill builders • Fix-it problems • Seminar, debate, and discussion • Labs and investigations • Presentations • EXPO | SBAC CAHSEE SAT SAT II |
| | Social Studies | <ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Presentations and performances • Research projects and papers • Simulations • EXPO | CST (where applicable) SAT II |
| | Science | <ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Laboratories • Laboratory write-up • Posters • Research projects • Seminar, debate, and discussion • Presentations • EXPO | CST (where applicable) SAT II |
| | Foreign Language | <ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Essays and creative writing tasks • Presentations and performances • Seminar, debate, and discussion • Simulations • EXPO | SAT II |
| | Visual Arts | <ul style="list-style-type: none"> • Tests and quizzes • Sketchbook reviews • Seminar, debate, and discussion • Art reviews and critiques • Portraiture • Passage Presentations • Gallery presentations | None |

| | | | |
|--|--------------------|--|------|
| | | <ul style="list-style-type: none"> • EXPO | |
| | Academic Electives | <ul style="list-style-type: none"> • Tests and quizzes • Focused paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • EXPO | None |

| | | | |
|---|--|---|---|
| College Readiness Skills of Critical Awareness and Processing | College Ready Habits | <ul style="list-style-type: none"> • Habits of Work • Organizational Assessments | None |
| | Reflection and Goal Setting | <ul style="list-style-type: none"> • SMART Goals • ILP Meetings • Passage Presentations | None |
| | Technology | <ul style="list-style-type: none"> • Use of Microsoft office suite • Online research • Use of Guided Path in college research • Use of online database | None |
| | Fitness/Wellness | <ul style="list-style-type: none"> • Competitive sports participation • Student survey | Fitnessgram California Healthy Kids Survey |
| | Guiding Principles of Citizenship and Leadership | <ul style="list-style-type: none"> • Passage presentations and reflections • Internship evaluations and self reflections • Guiding Principle awards • Crew learning targets and projects • Ongoing SMART goal setting • Student surveys • School discipline data • ILP Meetings • Senior Project | None |

ASSESSMENT CONTINUUM

As indicated in the introduction of Element C, our broad variety of assessments will be used across grade levels and subject areas. **Figure C.2** is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure C.2 Assessment Scope and Sequence

| Assessment Tool & Purpose | Grade Levels | Subject Areas | Timeline | Minimum Performance Level |
|--|--------------|--|--|---|
| <p>CELDT (ELPAC) Measure students mastery of grade level ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery</p> | 9-12 | ELD Across Subject Area Settings | Upon enrollment Annually until exited | Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language |
| <p>Developmental Writing Assessment Measure student's ability to write for a variety of purposes across 6 +1 Traits of writing and on a developmental continuum Provide data on student mastery of grade level standard, as well as growth-based progress</p> | 9-12 | ELA | Upon enrollment Biennially thereafter | Proficient per rubric levels Or, making greater than one year annual progress |
| <p>On Demand Writing Provide data on student mastery of grade level standard, as well as growth-based progress</p> | 9-12 | ELA Math Science Social Studies Art Spanish Physical Education | Monthly | Proficient per rubric levels Or, making greater than one year annual progress |
| <p>Coursework & Content Assessments Measure standards mastery</p> | 9-12 | ELA Math Science Social Studies Art Spanish | Ongoing and at the end of each unit of study | 60% mastery |

| | | | | |
|---|--------------|--|-----------|--|
| | | Physical Education | | |
| <p>Student Work and Portfolios Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p> | 9-12 | ELD ELA Math Science Social Studies Art Physical Education Personal Qualities | Ongoing | 70% of standards to date have evidence of mastery |
| <p>Individual Learning Plan Meetings Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals</p> | 9-12 | ELD ELA Math Science Social Studies Art Physical Education Personal Qualities | Triennial | Mastery of at least one goal |
| <p>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</p> | 9-12 | ELD ELA Math Science Social Studies Art Physical Education | Biennial | Project, product, or performance task at mastery level displayed |
| <p>Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the</p> | 10, 11, & 12 | ELD ELA Math Science Social Studies | Annual | 70% of standards have evidence of mastery |

| | | | | |
|---|---------------|----------------------------|--|---|
| form of authentic projects, products, and performance tasks | | Art Physical Education | | |
| Smarter Balanced Assessment Continuum (SBAC) Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard | 9, 10, 11, 12 | ELA Math | Triennially (Interims and Final Summative) | Proficient and categorical growth |
| California Standards Test (CST) & California Modified Assessment (CMA) Measure student's mastery of grade level science standards Provide criterion-referenced data on student mastery of grade level standard | 10 | Science | Annually | Proficient |
| Physical Fitness Test (PFT) Measure student's physical fitness | 9 | Physical Education | Annually | Physically fit in at least 4 of 6 areas |
| CAHSEE Measure student's high school graduation readiness | 10, 11, 12 | Reading Writing Math | Annually | As needed to achieve passing score and no more than: Annually for Grade 10, Bi-annually for Grade 11, Tri-annually for Grade 12 |
| PSAT and SAT Measure student's college readiness | 9-12 | Reading Writing Math | Annually | At the national norm |

STUDENT, TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes of the charter school will be used to maximize student learning, inform teacher practice, and improve the educational program of the school. To achieve this goal, LCCHS collects, analyzes and disseminates data to students, teachers, families, and our community so that we may work together to achieve our mission.

Data is used to:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the school and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the school and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see Element A).
- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the ILP meetings.

LCCHS utilizes Student Information Systems (SISs) to support our data practice, which are currently Pearson's PowerSchool and Riverside Publishing's Data Director. We use these systems to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency. LCCHS continues to research the rapidly changing offerings in this area and may adopt alternate SISs in the next charter term, which shall not be considered a material revision of this charter.

SCHOOL AND FAMILY USE OF DATA – REPORTING TO CARETAKERS

LCCHS strives to continuously inform families about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Expositions of Student Work as detailed in **Figure C.3**. Reports are user-friendly and provided in the families' native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings and EXPOs of student work.

Figure C.3 Formal Reporting to Caretakers

| Type | Purpose | Frequency |
|---|--|---|
| Online Assessment Database & Reporting System | <ul style="list-style-type: none"> • Assessment Data • Attendance Data • Learning Target percentages • Current Habits of Work • Identify Learning Targets that need to “meet” • Identify work that needs to be revised or completed to “meet” Learning Targets • Grades in Subject Areas & Guiding Principles • Progress toward passage | <p>Updated every two weeks</p> <p>(Always accessible)</p> |
| Mailings & Information Sessions | <ul style="list-style-type: none"> • Share key assessment data with families as collected to ensure families have access to data on their children (i.e., FPRA, CELDT, SBAC). • Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays, weekly mailers, and Family Learning Nights | Ongoing |
| Individual Learning Plan Meetings (ILPs) | <ul style="list-style-type: none"> • Develop and revisit academic and personal goals • Review student work and measure progress toward mastery of learning targets, and ultimately, passage. • Share student performance and progress on external and internal assessments • Develop ownership of learning and goal-setting for both the student and family • Develop student presentation skills • Clearly articulate student progress toward passing | Triannual |
| Expositions of Student Work | <ul style="list-style-type: none"> • Share student mastery of key projects and products from the semester • Make public classroom learning within the school, with families, and with the broader community • Develop student presentation skills and ownership of learning | Biannual |
| Graduation Progress Check | Clearly delineate student progress toward graduation | Annual |

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

SCHOOL, DISTRICT AND STATE USE OF DATA

Local Control Accountability Plan (“LCAP”)

LCCHS will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, LCCPS and the charter school will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and the charter school shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

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

STUDENT RETENTION AND PROMOTION

Retention and promotion at LCCHS are driven primarily by the performance of students in relation to their Learning Targets. Each year students must pass the requisite coursework that will ensure their adequate progress toward meeting the A-G and Graduation Requirements. Students who do not make adequate progress will be retained. A general guide for promotion is listed in the table below.

| Grade Level | Expectations |
|------------------|---|
| 9 th | Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math |
| 10 th | Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Earn at least a 2.0 Complete Passage Requirements |

| | |
|--------------------|--|
| 11 th | <p>Meet at least 60% of Learning Targets in Humanities</p> <p>Meet at least 60% of Learning Targets in Math or Science</p> <p>Earn at least a 2.0</p> <p>Complete Internship Requirements</p> |
| 12 th * | <p>Meet at least 60% of Learning Targets in Humanities</p> <p>Meet at least 60% of Learning Targets in Math or Science</p> <p>Completed ALL A-G Requirements</p> <p>Complete Senior Project Requirements</p> |

Retention Process

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

- The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
 - The student and family will know exactly which criteria is currently qualifying the student for retention
 - The student will create goals and strategies that directly address their current academic needs
 - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Director or Case Manager on a regular basis about student progress.
- Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

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

Students Who Are Not Meeting Standards

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

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

ELEMENT D. GOVERNANCE

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).*

ASSURANCES

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

GOVERNANCE STRUCTURE

Lighthouse Community Charter High School (LCCHS) functions in partnership with Lighthouse Community Charter School (LCCS) as a K-12 school and is operated by Lighthouse Community Charter Public Schools (LCCPS). As such, the governance structure is designed with the K-12 school in mind and most positions or bodies will serve both LCCS and LCCHS. The governance structure of the charter school will have the following components:

- California Non-Profit Public Benefit Corporation Board of Directors
- Head of School
- Director of Instruction
- Vision Keepers (i.e. School Site Leadership Team)
- Parent Advisory Committee
- English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners

Board members, school administration, faculty, and families will be involved in the decision making process at the charter school. The governance structure will be composed of the Board of Directors who make decisions and work with the Head of School and Director of Instruction; the Leadership Team which communicates the positions of the school community directly to the Head of School and Directors of Instruction; and the Parent Advisory Committee and ELAC which communicate the positions of the parents directly to the Head of School and Directors of Instruction.

California Non-Profit Public Benefit Corporation

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

Attached please find the Lighthouse Community Charter Public Schools Articles of Incorporation as **Appendix 11**, Corporate Bylaws as **Appendix 12**, and Conflict of Interest Code as **Appendix 13**, which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules. LCCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

The school's Board of Directors will include between seven (7) and fifteen (15) members. The current Board of Directors at Lighthouse Community Charter Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse Community Charter High School. See **Appendix 01** for the resumes of current board members.

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

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

The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school.

Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as **Appendix 12**. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

In accordance with Education Code Section 47604(b), Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office,

the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

Head of School

The Head of School is an instructional leader who oversees Lighthouse Community Charter School (K-8) and Lighthouse Community Charter High School (9-12), ensuring they operate as a cohesive K-12 school. The Head of School provides institutional vision, ensures vertical cohesion K-12 to support that vision, and provides direct oversight of the Directors of Instruction for K-4, 5-8 and 9-12 as well as all program heads (After School Program, Special Education, etc.). The Head of School's primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the Head of School needs to be a capable leader of student and adult culture, facilitator of collaboration, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.

The Head of School must have the following core competencies:

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

Director of Instruction

The Director of Instruction at Lighthouse Community Charter High School is an instructional leader focused upon the specific 9-12 grade level bands. The Director of Instruction's primary skill set includes the ability to coach and develop teaching staff to best implement Lighthouse pedagogies and systems. Additionally, the Director of Instruction needs to be a capable leader of school culture, coach of students, liaison to families, professional collaborator, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.

Directors of Instruction must have the following core competencies:

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

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

Lighthouse Community Public Schools will continue to convene a Leadership Team called Vision Keepers that is composed of the Head of School, Directors, Program Coordinators and Teacher Leaders. This leadership team functions as an idea-generating, consensus-building team that does the following:

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

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

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

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

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

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

All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to Lighthouse

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

ELEMENT E. EMPLOYEE QUALIFICATIONS

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

ASSURANCES

The Lighthouse Community Charter High School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter High School is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any individual (employee or pupil) on the basis of his/her real or perceived race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis in accordance with Education Code Section 220. The charter school is a School of Choice and no employee will be forced to work here. All employees of LCCHS will work under an at-will employment contract. The charter school shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The charter school will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The charter school will comply with all state and federal mandates and legal guidelines relative to NCLB.

SELECTION PROCESS

Selection and appointment of employees will be the exclusive prerogative of the charter school. As such, with the exception of the Head of School, those who work at the charter school shall be selected, employed, and released by the Head of School, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the Head of School rest with the Board of Directors. The Head of school hires the Directors of Instruction. The Directors of instruction hire all teaching staff, in consultation with the Head of school. Decisions relative to the selection of all remaining employees rest with the Head of School, in consultation with appropriate leaders in the functional area.

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

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

- Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

EMPLOYEE QUALIFICATIONS

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

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

Head of School Qualifications

The charter school will hire a Head of School with the following qualifications:

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

Director of Instruction Qualifications

The charter school will hire a Director of Instruction with the following qualifications:

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

Teaching Staff

Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB") as applicable to the charter school. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

In accordance with Education Code Section 47605(l), the charter school may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

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

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

- BS/A or MS/A.
- A valid single subject California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)) required to teach the subject area for which they are responsible.
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD
- Previous teaching and/or work experience.
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Non-core Teacher Qualifications for Grades 9 - 12

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

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

Instructional and Administrative Support Staff

After School Program Tutors

After School Program Tutors will be selected by the Director of Instruction and the Director of the After School Program on an application and interview basis in consultation with the Head of School, 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 are as follows:

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

Case Manager

The Case Manager serves as the face and voice of student culture for the 9-12 grade level bands. The Case Manager's primary skill set includes the ability to manage the dynamic needs of students when they are struggling to meet the charter school's norms. The case manager will use varied strategies for long term student behavior modification and will be expected to consistently communicate with all stakeholders. The ability to discern between what is a case management task and what is a case for the Director of Instruction is integral to this role. Additionally, the Case Manager needs to be the welcoming face and voice of the charter school, coach of students, liaison to families, professional collaborator, proactive manager of family services, and able to enforce school policies. All of this is in service of the charter school's mission, ensuring that every child achieve college and the career of his or her choice.

Core Competencies

- Effective Student Behavior Modification That Reinforce Lighthouse's Core Values
- Independent Decision Making
- Welcoming and Effective Communicator
- Proven Collaborator
- Manager of Proactive and Reactive Family Services

Office Manager

Minimum Qualifications for the Office Manager:

- High school diploma; AA degree or at least two years of college preferred
- Minimum of two years' experience in a similar position
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task
- Strong Spanish speaker and writer.

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

- 5 days of stipended summer professional development for all employees new to LCCPS
- 20 days of professional development built into the school year: before opening and after every quarter
- Early release every Wednesday for ongoing professional development
- Individual Professional Development Plans for every employee

ELEMENT F. HEALTH AND SAFETY REQUIREMENTS

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).*

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 is distributed to all staff and families.

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

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

LCCPS will comply with all applicable state and federal laws regarding the background checks and clearance of all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCCPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School shall monitor compliance with this policy and report to the Board of Directors on an annual basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within OUSD.

TB Testing

All staff at the charter school will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Blood-Borne Pathogens

The Head of School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCCPS Board of Directors will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). A draft of this policy is included as **Appendix 15**.

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

Drug Free / Smoke Free Environment

The school maintains a drug and alcohol and smoke free environment.

Comprehensive Sexual Harassment Policies and Procedures

LCCPS and the charter school are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as **Appendix 16**.

Emergency Preparedness

LCCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies and is included as **Appendix 17**. LCCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

FACILITY SAFETY

Facility

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

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

Fire, Earthquake, and Lock-Dawn Drills

Students and staff will participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.

Procedures

LCCPS has adopted procedures to implement the policy statements listed above, as provided in **Appendix 17**. The school safety plan is guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.

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

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

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

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

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

ELEMENT H. ADMISSIONS REQUIREMENTS

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

ASSURANCES

Lighthouse Community Charter High School makes the following assurances regarding admissions:

- LCCHS 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.
- LCCHS will comply with all laws establishing minimum and maximum age for public school attendance.
- LCCHS 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.
- As part of the Fall Information Update, LCCHS will notify the District in writing of the application deadline and proposed lottery date. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

ADMISSIONS

LCCHS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School.

By October 1 of each year and/or when the chartering agency releases the open enrollment period dates, Lighthouse Community Charter High School will notify the District in writing of the application deadline and proposed lottery date. The charter school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

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

- School tour (optional)
- Attendance at an enrollment meeting to understand the school 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.
- Completion of an application form, which is comprised of basic information (i.e. name, address, contact information, and grade level).

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

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

- A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605
- A sibling of a Lighthouse alum
- A graduate of Lighthouse's K-8 school so long as the Lighthouse Community Charter High School remains co-located with the K-8 program on a single contiguous campus.
- Oakland residents

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required. Should California adopt laws and regulations to support the

lottery preference for students from low-income students in keeping with recent federal law, LCCHS will add that preference and it shall not be considered a material revision of the charter.

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

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

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

In order to be admitted into the charter school, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies. Multiple orientation meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

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).*

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

The LCCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, the State Charter Schools Office, and to the CDE by certified mail by the 15th of December of each year. The finance committee of the LCCPS Board of Directors (which oversees audits) in conjunction with the Head of School will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, the Head of School will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of Lighthouse Community Charter High School is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

IMPACT ON CHARTER AUTHORIZER

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

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

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- December 15 – Schedule of Expenditures of Federal Awards
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

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

- Lighthouse Community Charter High School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter High School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607, or any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

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

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,

- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lighthouse Community Charter High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lighthouse Community Charter High School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

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

FEDERAL FUNDS COMPLIANCE

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

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

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

ELEMENT J. PUPIL SUSPENSION AND EXPULSION

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

OVERVIEW

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

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

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

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

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

Lighthouse Community Charter High School 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 High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the 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 been established in order to promote learning and protect the safety and well being of all students at Lighthouse Charter School ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students

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

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

The following behaviors may result in immediate suspension:

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

- 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

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.

- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- 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).

Students must be expelled for any of the following acts when it is determined the pupil: Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.

- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 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.

Expulsion Procedures

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

The expulsion hearing will be presided over by the chair of an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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.

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.

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.

Written Notice to Expel

The Director 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..

- 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:
 - 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.

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 Director 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 Expulsion Hearings Involving Sexual Assault Or Battery Offences

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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.

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

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

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

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

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to

prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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.

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

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

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

Notification of District

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

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- 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;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

ELEMENT K. RETIREMENT SYSTEM

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

COMPENSATION

LCCPS provides an overall compensation package to employees that is competitive with other Oakland public schools based on qualifications and efficacy. LCCPS utilizes a unique base salary and stipend structure, which incentivizes both inputs and outputs in teacher's practice that are positively correlated to student academic and social-emotional development.

LCCPS utilizes this mix of base salaries, stipends, and professional development opportunities to attract and retain exceptional teachers and staff. This includes but is not limited to:

- A base salary competitive with district and charter schools in Oakland.
- Extensive professional development and coaching, to accelerate development of craft.
- Distributed leadership opportunities, to advance professional experience and investment in the school and its mission.
- Salary stipends to acknowledge highly effective practice, leadership roles, and highly desired proficiencies (bi-lingual, BCLAD credential, credential within STEM disciplines, National Board certified, etc.).

This combination has allowed LCCHS to recruit and retain a highly-qualified staff. Specific salaries and stipends are identified within the individual work agreements. Please see **Appendix 19** for the current LCCPS Teacher Salary Schedule.

BENEFITS

LCCPS provides health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see **Appendix 20** for a sample Teacher Contract, which includes information on current LCCPS Benefits.

RETIREMENT

The Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution

plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

ELEMENT M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

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 school district employee shall be required to work at the charter school. All staff at Lighthouse Community Charter High School shall be considered employees of Lighthouse Community Public Schools and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Public Schools. Employment by LCCPS provides no rights of employment at any other entity, including any rights in the case of closure of LCCPS.

ELEMENT N. DISPUTE RESOLUTION

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

INTENT

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

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

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

PUBLIC COMMENTS

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

INTERNAL DISPUTES

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

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

EXTERNAL DISPUTES

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

Actions that could lead to Revocation: Charter School Due Process

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

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

Disputes Not Leading to Revocation: Dispute Resolution

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of

delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director

Lighthouse Community Charter High School
444 Hegenberger Rd.
Oakland, CA 94621

To Coordinator, Office of Charter Schools

Education Center at Tilden
Oakland Unified School District
4551 Steele Street, Room 10
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60

days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

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

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

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

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

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

PARENT COMPLAINTS

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. Please see **Appendix 16** for the LCCPS Uniform Complaint Procedures.

Lighthouse Community Charter High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse

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

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

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

ELEMENT O. COLLECTIVE BARGAINING

Governing Law: *A declaration whether or not OP shall be deemed the exclusive public school employer of the employees of OP for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Lighthouse Community Charter High School shall be deemed the exclusive public school employer of the employees of LCCHS for the purposes of the Education Employment Relations Act (EERA). The charter school shall comply with the EERA. The charter school understands the rights of employees to unionize and will not impede on those rights.

ELEMENT P. SCHOOL CLOSURE PROCEDURES

Governing Law: *A description of the procedures to be used if OP closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

NOTIFICATION AND TIMELINE

The LCCPS Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The LCCPS Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

MANAGEMENT OF STUDENT RECORDS

The LCCPS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon school closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The

audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

FINANCIAL RECORD, FINAL AUDIT, AND DISTRIBUTION OF ASSETS

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER TERMS

BUDGET AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The charter school shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year.

INSURANCE

Lighthouse Community Charter Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Lighthouse Community Charter Public Schools and the charter school will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

EXTERNAL REPORTING

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

PUBLIC RECORDS

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

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by OP shall specify where the school intends to locate." Education Code Section 47605(g).

Facility Safety

As outlined in Element F, the charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Toward that end, the school:

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

- Will require students and staff to participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.

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

DISTRICT FEE FOR OVERSIGHT

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

ATTENDANCE ACCOUNTING

LCCPS and LCCHS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

REPORTING

LCCPS and LCCHS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Lighthouse Community Charter Public Schools and LCCHS agree to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

LCCPS and LCCHS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCHS shall be operated by Lighthouse Community Charter Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. LCCPS and the charter school shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SFUSD shall not be liable for the operation of the charter school.

The corporate bylaws of LCCPS shall provide for indemnification of OP's Board, officers, agents, and employees, and LCCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of OP.

The LCCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CHARTER

Term

The term of this charter shall begin July 1, 2015 and expire five years thereafter on June 30, 2020.

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

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. The charter school must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Amendments

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

Severability

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

COMMUNICATIONS

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

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

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

Brian Kingwell Rogers

7171 Norfolk Road
Berkeley, CA 94705
510-849-4763

Education

1991-1995 University of California at Berkeley – Class of 1995
B.S. Business Administration – Haas School of Business

2000 - 2001 Saint Mary's College of California – Class of 2001
State of California Teaching Credential

Work Experience

1/04 – Present Rogers Family Foundation – Executive Director
Manage the grant making process for a private family foundation in Oakland, CA.

11/01 – 8/03 Lair of the Golden Bear – Manager
Oversaw the training, supervision and scheduling of a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.

9/00 – 9/01 Bishop O'Dowd High School – English Teacher
Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic High School in Oakland, CA.

2/99 – 9/00 7171 Co. LLC – President
Founded a construction development company focused on building single family homes in Oakland, CA.

9/98 – 1/99 Mahalovich Partners – Associate
Assisted General Partner in securing commercial real estate clients in San Francisco, CA.

3/98 – 8/98 Il Fornaio Restaurant – Host/Waiter

5/97 – 9/97 Lair of the Golden Bear – Athletic Director
Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.

10/96 – 5/97 Northstar-at-Tahoe – Ski Instructor
Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.

Other Achievements and Pursuits

5/03 – present Sigma Alpha Epsilon Cal Beta Housing Corporation – President

9/00 – present Head Tennis Coach – Bishop O'Dowd High School

5/91 – present Eagle Scout

5/96 – 9/96 U.S. Baseball Stadium Tour

1/99 Reached the summit of Mount Kilimanjaro in Tanzania

Christina Legg Greenberg
3385 Herrier Street Oakland CA 94602
(510) 299.2058 ♦ clegg.greenberg@gmail.com

Education

Princeton University, Woodrow Wilson School of Public and International Affairs
Master in Public Affairs, June 2003.

University of California, Los Angeles
Bachelor of Arts in Political Science (with College Honors), June 1997.

Professional Experience

Human Capital Development and Strategic Planning Services Oakland, CA
Independent Consultant 2010-Present

- Develop, implement, and evaluate organizational strategies for leader/leadership team identification, candidate recruitment and selection processes, and staff induction and retention.
- Strategic planning, program design and policy analysis of local, state, and national initiatives.
- Executive search for education organizations, including conducting a hiring needs assessment, identifying key hire characteristics, and implementing a strategic recruitment and selection process.

New Leaders for New Schools San Francisco, CA
Director of Admissions and Strategic Partnerships 2006-2010

- Managed the recruitment, selection and placement of incoming Resident Principals.
- Led multiple work teams to review and redesign New Leaders' national admissions process.
- Designed and facilitated New Leaders' Bay Area teacher leadership development program.

Resources for Indispensable Schools and Educators (RISE) San Francisco, CA
Vice President, Programs and Development 2004-2006

- Directed program relationships with school organizations and other partners.
- Responsible for RISE's operations, including personnel, budgeting, and financial projections.
- Designed, implemented and evaluated RISE's program expansion statewide.

Massachusetts Budget and Policy Center Boston, MA
Education Policy Analyst and Director of Development 2003- 2004

- Conducted research and wrote reports, appeared at public speaking engagements and participated in grassroots efforts to improve state education policy.
- Directed fundraising and public relations efforts for state budget policy organization

The Streisand Foundation Santa Monica, CA
Program Officer 1998-2001

- Managed day-to-day operations for private philanthropic foundation.
- Reviewed and made recommendations on more than 500 funding requests annually.
- Researched policy issues and drafted articles, speeches and correspondence for Ms. Streisand.

U.S. Senator Barbara Boxer, 1998 Senate Campaign Los Angeles, CA
Fundraiser / Assistant to Finance Director 1998

- Planned and coordinated fundraising events for \$20 million Senate campaign.
- Primary liaison between Finance Director and other campaign departments.

Policy and Leadership Activities

Consultancy Workshop, Urban Education

Fall 2002

Member of five-person team that designed and executed research study evaluating the effectiveness of the NJ Department of Education's statewide universal preschool program.

City of Philadelphia, Neighborhood Transformation Initiative

Summer 2002

Researched and designed anti-predatory lending and employer assisted housing programs. Wrote RFPs and drafted policy statements; met with public officials and community members.

Los Angeles Immigrant Funders Collaborative

2000-2001

Board member of organization granting more than \$750,000 per year to LA-based nonprofits.

Southern California Grantmakers

1999-2001

Active member and served on program committee.

DELPHINE SHERMAN

2285 Cedar Street
Berkeley, CA 94709

(617) 251-7629
sherman.delphine@gmail.com

EXPERIENCE

ASPIRE PUBLIC SCHOOLS, Oakland, California

High performing public school charter system serving 13,000 students; operating budget of \$130 million

Vice President of Finance, April 2013 – Present

- Manage Finance and Accounting teams
- Member of Aspire's Senior Leadership Team
- Responsible for leading discussions with senior leadership team and board of directors on resource allocation decisions, funding updates, and financial analyses that influence long term growth strategies

Director of Finance, June 2009 – April 2013

- *Budget Oversight* – Direct budget process and manage team of three financial analysts who guide the principals of Aspire's 34 schools and the directors of 14 home office departments in their financial and budgetary decisions. Eliminated five million dollars in expenses in fiscal year 2010.
- *Grant Management* – Responsible for overseeing Aspire's grant portfolio of \$10 million annually, incorporating over 15 funders. Develop grant budgets and milestones with home office directors and report financial progress to funders several times throughout the year.
- *Audit/Compliance* – Manage annual audit resulting in no material weaknesses or deficiencies. Oversee compliance with federal and state spending regulations, chartering districts and grantors.
- *Liquidity/Deal Execution* -- manage cash flow through California's funding deferrals. Worked with a network of private and public sector financing sources to structure and close \$8 million revenue anticipation notes (RANs).
- *Process Improvements* – Designed and implemented a cash forecast tool that is integrated with Aspire's accounting platform; resulted in aggregate efficiency savings of 60 hours per month.

EDTEC, Emeryville, California

Business services and financial consulting to California charter schools

Vice President of Client Management, June 2008 – June 2009

- Member of five-person senior management team that developed and executed the firm's strategy. Developed and achieved profitability goals.
- Directed client management group consisting of three client managers and three business managers servicing approximately 30 clients throughout California. Client management group responsible for 75% of firm's revenues.

Director of Client Management, May 2006 – June 2008

- Developed multi-year budgets, cash flow projections, and capital allocation decisions with clients' Executive Directors and Boards of Directors. Monitored compliance with budgets. Ensured alliance between programmatic goals of the school and the Boards' financial decisions.
- Educated charter leaders on charter school regulations and conducted periodic internal audits to ensure compliance. Areas monitored include attendance reporting, state testing, teacher credentials, fund accounting, student lottery, and grant management.

- Managed cross-functional team of accountants, payroll specialists, and educational consultants to handle all financial transactions of the school.

UNIVERSITY OF CALIFORNIA, Office of the Treasurer, Oakland, California
Manages \$70 billion portfolio of retirement and endowment funds for the UC System

Credit Analyst, Summer 2005

- Analyzed potential investments in publicly traded companies for fixed income portfolio. Interviewed management teams, equity analysts, and rating agencies. Synthesized research and presented recommendations to Fixed Income Research Team.

CAMBRIDGE ASSOCIATES, Boston, Massachusetts

Investment consulting firm for endowed non-profit institutions ranging from \$20 million independent school to \$4 billion foundation.

Senior Consulting Associate, 2002 – 2004

- Delivered recommendations at Investment Committee meetings for clients, which included a \$1.2 billion foundation, a high performing public university, and an independent school.
- Performed due diligence on venture capital funds for client's three billion dollar portfolio.

Team Leader, 2002 – 2004

- Managed group of 45 consulting associates in cooperation with five other team leaders. Handled account staffing, determined promotions and salary increases, and developed hiring projections.
- Spearheaded projects to increase efficiency. Developed methods to standardize deliverables and cut overhead expenses.

Consulting Associate, 2001 – 2002

EDUCATION

University of California Berkeley, Haas School of Business

Master of Business Administration, 2006; Haas Community Fellow

Dartmouth College

Bachelor of Arts in Economics, Minor in Sociology, 2001; Phi Beta Kappa

NON-PROFIT BOARD EXPERIENCE

CENTER FOR NONPROFIT AND PUBLIC LEADERSHIP; Haas School of Business

Advisory Board Member, 2009 - present

CHARTERSAFE; charter school insurance and safety program

Board Member, January 2013 - present

UC BERKELEY BOARD FELLOWS PROGRAM; places graduate students on local non-profit boards

Program Director, 2005 – 2006

- Expanded program by recruiting 60 students from five UC-Berkeley graduate programs and 15 nonprofit organizations to the program

D'LONRA C. ELLIS

686 Euclid Avenue • Berkeley, California 94708 • dlonrae@gmail.com • (510) 932-4429

EDUCATION

Stanford Law School

Stanford, California

J.D., May 2005

ACTIVITIES: Co-founder, *Stanford Journal of Civil Rights and Civil Liberties*; Volunteer, Community Legal Services

Columbia College, Columbia University

New York, New York

B.A. Architecture, Preservation, and Planning, cum laude, May 2002

HONORS: Dean's List; Mellon Fellow; AP Scholar; Kluge Scholar

ACTIVITIES: Personnel Director, Director of Public Service Announcements and News, and Disc Jockey, WBAR;

STUDY ABROAD: La Universidad de la Habana, Cuba

WORK EXPERIENCE

Gap Inc.

San Francisco, California

Corporate Counsel, October 2012 - present; *Associate Corporate Counsel*, November 2010 – October 2012

- Negotiate, draft, and revise joint promotion, creative services, public relations, advertising, sponsorship, charitable co-venture, modeling services, photography services, and product agreements for various apparel brands, including a women's performance wear brand; advise internal business partners on marketing, promotions, trademark use, trademark clearance, performance claims and substantiation, and product review issues; enforce trademark rights and copyrights in the United States and abroad; oversee maintenance of domestic and international trademark portfolio; manage trademark, copyright, patent, privacy, and consumer class action litigation matters; coordinate and review intellectual property diligence during the acquisition of a luxury apparel retailer; manage two direct reports.

Howard Rice Nemerovski Canady Falk & Rabkin, PC

San Francisco, California

Litigation Associate, October 2005 – October 2010; *Summer Associate*, Summer 2003, 2004

- Second chaired an arbitration concerning a partnership dispute; counseled clients on trademark prosecution issues; negotiated, drafted, and revised settlement agreements, lease agreements, and vendor contracts; developed strategies for and led defense of high exposure wage and hour class actions; conducted legal research, coordinated discovery, and drafted and argued dispositive motions in the areas of partnership law, employment law, First Amendment law, trademark law, patent law, legal ethics, and contract law.

San Francisco District Attorney's Office

San Francisco, California

Loaner Attorney, August 2009 – November 2009

- Tried six misdemeanor cases to verdict; negotiated sentences that aimed to rehabilitate and to discourage recidivism; shared civil litigation strategies with prosecutors; compelled reluctant witnesses to appear at trial.

Smithsonian Institution

Washington, D.C.

Extern, Fall 2004

- Researched and advised the General Counsel on various legal issues arising from the Smithsonian's unique status as both a federal entity and a private entity; drafted and revised employment contract clauses of Institution executives; negotiated contracts with the District of Columbia; revised online privacy policy and ethics directive.

BOARD MEMBERSHIP

Lighthouse Community Charter School

Oakland, California

Chair, 2011-present; *Member* since 2007

Leadership Public Schools

Oakland, California

Secretary, 2012-present; *Member* since 2009

Seven Stories Institute

New York, New York

Member since 2012

INTERESTS

- Oakland Athletics • Public Transportation • Berkeley Public Library • Museums and Cultural Institutions

Kristin Groos Richmond
112 Grace Lane, Mill Valley, CA 94941
(415) 505-6642 • krichmond@revolutionfoods.com

EDUCATION

University of California at Berkeley

Walter A. Haas School of Business
Master of Business Administration, May 2006
Co-chair, Global Social Venture Competition
Consultant for UN Hunger Task Force in Ethiopia assessing scalability of crop diversity program

Boston College

Wallace E. Carroll School of Management
Bachelor of Science – Finance and Accounting, May 1997

EXPERIENCE

Revolution Foods, Inc.

Oakland, California

Co-Founder and Chief Executive Officer

2005 to present

Founded healthy food service company to fight obesity and improve health in US public schools. Revolution Foods serves healthy, fresh meals and offers nutrition education to thousands of low income students nationwide each day (75% of students served qualify for free and reduced lunch).

- Served over 7 healthy million meals since inception. Serve over 14,000 meals per day in San Francisco Bay Area, 7,000 meals per day in Southern California, 3,000 meals per day in Colorado and 5,000 meals per day in DC.
- Raised approximately \$20M of financing from foundations and double bottom line venture capital groups and to fund expansion of Revolution Foods in San Francisco, Los Angeles, Colorado & DC. Plan to enter multiple new metro markets in next three years.
- Grew Revolution Foods team from 6 to 250 employees across multiple markets.
- Secured strategic sourcing agreement with Whole Foods. Launched “Revolution Foods” line of organic, kid’s healthy food products in Whole Foods, using profits to support school food service business in low income schools.
- Built investor base and Board of Directors including Double Bottom Line Investors, NewSchools Venture Fund, Catamount Ventures, Westly Group, Kellogg Foundation and RSF Social Finance.

Leadership Public Schools

San Francisco, CA

Nonprofit operating a network of high performing public high schools serving low income communities.

Summer Associate 2005

- Worked on launch team of two new public high schools in August 2005. Served as Operations team member focusing on facilities, budgeting, vendor contracts, food services, and hiring processes.
- Redesigned food service program and implemented operational efficiency measures at school sites.
- Wrote business plan detailing concept, operational and financial model, facilities and board of directors for new high school focusing on biotechnology in San Francisco.
- Created organization’s Operations Manual detailing key business processes and roles and responsibilities.

Resources for Indispensable Schools and Educators (RISE)

San Francisco, CA

Nonprofit dedicated to placing and retaining quality teachers in schools serving low-income families.

Vice President (2002-2004)

- Designed strategy, launch and goals for RISE. Executed plan, growing organization from a small community based teacher fellowship program to a nationally scalable model serving over 700 teachers and 60 public schools in the San Francisco Bay Area, Chicago and Los Angeles.
- Engineered earned-income strategy that will enable organization to be financially sustainable.
- Secured and managed client relationships at public schools and provided consulting services to school leaders that increased teacher retention in low income areas from 50% to 85% over four years.
- Raised over \$500,000 from local and national foundations, corporations, and private individuals.

Kenya Community Center for Learning (KCCL)

Nairobi, Kenya

The first school in East Africa to serve youth ages 10-18 with mild/moderate learning disabilities.

Co-Founder (2001-2002), Treasurer of the Board of Directors (2002-Present)

- Created KCCL business plan detailing strategy, operational goals, funding needs and timeline for implementation. Built budget, financial systems and development database still used by school.
- Executed plan and served as Director during school’s first year. Secured facilities, recruited students and faculty, managed daily operations and finances, and developed website and PR efforts.
- Raised funds needed to support school in first two years, securing sponsorships from the US State Department, Princeton University, Citigroup, Gillette, and the Japanese and Canadian Embassies.

FleetBoston Robertson Stephens Inc. / Citicorp Securities Inc.

New York, NY

High Yield Corporate Finance Associate (1998-2000)

- Member of team that built high yield franchise at FleetBoston Robertson Stephens (followed Managing Director from Citicorp to FBR). Associate on deal teams that raised \$800 million for high yield clients.
- Performed rigorous company modeling, utilizing integrated financial statements to assess the impact of various financing transactions on operational, accounting and tax levels.
- Worked directly with executives on client side to conduct due diligence evaluating operations, strategy, historical and projected financial performance and industry and company specific risks.

High Yield Corporate Finance Analyst (1997-1998)

- Analyst on Citicorp deal teams that raised \$1.8 billion for clients in high yield and bridge loan financings.
- Developed structural and pro forma analyses through comparable company spreads and discounted cash flow models. Coordinated efforts with internal sales, research and syndicate departments.
- Covered lead-managed road shows and was primary day-to-day contact for management at client site.

ADDITIONAL

Awards/Distinctions:

- Aspen Institute Fellow: Entrepreneurial Leaders in Education Program (2008-2010)
- Winner of 2007 Global Social Venture Competition (presenting Revolution Foods model).
- Education Pioneers Fellow
- Selected to work on consulting project for United Nation's Millennium Development Goal task force analyzing industry privatization in Ethiopia (May 2005).
- Presented KCCL model at United Nations "Right of the Child" summit in Nairobi in 2002.

Languages: Studied Spanish, French and Swahili throughout education and time abroad.

Interests: Adult Education Tutor since 1997; triathlons; horseback riding; reading; travel; wine.

Lisa Zuffi
lisa.zuffi@gmail.com
(510) 999-2820

Work Experience

12/11 – present

**Senior Vice President, Relationships Manager
Presidio Bank, Walnut Creek**

- Support portfolio of small business and middle market commercial and non-profit clients to meet their credit and treasury management banking needs
- Ongoing marketing efforts to develop new relationships for the Bank

3/07 – 9/11

**Senior Vice President, Banking Group Head
One PacificCoast Bank, Oakland**

Multiple responsibilities at startup CDFI community development bank including:

- Participate in marketing and strategic planning for bank, including development of innovative banking solutions and new products to achieve mission impact.
- Collaborate with One PacificCoast Foundation and other community-based partners on new initiatives relating to banking services and financial literacy, including consumer energy efficiency and solar loan products, and New Markets Tax Credit leveraged loans.
- Originate new commercial loans and lines of credit for both non-profit and for-profit businesses.
- Manage team of lenders/relationship managers, including
- Prepare credit approval packages and present to credit committee.
- Work with note department and outside counsel, as needed, to prepare and negotiate loan documents.
- Significant community outreach, networking and speaking to publicize bank and develop new business.

11/05 – 2/07

**Senior Vice President, Senior Equity Manager, Tax Credit Group
Bank of America Community Development Banking**

- Negotiating and structuring tax credit equity deals utilizing Historic, New Markets and/or Low-Income Housing Tax Credits. Deals involved providing both debt and equity.
- Significant real estate underwriting and analysis; tax analysis; negotiating loan documents; partnering with other Bank groups as well as outside CDFIs, syndicators, consultants and others.
- On-going business development and networking.

5/01 – 11/05

**Senior Vice President, Commercial Banking Non-Profit Client Manager
Bank of America Commercial Banking Group, Bay Area**

- Managed portfolio of non-profit and church clients; provided general relationship management as well as extensions of new credit, both public finance and senior debt, primarily for real estate and construction
- Performed ongoing business development to bring in new clients and build industry segment at Bank of America
- Generated approximately \$1.7MM in revenue per year.

11/94 – 5/01

**Vice President, Government Lending Products Specialist
Bank of America Community Development Banking, Walnut Creek**

- Originated SBA 504 and 7(a) real estate, construction and business loans and managed through closing process, including preliminary credit review,

packaging, pricing and working closely with both customers and loan center staff

- Community outreach including public presentations and providing training and technical assistance to small business owners
- Top five producer 1995-2000; closed \$24 million in 7(a) and 504 firsts in 2000

5/90 – 11/94

Business Development Specialist

U.S. Small Business Administration, San Francisco

Managed public information and women's business ownership programs; developed delivery of entrepreneur training and technical assistance programs; grant oversight; marketed agency programs and services.

11/86 - 2/89

Peace Corps Volunteer/Cooperatives Manager/ Public Information

Ministry of Community Affairs, Togo, West Africa – U.S. Peace Corps

Implemented community development projects in West African village, which required consensus building, finding and leveraging resources and general oversight and reporting.

5/86 – 11/86

Special Sections Editor

Northern California Real Estate Journal, San Francisco

Writing, editing and research on specific real estate markets for each issue.

7/82 – 4/84

Managing Editor

Women's Sports magazine, Palo Alto

Managed all aspects of publication of monthly magazine including art production, writing, editing and layout.

Education

B.A. English

University of California, Berkeley

Economic Development Finance

Business Credit Analysis

National Development Council

On-going training through Bank of America including SPIN Selling, Client Advisory Workshops, Negotiation, NMTC and Low-Income Housing Tax Credits, among others.

Other

1997-present

Member, Credit Committee, Oakland Business Development Corporation

Current

Board Member, Options Recovery, Inc.

Current

Serve on Presidio Bank's internal CRA Committee

Current

Serve on Presidio Bank's internal Risk Management, IT and Compliance Committee

MIKE "JB" JOHN-BAPTISTE

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San Francisco, CA 94131
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mjohnbaptiste@comcast.net

SUMMARY

A results-oriented professional with self-motivation, passion, a will-to-win attitude, and a team player with unwavering respect and regard for peers, subordinates and partners. Areas of expertise include financial applications, internet services, electronic payments, enterprise services, financial institutions and retail marketplaces. Assignments in business, market and product development, transaction structuring and negotiations, channel sales and marketing and partner management.

EXPERIENCE

FIRST DATA (NYSE: FDC) - Velosant (financial supply chain division)

(electronic invoicing presentment and payment services and tax calculation and filing software) San Francisco, CA

Vice President, Business Development

2003 - 2004

(Business Development, Channel Sales Management, Product Development)

Pursued, structured and managed relationships with leading technology and financial services companies related to the electronic payments and tax software product suites.

- Led indirect sales channels via six large financial institution partners – 50% of company customer base.
- Created sales tool kits and established partner marketing programs.
- Launched new private label and co-branded products through third-party integrations.
- Sponsored and conducted product development for the following categories a) working capital management and b) check and electronic payments processing.
- Cross sold with FDC managers responsible for specialty verticals – retail, telecommunications, healthcare, financial services/insurance.
- Managed directives with leading ERP companies (Oracle, SAP, Microsoft).
- Presented to treasurers, AP managers and procurement officers at 15 Fortune 500 companies in sales support function.

FIRST DATA (NYSE: FDC) - eONE Global (emerging payments division)

(emerging payments technology for businesses, consumers and governments) Napa, CA

Principal and Vice President, Corporate Development

2001 - 2002

(Strategic and Market Development, Business Development, Acquisitions, Investment Management)

Implemented strategic direction for the business and consumer payments market channels, lending expertise in trade finance, data analytics, business payments, consumer payments and authentication.

Hired by eONE CEO and FDC boardmember after prior company was sold to First Data's government electronic tax filing and payments business.

- Developed and presented \$200 million business plan to First Data's chairman and eONE Global's CEO.
- Conducted extensive market analysis on dozens of financial services, payments and technology companies (financial modeling, RFIs, executive interviews).
- Completed detailed study of healthcare claims and benefits processing and payments category and made recommendation to eONE Management.
- Recommended over five acquisitions of technology and financial services companies in the business, government and consumer payment and tax sectors. One recommendation led to the acquisition of BillingZone.
- Responsible for transaction due diligence, pro forma financial forecasting and merger integration.
- Nominated board of directors' observer for eONE's investment in eCash Technologies. Company sold to Infospace (NSDQ: INSP) in 2002.
- Initiated and directed Canadian market development.
- Reported to both CEO and Managing Director of Corporate Development.

GOVWORKS, INC. (venture-backed by Mayfield Fund and KKR) - sold to First Data in January 2001
(state & local government transactional software and services) New York City/San Francisco,CA

Director, Corporate Development 1999 - 2000

(Corporate Partnerships, Financing, govWorks Canada)

Led a three person unit responsible for establishing, implementing and managing partnerships with companies that could deliver a strategic impact across several areas of the business (sales, product development, marketing, international expansion and investments).

- Negotiated and closed 75% of company's strategic transactions including deals with American Management Systems and Arthur Andersen Consulting.
- Raised \$39 million in capital from financial and strategic private and public equity investors.
- Initiated expansion plan into Canadian eGovernment marketplace.

SPINS, INC. (market research provider to the Natural Foods and Vitamins industry) San Francisco, CA

Director, Business Development 1999

Focused primarily on developing business and financial models for the company's Internet business-to-consumer and business-to-business initiatives. Supported CEO in identifying, pursuing and closing major industry partnerships defined by the targeted business channels.

- Closed two major internet deals, one for content licensing, the other for distribution.

ROBERTSON STEPHENS (a FleetBoston Financial Company) San Francisco, CA

Senior Associate (Internet/Software/Media Focus) - Private Capital/Corporate Finance 1995-1999

Assisted in the process of raising capital and offering strategic guidance to private and public companies through marketing to institutional and corporate private equity investors. Responsibilities included identifying mezzanine investment round private companies, preparing Private Placement Memoranda and SEC documents, approving company's financial projections, soliciting investors, conducting investor meetings, developing financial valuation analysis tools, facilitating financial and management due diligence sessions, structuring transactions, and managing the negotiation of terms.

- Raised over \$300 million for over twenty private companies.
- Financial Technology deals included: Enterprise payments company Trintech and coupon company Prio.
- Marketed successful IPOs for CBS SportsLine, Stamps.com, Pervasive and Genesys Telecommunications.

EDUCATION

HARVARD UNIVERSITY Cambridge, MA
A.B. in Economics, *cum laude*. Dean's list for four years. Three-year Varsity Track Letter Winner.

ADDITIONAL AREAS OF INTEREST

TENNISTALK, INC. (501c3 organization) San Francisco, CA

Co-founder and Chairman of the Board Since 2000

Created a non-profit called TennisTalk, a year-round program designed to empower under privileged urban youth.

- Launched in July 2000 with the participation of over 50 students mostly of Samoan and African American descent.
- Operated \$60,000 annual budget and received grant from the United States Tennis Association.
- TennisTalk was featured in a San Francisco Chronicle article on start-up non-profits.

S.M.A.R.T. (STUDENT MENTORING AND RESOURCE TEAM) San Francisco, CA

Former Board Member Since 1999

SMART is a non-profit organization dedicated to the mission of ensuring that motivated, middle school students have access to a high quality of education regardless of their families' financial condition.

SARAH M. CHÁVEZ

EXPERIENCE

2011–Present East Oakland Boxing Association Oakland, CA

Executive Director

- Direct all aspects of non-profit organization with 10 employees, 100 volunteers and 700 members.
- Responsible for human resources, finance management, fundraising and policy making and strategic planning in joint effort with Board of Directors.
- Manage day to day operations of organization.

2013–Present ROJE Consulting Oakland, CA

Government Affairs Consultant

- Maintain regular communication with elected officials on behalf of major development project.
- Attend meetings with key stakeholders
- Research local political issues and their impact on project

2006–2011 SunCal Companies Oakland, CA

Project Coordinator/Office Manager

- Organize and coordinate community meetings and internal project meetings.
- Meet regularly with city staff, project consultants and others to move development project forward.
- Project Marketing: research local sponsorship opportunities; attend local events sponsored by the organization.
- Community Outreach: join local organization such as Chamber of Commerce and Kiwanis to maintain the organizations presence in the local community.
- Supervise administrative staff

1999–2006 City of Oakland Oakland, CA

City Council Aide-City Councilman Larry Reid

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

VOLUNTEER ACTIVITIES

2007–Present Lighthouse Community Charter School Oakland, CA

Board of Directors

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

2007–2011 East Oakland Boxing Association/Smart Moves Oakland, CA
Board of Directors

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

EDUCATION

- | | | |
|-----------|---|-------------|
| 1999–2003 | California State University Hayward | Hayward, CA |
| ■ | B.A., Political Science & International Studies | |
| 2005–2007 | California State University East Bay | Hayward, CA |
| ■ | Master of Public Administration | |
| ■ | Graduated Phi Alpha Alpha Honor Society | |
| 2013–2014 | California State University East Bay | Hayward, CA |
| ■ | Non-Profit Management Certificate | |

REFERENCES

Available upon request

EDUCATION

- THE ANDERSON SCHOOL AT UCLA**, Los Angeles, CA 10.2000 -
M.B.A., 2002, Finance and Real Estate 06.2002
Heiko Haskamp Fellowship Recipient, Anderson Real Estate Association- Vice
President of Career Services, Investment Finance Club, Women's Business Connection
- INSTITUTO DE EMPRESA**, Madrid, Spain 09.2001 -
International Business Exchange Program; Fall Quarter 12.2001
- NORTH CAROLINA STATE UNIVERSITY**, Raleigh, NC 08.1991 -
Bachelors of Environmental Design in Architecture, Magna Cum Laude 12.1996
Honors: John T. Caldwell Scholarship, Fellows Leadership Program, Dean's list
Activities: Student Government Senator, Tau Sigma Delta (Vice President '93, President '94)

EXPERIENCE

- FRUITVALE DEVELOPMENT CORPORATION**, Oakland, CA 07.2002-
Real estate entity of the Unity Council, a Latino-oriented community development organization
Present
committed to the economic, social, and physical development of the Fruitvale District.
- Project Manager for the tenant improvements of the mixed-use Fruitvale Village incorporating 110,000sf of office, 40,000 sf of retail and 47 residential units. Coordinating the telecom and data system for the complex.
 - Performing the pro forma for Phase 2 of the Fruitvale Village, a 200 unit residential and retail development with a 30,000 sf fitness center.
 - Project Manager of the development of the Las Bougainvilleas Senior Center Annex.
- COMMUNITY PARTNERS**, Los Angeles, CA 01.2002-
Fiscal sponsor and incubator for non-profit startups serving the Southern California community. 06.2002
- Analyzed the cost structure of the organization. Devised a macro-model to assess the efficiency of the three revenue-generating services. Created a micro-model to breakdown the costs of the organization on an activity basis.
 - Recommended pricing strategies and alternative expense allocation methods.
- FRUITVALE DEVELOPMENT CORPORATION**, Oakland, CA 07.2001-
Real estate entity of the Unity Council, a Latino-oriented community development organization
09.2001
committed to the economic, social, and physical development of the Fruitvale District.
- Responsible for the valuation of future property investments. Performed architectural and urban planning studies, renovation cost estimates, cash flow analysis and internal rates of return. Researched future grants and optimal loan structures.
 - Performed market research of both the commercial and housing market in the Fruitvale District. Participated in Outreach program to local merchants.
- ESHERICK HOMSEY DODGE & DAVIS**, San Francisco, CA 09.1997-
International architectural, interiors and graphics firm- a leading designer of aquariums,
museums, 09.2000
civic buildings, libraries, and universities.

Exploratorium, San Francisco, CA

- Led design of administrative offices and museum café portions of the \$30M renovation of San Francisco's Exploratorium- 150,000 sq. ft. Children's Science Discovery Museum.
- Managed and coordinated Structural, Electrical, and Mechanical Consultants. Approved and reviewed consultants' drawings and building specifications.

Tenderloin Elementary School, San Francisco, CA

- Responsible for the construction administration of the award-winning 66,000 sq. ft. innovative pre-school, K-5 elementary school and community center facility.
- Supervised construction progress and accurate implementation of the contract documents.

CLEARSCAPES, Raleigh, NC

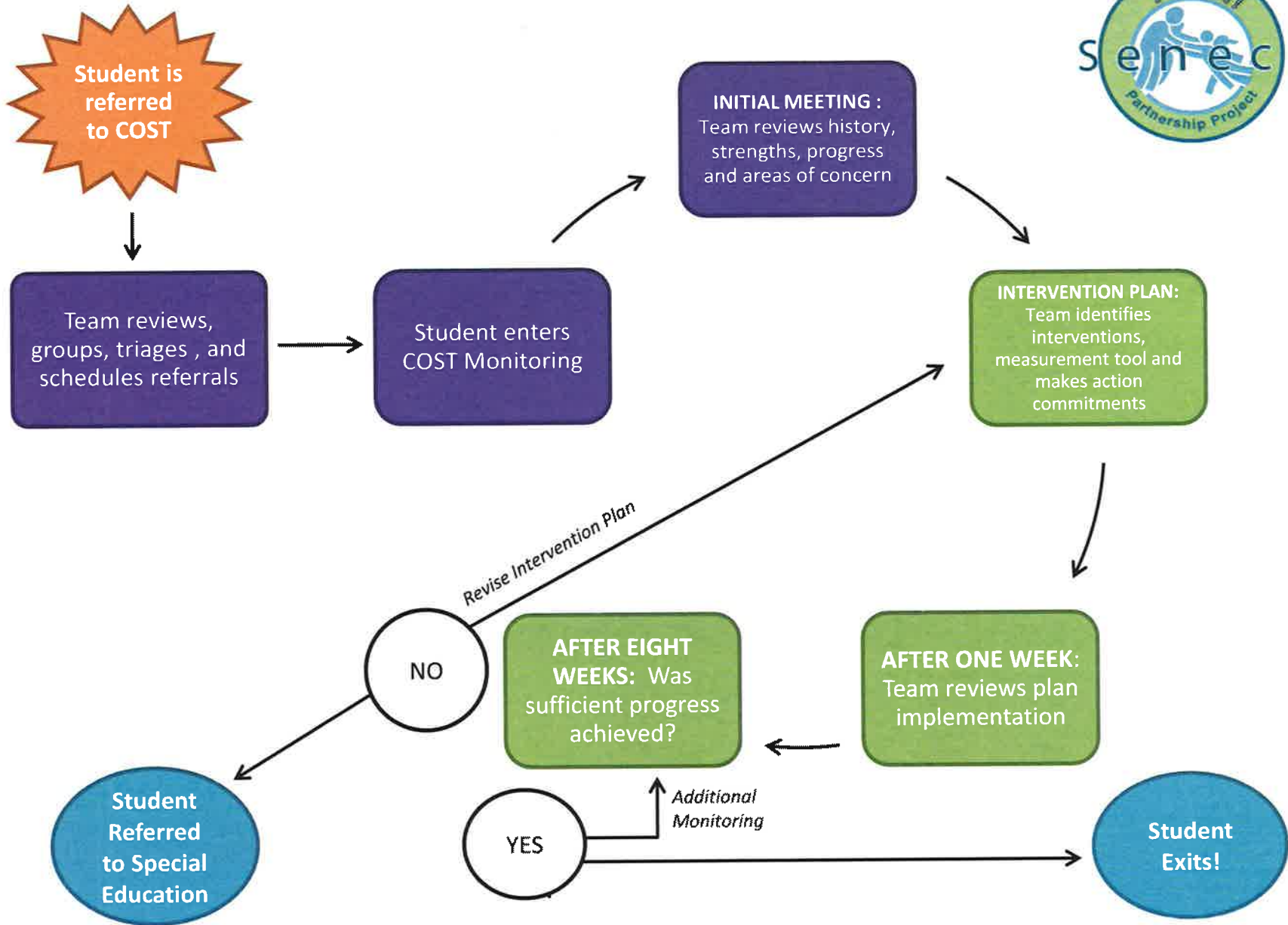
01.1996- 09.1997 Architectural office and sculpture firm specializing in adaptive re-use projects and fiberglass, steel, and concrete public sculpture.

R. TUCKER ("TUCK") COOP

Tuck Coop
111 Alta Ave.
Piedmont, Ca. 94611
Home: 510-428-2848
Work: 510-642-0220
Cell: 510-390-2969

- **Born And Raised In California (4th Generation)**
- **Graduate: U.C. Berkeley 1967 (4th Generation Grad, Great Grand Mother Graduated in 1887)**
- **Military Experience: Officer, U.S. Marine Corps 1969-1972**
- **Business Experience:**
 - **Current: Director, Lair of the Golden Bear (U.C. Berkeley Alumni Assoc. family camp)**
 - **1998-1999: Chairman, HTD Corporation. A National, \$140 Million, 400 Employee, Healthcare Sales, Marketing and Distribution Company**
 - **1981-1998: Chairman and Chief Executive Officer, TRIAD Medical Inc., a National, \$60 Million, 150 Employee Healthcare Company**
 - **1978-1981: President, CMP Inc., a West Coast Hospital Pharmacy Sales Company**
 - **1976-1978: Vice President, Sales and Marketing, Jarco Engineering Company**
 - **1972-1976: Product Manager, McGaw Labs, Division of American Hospital Supply Corporation**
- **Personal: Married (Nancy), 2 Adult Daughters (Kelly & Casey); 3 (soon to be 4) grandchildren.**
- **Other Personal Highlights:**
 - **Lived In Yugoslavia (2 years)**
 - **School in Switzerland (2 years)**
 - **Lived in Japan (1 year)**
 - **Lived in Southern California (26 years, Dana Point/Laguna Beach)**
 - **Moved to Northern California (Feb. 2000)**
- **Lair of the Bear Camper Since 1950's**

COORDINATION OF SERVICES TEAM (COST) PROCESS





SCHOOL NAME

Coordination of Services Team (COST) Referral

| STUDENT INFORMATION | | | |
|--|---------------------|--|---|
| Student Name: | | Age: | Date of Birth: |
| Classroom Teacher: | Referred By: | Previously Retained?: <input type="checkbox"/> YES <input type="checkbox"/> NO | Special Ed. IEP?: If yes, please see Case Manager with these concerns. <input type="checkbox"/> YES <input type="checkbox"/> NO |
| Parent/Guardian: | | Phone # [OR OTHER CONTACT INFORMATION]: | |
| E.L.L.?: <input type="checkbox"/> YES <input type="checkbox"/> NO HOME LANGUAGE?: | | Referral Date: | OFFICE USE: C.O.S. Team Meeting Date: |

| HOME/LIFE INFORMATION |
|--|
| <p>List any relevant information/history: [i.e. – siblings, custodial parent, other adult(s) living in the home]</p> <p>Who did you speak with at home to gather this information?</p> <p>Who at home was notified of this COST referral?</p> |

| STRENGTHS |
|------------------------------------|
| Empty space for entering strengths |

ACADEMIC CONCERNS

- MEMORY DIFFICULTIES
- FINE MOTOR DIFFICULTIES
- GROSS MOTOR DIFFICULTIES
- CARELESS WITH WORK

- ATTENDANCE/TRUANCY
- POOR ORGANIZATIONAL SKILLS
- ATTENTION
- POOR HANDWRITING

- TIME MANAGEMENT
- DOES NOT COMPLETE ASSIGNMENTS
- DOES NOT/ CAN NOT FOLLOW DIRECTIONS
- LANGUAGE AND COMMUNICATION

OTHER CONCERNS:

SOCIAL • EMOTIONAL • BEHAVIORAL CONCERNS

- INATTENTION
- DISTRACTIBILITY
- UNMOTIVATED
- DIFFICULTY W/ PEER INTERACTIONS
- ANGER MANAGEMENT (IRRITABLE, LOW FRUSTRATION TOLERANCE)
- DOES NOT/ CANNOT FOLLOW DIRECTIONS

- NON-COMPLIANCE
- AGGRESSION/FIGHTING
- BULLYING/TEASING/THREATENING
- CHRONICALLY DISRUPTIVE
- SEXUALIZED BEHAVIOR
- SEXUAL HARASSMENT
- GENDER IDENTITY

- STEALING
- ANXIETY
- GRIEF
- SELF ESTEEM/ SELF WORTH
- APPEARS DEPRESSED, SAD, WITHDRAWN
- GANG INVOLVEMENT
- ENGAGES IN DANGEROUS BEHAVIOR

OTHER CONCERNS:

HEALTH CONCERNS

- HEADACHES
- EARACHES
- HYGIENE

- GLASSES ___ NEEDS ___ HAS ___ WEARS
- ASTHMA
- FATIGUE

- MEDICATIONS
- STOMACH COMPLAINTS
- PHYSICAL DISABILITY

OTHER CONCERNS:

CURRENT INTERVENTION

School Based

Community Based

| | | |
|---|---|---|
| <input type="checkbox"/> IN-CLASS DIFFERENTIATION | <input type="checkbox"/> AFTER SCHOOL PROGRAMS | <input type="checkbox"/> BEHAVIOR CONTRACT/PLAN |
| <input type="checkbox"/> SMALL GROUP INSTRUCTION | <input type="checkbox"/> INDIVIDUAL TUTORING/EXTRA HELP | <input type="checkbox"/> COUNSELING SERVICES |
| <input type="checkbox"/> MODIFIED ASSIGNMENTS | <input type="checkbox"/> MENTORING | ____ SCHOOL/INDIVIDUAL ____ SCHOOL/GROUP |
| <input type="checkbox"/> INCENTIVES | <input type="checkbox"/> HOMEWORK HELP | ____ OUTSIDE AGENCY _____ |
| <input type="checkbox"/> PARENT CONFERENCE | <input type="checkbox"/> OTHER: _____ | <input type="checkbox"/> OTHER: _____ |
| <input type="checkbox"/> PULL-OUT GROUP | <input type="checkbox"/> OTHER: _____ | <input type="checkbox"/> OTHER: _____ |

All-In! Academic Intervention Menu

| | ELA | Math | Writing |
|--|---|---|---|
| Intervention Programs to Supplant | <ul style="list-style-type: none"> Language! | <ul style="list-style-type: none"> V Math | |
| Intervention Programs to Supplement | <ul style="list-style-type: none"> Slingerland Stepping Stones to Literacy (pre-reading skills) SRA – Phonemic Awareness (pre-reading skills) Phonics for Reading (decoding, some fluency/comprehension) Lindamood-Bell LIPs Lindamood-Bell Seeing Stars Lindamood-Bell Talkies Lindamood-Bell Visualizing Verbalizing Corrective Reading (decoding, fluency, comprehension) Guided Reading/Reciprocal Teaching (comprehension) | <ul style="list-style-type: none"> FocusMath (essential math skills by grade level) Touch Math (computation) Making Math Real Do The Math | <ul style="list-style-type: none"> Language for Writing |
| Additional Tools | <ul style="list-style-type: none"> Words Their Way Phonemic Awareness in Young Children Activity Book | | <ul style="list-style-type: none"> Handwriting without Tears |
| Technology Intervention Programs | <ul style="list-style-type: none"> Fast ForWord (reading skills and decoding) Reading Assistant (reading accuracy, fluency, comprehension) | | |
| Additional Apps/Tech Tools | <ul style="list-style-type: none"> RazKids StarFall LearningA-Z | | |



SENECA

Family of Agencies

FUNCTIONAL BEHAVIORAL ASSESSMENT

All-In! Partnership Project
Completed on Behalf of _____

CONFIDENTIAL

IDENTIFYING INFORMATION:

Student Name: _____
Student Date of Birth: _____
Student Age: _____
Disabling Condition(s): _____

Today's Date: _____
Next Review Date: _____
Team Meeting Date: _____
Examiner Name: _____
Examiner Title: _____
School Name: _____

REFERRAL INFORMATION

Please answer the following questions as appropriate.

- Reason for referral including specific behaviors:*
- History of target behaviors:*
- How do these behaviors interfere with academic progress:*
- Estimate level of severity of need for intervention:*
- Have any prior BSP, FBAs or PBIPs been conducted:*

REVIEW OF RELEVANT RECORDS (HEALTH, MEDICAL & EDUCATIONAL)

Include all previous assessments, IEPs, diagnoses

Discuss all prior records containing background, developmental, medical and education history

BIRTH AND MEDICAL HISTORY

| | |
|-----------------------------|--|
| Prenatal Information | |
| Birth Information | |
| Hospitalizations | |
| Surgeries | |
| Major Illnesses or Injuries | |
| Seizures | |
| Vision | |
| Hearing | |
| Medications | |
| Allergies | |

| | |
|----------------|--|
| Sleep | |
| Eating | |
| Elimination | |
| Current Health | |
| Other concerns | |

DEVELOPMENTAL/COGNITIVE AND COMMUNICATION ABILITIES

| | |
|--------------------------------|--|
| Early Developmental milestones | |
| Cognitive Levels | |
| Academic Achievement Levels | |
| Adaptive Behavior Levels | |
| Communication Abilities | |
| Primary / Dominant Language | |
| Home Language | |

RELEVANT EDUCATIONAL HISTORY AND SOCIAL FUNCTIONING

| | |
|---|--|
| Prior Educational Interventions | |
| Prior IEPs or Special Education Placement | |
| Social Emotional Status | |
| Previous Assessments | |
| Cooperation and Work Habits | |
| Organizational Skills | |
| Homework Completion | |
| Attendance | |
| Retention | |

HISTORY OF PROBLEM BEHAVIOR – (Specify Behaviors)

| | |
|--|--|
| First Historical Episodes | |
| Worst, Most Severe Episodes | |
| Most Recent Episodes | |
| Previous Interventions | |
| Use of Functionally Equivalent Replacement Behaviors – FERBS | |

DATA SOURCES

(Structured and Unstructured Interviews, Direct Behavioral Observations, ABC Charting, Data Collection, FAST, etc.)

INTERVIEWS

Interview with client

*Specify date and structure/type of interview/ assessment
Discuss key observations*

Interview with Parent/Guardian

*Specify date and structure/type of interview/ assessment
Discuss key observations*

Interview with Teacher /Ed Specialist

*Specify date and structure/type of interview/ assessment
Discuss key observations*

DIRECT BEHAVIORAL OBSERVATIONS

Classroom Observations

Specify date and specific behaviors

Recess Observations

Specify date and specific behaviors

PROBLEM BEHAVIOR(S)

(Please feel free to include more than three behaviors, if applicable)

Excesses:

- 1.
- 2.
- 3.

Deficits:

- 1.
- 2.
- 3.

COMMUNICATIVE ISSUES

Include information pertaining to language developments and any applicable speech assessment. Discuss strengths and weaknesses, and provide recommendations included within formal speech assessments.

DATA MEASUREMENT PROCEDURES

(Behavior:]

How will the target behavior be measured or tracked? (I.e., ten 30 minute observation intervals)

Include information on any directives or probes.

Discuss data collection, including data on FERBS, if applicable.

| | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|--|--|---------------|
| Interval or Time: | | | | | | | | | | | Total: |
| Frequency: | | | | | | | | | | | |

(Behavior:]

How will the target behavior be measured or tracked?

Include information on any directives or probes.

Discuss data collection, including data on FERBS, if applicable.

| | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|--|--|---------------|
| Interval or Time: | | | | | | | | | | | Total: |
| Frequency: | | | | | | | | | | | |

(Behavior:]

How will the target behavior be measured or tracked?

Include information on any directives or probes.

Discuss data collection, including data on FERBS, if applicable.

| | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|--|--|---------------|
| Interval or Time: | | | | | | | | | | | Total: |
| Frequency: | | | | | | | | | | | |

DATA INPUT:

Input all totals into excel spreadsheet, referencing the behavior data input task analysis for instructions. Data will auto-populate the behavior graph. Copy and paste the behavior graph below using the instructions below .

BASELINE DATA

Specify data collection process (i.e. interval data taken at 30 minute intervals, for a total of 10 daily occurrences, success per opportunities to comply with probes, etc.). What are the data based on (i.e. ongoing classroom charting system)? Summarize the data and areas of significant or ongoing concern. Data will be used as a baseline against which interventions may be tracked and evaluated.

[Insert Baseline Behavior Graph Here]

- 1) Copy Excel "all behavior" graph
- 2) In Word, select Paste Special
- 3) Paste as JPEG
- 4) The graph will not show up until you select the graph, and under Format tools, change the text wrapping option to "behind text."
- 5) Resize graph to fit into allocated space on this page of the FBA (graph should replace these directions).

What does this baseline data depict? Specify target behaviors, opportunities for success, probe requests per day. Specify data collection process (i.e. partial interval system of 10 thirty minute intervals per day).

Antecedent Behavior Consequence/ABC Charting

| Date: | Time: Start and Stop | | <u>A</u> Describe what happened before the behavior: | <u>B</u> Describe the behavior: (Frequency, intensity, duration. Use count data when applicable) | <u>C</u> Describe what happened after the behavior: |
|-------|-------------------------|--|---|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Client Name _____ DOB _____

Functional Behavioral Assessment - Confidential

FUNCTIONAL ANALYSIS

1. (Behavior:)

Note specific instances in which the target behavior is observed, including any description from anecdotal, parent or teacher observations that portray ABC events. When is this behavior most likely to occur? What is the behavior? What is the observed response and consequence? Please note specific language, prompting, or stimulus demand presentation.

Hypothesized Function:

What appears to be the function(s) of this behavior?

2. (Behavior:)

Note specific instances in which the target behavior is observed, including any description from anecdotal, parent or teacher observations that portray ABC events. When is this behavior most likely to occur? What is the behavior? What is the observed response and consequence? Please note specific language, prompting, or stimulus demand presentation.

Hypothesized Function:

What appears to be the function(s) of this behavior?

3. (Behavior:)

Note specific instances in which the target behavior is observed, including any description from anecdotal, parent or teacher observations that portray ABC events. When is this behavior most likely to occur? What is the behavior? What is the observed response and consequence? Please note specific language, prompting, or stimulus demand presentation.

Hypothesized Function:

What appears to be the function(s) of this behavior?

Functionally Equivalent Replacement Behaviors (FERBs):

Briefly summarize the functions of the target behaviors, and discuss recommended and appropriate FERBS.

FERBs:

- 1.
- 2.
- 3.
- 4.
- 5.

POTENTIAL REINFORCERS

Primaries:

Passive Leisure:

Active Leisure:

Social:

Tangible:

Generalized:

Other:

Note:

Recommendations:

Name

Title

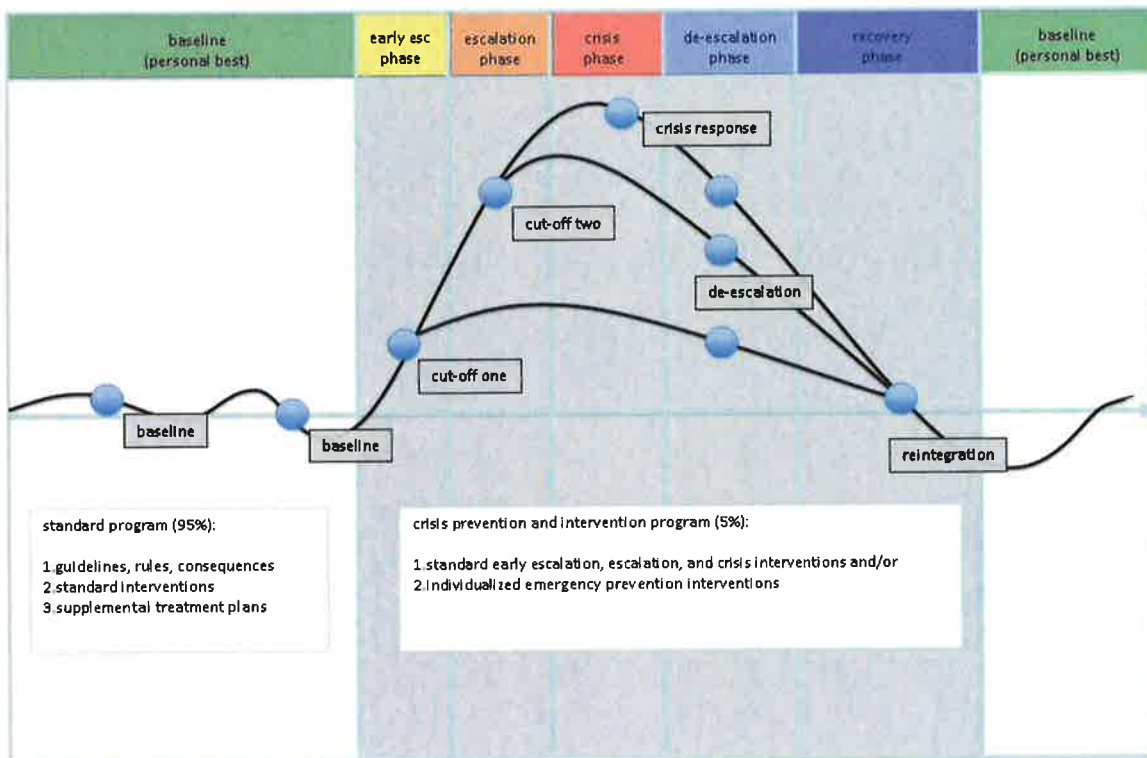
Seneca Family of Agencies



BEHAVIOR INTERVENTION MAP

This is a living document and should be updated as often as needed to address behaviors in the classroom. Updating the document should be a collaborative effort among youth, family, and staff. Information from the Intervention Preference Tool should be used throughout this document in its original form.

Student: Fernando



People exhibiting crisis behaviors go through several phases both before and after the crisis. The interventions contained in this document are designed to best respond to each particular phase.

BASELINE PHASE

BASELINE BEHAVIORS

What are notable examples of the youth's baseline behaviors? What activities do they enjoy? How do they interact with others?

- Can focus on tasks at hand.
- Can do independent work in a logical sequences
- Can follow along with group instruction, follow along with lesson, raise hand,
- Very intelligent
- Can read all sight words, knows most of his letters

VULNERABILITIES

- Only child – used to getting a lot of attention

EARLY ESCALATION PHASE

SETTINGS/CONDITIONS THAT TRIGGER YOUTH

Times of day or year, activities, situations, academic subjects, interactions, people, or environmental changes

- Mornings are better, afternoons are more difficult
- Having to wait turn, when teachers attention is given to another student
- Standing in line
- Redirection to complete work that's not complete
- When an activity ends and he lacks something else to do, lacks engagement
- When morning routine is different at home
- When he feels like others are making fun of him

EARLY ESCALATION BEHAVIORS

Signs, comments, gestures, or behaviors that let us know youth is agitated and moving out of baseline

- Fidgeting
- Touching others
- Jumps to next activity too soon
- Argues about limits
- Impulsive

CUT-OFF ONE INTERVENTIONS

Staff or youth should use when trigger behaviors appear to prevent further escalation

- Proximity
- Reminder about positive rewards (stars)
- Positive praise
- Keeping him active, engaged, assigning a special activity
- Distraction

INTERVENTIONS TO AVOID

Staff or youth should avoid using these interventions

- Redirection (feels rejected)

ESCALATION PHASE

ESCALATION BEHAVIORS

Signs, comments, gestures, or behaviors that let us know youth has continued to escalate and cut-off 1 interventions did not successfully resolve situation

- Touching others
- Shouting out
- Moving around
- Asks to go to the bathroom

CUT-OFF TWO INTERVENTIONS

Staff or youth should use when escalation behaviors appear to prevent crisis

- Same as above

CRISIS PHASE

CRISIS BEHAVIORS:

- Cries loudly
- Hides (in closet, under desk)
- Runs away

CRISIS INTERVENTIONS:

- Adult attention
- Giving comfort

INTERVENTIONS TO AVOID:

- Telling him "no"

Additional Interventions

Keep up on higher colors (yellow/green)

Revise sticker chart to reflect chunks of the day. He earns a sticker for either being with the group or using his drawing journal to take space

- If he earns 5/6 stickers prior to lunch – possible 10 min of time with Razy
- If he earns 5/6 stickers after lunch - in class access to special art supplies or other reward

LIGHTHOUSE COMMUNITY CHARTER SCHOOL's Uniform Complaint Procedure

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title III, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Head of School, Director of Strategic Development, Director of Finance, and/or Board President; LIGHTHOUSE COMMUNITY CHARTER SCHOOL; 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies

A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Protected Groups

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Lighthouse Community Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 POLICY

Policy # _____
Date Approved: _____

The Board of Directors of Lighthouse Community Charter School (“LCCS” or “School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

The School’s Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If LCCS does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. LCCS shall periodically review the student's progress and placement.

Lighthouse Community Charter School will implement this policy through its corresponding Administrative Regulations.

Lighthouse Community Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 ADMINISTRATIVE REGULATIONS

Policy/Regulation # _____

Date Approved: _____

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Lighthouse Community Charter School (“LCCS” or “Charter School”).
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The [TITLE], [NAME], shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at [NUMBER].
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. LCCS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The LCCS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground

observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program

and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. LCCS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, LCCS shall schedule a 504 Team meeting to review the existing 504 Plan. LCCS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial

hearing. Requests shall be made to [NAME], 504 Coordinator c/o Lighthouse Community Charter School, 444 Hegenberger Road, Oakland, California 94621. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within [FILL IN] SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, LCCS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Director or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are

qualified as disabled under Section 504.

- Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

LCCS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom LCCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. LCCS will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom LCCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA or Oakland Unified School District (Whichever is Appropriate) **[USE THE AGENCY DECIDED UPON HERE]**

LCCS shall immediately notify the SELPA or Oakland Unified School District ("OUSD") **[USE THE AGENCY DECIDED HERE, WHETHER SELPA OR OUSD]**, if appropriate, and coordinate the procedures in this policy for the discipline of any student with a disability or student who LCCS or SELPA/OUSD would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress

toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If LCCS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in

question was not a result of the failure to implement the IEP/504 Plan, then LCCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Hearing/Appeals

The parent of a child with a disability under an IEP who disagrees with any decision regarding placement, or the manifestation determination, or LCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or LCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request utilize the appeal process outlined in the Procedural Safeguards section of this procedure.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or LCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and LCCS agree otherwise.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Lighthouse Community Charter School

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact **Tamarah Tilos**, 504 Coordinator, c/o Charter School, **444 Hegenberger Rd. Oakland CA 94621** with any questions regarding the information contained herein.



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of this office.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 24 2010



Debra Bowen

DEBRA BOWEN
Secretary of State

FEB 12 2010

RESTATED ARTICLES OF INCORPORATION
OF
LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

The undersigned, Brian Rogers and Sanjay Dholakia, certify that:

1. They are the President and Secretary, respectively, of Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I

The name of this corporation is Lighthouse Community Charter Public Schools (hereinafter the "Corporation").

II

The principal office of the Corporation shall be located in the City of Oakland, State of California.

III

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

IV

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Internal Revenue Code Section 501(c)(3).

The specific purpose of the Corporation is to manage, operate, guide, direct and promote an educational organization, as defined in Internal Revenue Code Section 170(b)(1)(A)(ii).

This Corporation shall admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school operated by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Solely for the above purposes, the Corporation is empowered to exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to receive gifts, devises, bequests and contributions in any form, and to use, apply, invest and reinvest the principal and/or income therefrom or distribute the same for the above purposes.

V

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code.

VI

The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person.

VII

No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

VIII

The Corporation shall not have any members as defined in Section 5056 of the California Corporations Code. References to "members" are to the Board of Directors as provided in Section 5310 of the California Corporations Code. Each director shall be entitled to one vote. The method for electing directors shall be set forth in the Bylaws of the Corporation.

IX

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any of such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

X

All references in these Articles to sections of the Internal Revenue Code shall be deemed to be references to the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any similar law subsequently enacted. All references in these Articles to sections of the California Revenue and Taxation Code shall be deemed to be references to said Code and to the corresponding provisions of any similar law subsequently enacted."


3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors of the Corporation in accordance with Section 5812 of the California Corporations Code.

4. The Corporation has no members.

5. The foregoing amendment to and restatement of the Corporation's Articles of Incorporation may be adopted by approval of the Board of Directors of the Corporation alone because the Corporation has no members and its Articles of Incorporation do not require approval by any other person of said amendment.

The undersigned declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: February 10, 2010



Brian Rogers, President



Sanjay Dholakia, Secretary





**Bylaws of the Lighthouse Community Charter Public Schools
(A California Non-Profit Public Benefit Corporation)
Amended and Adopted: June 2012**

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is Lighthouse Community Public Charter Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is located at **444 Hegenberger Road**, Oakland in Alameda County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote the Lighthouse Community Charter School (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or

intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V ASSETS – DEDICATION & DISTRIBUTION ON DISSOLUTION

Section 1. DEDICATION OF ASSETS. The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person.

Section 2. DISTRIBUTION ON DISSOLUTION. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any of such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of

Lighthouse Community Charter Public Schools
By-Laws

the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DIRECTORS AND TERMS. The Corporation shall have no more than fifteen directors and no less than three. All directors shall be designated by the existing Board of Directors. No teacher or staff member employed at the charter school shall serve as a voting member of the Board of Directors. At no time may more than one-third of the Board of Directors be comprised of Directors who are also parents of Lighthouse Community Charter School students.

Except for the initial Board of Directors, each director shall hold office from one to three year terms, with term length being mutually agreed upon by all parties. Directors shall be chosen at the annual meeting as specified in Section 16 of this Article VII.

The initial Board of Directors shall be:

| NAME | EXPIRATION OF TERM |
|----------------|--------------------|
| Stephen Sexton | December 31, 2001 |

Jenna Stauffer
Laura Kretschmar

December 31, 2001

December 31, 2001

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTORS TERM. Each director shall hold office for one to three years. Term length is mutually agreed and voted upon at the beginning of each term. Directors may serve up to four consecutive, three-year terms or until he resigns, whichever comes first. A director may serve additional terms after the four-consecutive three-year terms, but must take a year off between resuming service to the board.

Section 6. NOMINATIONS. The chairman of the Board of Directors or, if none, the President may allow individuals and/or a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least 72 hours before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by an individual and/or committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; or (e) if by two-thirds vote of the board members currently serving, it is found that a Director has substantially failed to meet his duties as a Director.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is

given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.

Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.

Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least quarterly, according to a schedule determined at the Board's annual meeting.

The annual meeting of the directors shall be held on the last regularly scheduled meeting of each fiscal year. Directors for the next year may be chosen at the annual meeting. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the numbers of directors to be elected shall be elected. Each director shall cast one vote.

The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of regular meetings is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to Lighthouse Community Charter School.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. **WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS.** The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to hold the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 19. **QUORUM.** A majority of the currently serving number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made according to the duly adopted Decision Making Policy of the Board, but in all cases taken or made by at least a majority of the directors present at a duly held meeting at which a quorum is present, shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. **COMPENSATION AND REIMBURSEMENT.** Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. **CREATION OF POWERS OF COMMITTEES.** The board, by resolution adopted by a majority of the directors then in office, may create one or more Committees, each consisting of two or more directors to serve at the pleasure of the board. Appointments to Committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

- (b) Fill vacancies on the Board of Directors or any committee of the board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; [or]
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. Working Committees that are merely advisory, do not have any delegated authority from the Board of Directors and do not contain a quorum of Board Directors may be created, meet and provide recommendations to the Board of Directors without being subject to the provisions of these bylaws.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be Personally liable for the debts, liabilities, or other obligations of this corporation and shall be entitled to the full protection of Corporations Code Section 5231.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the board's direction, may also have a chairman of the board, one or more Vice-Presidents, one or more Assistant

Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of the chairman of the board, or if none, at all

Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer, or Designee, shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors having a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to Reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238, including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person

is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, board, and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and

records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has not business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest,

and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The board of directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and Countersigned by the President of the Corporation or a designee.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The board of directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XVII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF PRESIDENT

I certify that I am the duly elected and acting President of the Lighthouse Community Charter School, a California non-profit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of

Lighthouse Community Charter Public Schools
By-Laws

Directors on June 13, 2012; and that these bylaws have not been amended or modified since that date.

Executed on June 13, 2012 in Oakland, California.

D'Lonra Ellis, Board President

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the **Lighthouse Community Charter Public Schools** hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of **Lighthouse Community Charter School** (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Chief Business Officer
 - G. Director Personnel Services
 - H. Assistant Director of Personnel Services
 - I. Consultants¹

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Information Systems Technician
 - B. Contractor

¹ The Charter School Principal may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Lighthouse Community Charter Public Schools
Board Policy #2014-024

Health and Safety Policies

Lighthouse Community Charter Public School will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at minimum will address the following:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to the prevention of contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire marshals. A structural engineering report will be on file indicating that no seismic hazard exists.
- Lighthouse Community Charter Public Schools will maintain a policy that the school is a drug-, tobacco- and alcohol-free workplace.

Each Lighthouse Community Charter Public Schools employee will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis through staff development and board resolution.

Lighthouse Community Charter Public Schools shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Lighthouse Community Charter School
School Safety

Exposure Control Plan For Blood Borne Pathogens

The Head of School, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Head of School, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Head of School, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Head of School, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Head of School, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Policy:

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Director shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with blood-borne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

The Director shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the school's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Director may exempt designated first aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified by the Director as having occupational exposure may submit a request to the Director to be included in the training and hepatitis B vaccination program. The Director may deny a request when there is no reasonable anticipation of contact with any infectious material.

Procedure:

Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193(b))

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parental contact with blood or other potentially infectious materials that result from the performance of an employee's duties.

Parental contact means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident.

A sharps injury is any injury caused by a sharp, including but not limited to cuts, abrasions or needle sticks.

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed.

Engineering controls are controls, such as sharps disposal containers, needle less systems, and sharps with engineered sharps injury protection, that isolate or remove the blood-borne pathogens hazard from the workplace.

Engineered sharps injury protection is a physical attribute built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident.

Exposure Control Plan

The school's exposure control plan shall contain at least the following components:

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials

The school's exposure determination shall be made without regard to the use of personal protective equipment and shall include a list of:

- a. All job classifications in which all employees have occupational exposure
- b. Job classifications in which some employees have occupational exposure
- c. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #b above

2. The schedule and method of implementing:

- a. Methods of compliance required by 8 CCR 5193(d), such as universal precautions, general and specific engineering and work practice controls, and personal protective equipment
- b. Hepatitis B vaccination
- c. Blood-borne pathogen post-exposure evaluation and follow-up
- d. Communication of hazards to employees, including labels, signs, information and training
- e. Recordkeeping

3. The school's procedure for evaluating circumstances surrounding exposure incidents

4. An effective procedure for gathering information about each exposure incident involving a sharp, as required for the log of sharps injuries

5. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents documented in the sharps injury log

6. An effective procedure for identifying currently available engineering controls and selecting such controls as appropriate for the procedures performed by employees in their work areas or departments

7. An effective procedure for documenting instances when a licensed healthcare professional directly involved in a patient's care determines, in the reasonable exercise of clinical judgment, that the use of an engineering control would jeopardize an individual's safety or the success of a medical, dental or nursing procedure involving the individual

8. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to:

1. Reflect new or modified tasks and procedures affecting occupational exposure
2. To the extent that sharps are used in the school, reflect progress in implementing the use of needle less systems and sharps with engineered sharps injury protection
3. Include new or revised employee positions with occupational exposure
4. Review and evaluate the exposure incidents which occurred since the previous update
5. Review and respond to information indicating that the exposure control plan is deficient in any area

The school's exposure control plan shall be accessible to employees upon request.

Preventive Measures

The Director shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness.

Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series shall be made available at no cost to all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons.

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement.

The Director may exempt designated first aid providers from the pre-exposure hepatitis B vaccine in accordance with 8 CCR 5193 (f).

Information and Training

The Director shall ensure that all employees with occupational exposure participate in a training program containing the elements required by state regulations, during working hours and at no

cost to the employee. This program shall be offered at the time of initial assignment to tasks where occupational exposure may take place, at least annually thereafter, and whenever a change of tasks or procedures affects the employee's exposure.

Designated first aid providers shall receive training that includes the specifics of reporting first-aid incidents which involve blood or body fluids which are potentially infectious.

Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Director.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident.

Sharps Injury Log

The Director shall establish and maintain a log recording each exposure incident involving a sharp. The exposure incident shall be recorded within 14 working days of the date the incident is reported to the school.

The information recorded shall include the following, if known or reasonably available:

1. Date and time of the exposure incident
2. Type and brand of sharp involved in the exposure incident
3. A description of the exposure incident, including:
 - a. Job classification of the exposed employee
 - b. Department or work area where the exposure incident occurred
 - c. The procedure that the exposed employee was performing at the time of the incident
 - d. How the incident occurred
 - e. The body part involved in the incident
 - f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during or after the protective mechanism was activated
 - g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury
 - h. The employee's opinion about whether any other engineering, administrative or work practice could have prevented the injury

Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Director shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. The Director shall, at a minimum:

1. Document the route(s) of exposure and the circumstances under which the exposure incident occurred
2. Identify and document the source individual, unless that identification is infeasible or prohibited by law
3. Provide for the collection and testing of the employee's blood for hepatitis B, hepatitis C and HIV serological status
4. Provide for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
5. Provide for counseling and evaluation of reported illnesses

The Director shall provide the health care professional with a copy of 8 CCR 5193; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the school relevant to the appropriate treatment of the employee, including vaccination status.

The school shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation.

Records

Upon an employee's initial employment and at least annually thereafter, the Director shall inform employees with occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records.

Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law.

Upon request by an employee, or a designated representative with the employee's written consent, the Director shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made.

Records shall be maintained as follows:

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.

3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for at least 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to myself.

Signature

Employee Name (Please print)

Date

LIGHTHOUSE COMMUNITY CHARTER SCHOOL's Uniform Complaint Procedure

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title III, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Head of School, Director of Strategic Development, Director of Finance, and/or Board President; LIGHTHOUSE COMMUNITY CHARTER SCHOOL; 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies

A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Protected Groups

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

**Lighthouse Community
Charter School
Emergency
Management Plan**

FORWARD

The Lighthouse Community Charter School Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Lighthouse Community Charter School recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE
ADMINISTRATION

PURPOSE AND SCOPE

Lighthouse Community Charter School is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the Charter Management Organization (CMO), the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a *regular basis* to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

| Review/ Change No. | Date Entered | Description of Change | By |
|-----------------------|--------------|-----------------------|----|
| | | | |
| | | | |
| | | | |
| | | | |

LINES OF SUCCESSION

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

| Primary Position | First Alternate | Second Alternate | Third Alternate |
|-----------------------------------|--------------------------------|---------------------------------|------------------|
| Director of Strategic Development | Director of Secondary Programs | Director of Elementary Programs | School Secretary |

APPROVAL STATEMENT

The Lighthouse Community Charter School Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Director of Strategic Development Jenna Stauffer and updated to maintain current procedures.



Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to: Oakland Unified School District

Oakland Police Department

Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

| | | |
|---|------------------|-------------|
| Principal: | _____ | _____ |
| | <i>Signature</i> | <i>Date</i> |
|  : | _____ | _____ |
| | <i>Signature</i> | <i>Date</i> |
|  : | _____ | _____ |
| | <i>Signature</i> | <i>Date</i> |

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions

- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

“All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED’s Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities”.

NIMS includes training requirements in the Incident Command System. All “key school personnel” are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Lighthouse Community Charter School. Director of Strategic Development Jenna Stauffer is responsible for the protection and preservation of vital records. Lighthouse Community Charter School stores hardcopies of records and files, regulations, and contracts in the Director of Strategic Development’s office. Back-up data systems are stored at the Rogers Family Office at 10 Clay St. in Oakland, CA.

AMERICANS WITH DISABILITIES ACT

Lighthouse Community Charter School must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, Lighthouse Community Charter School will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO
CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies,

public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid

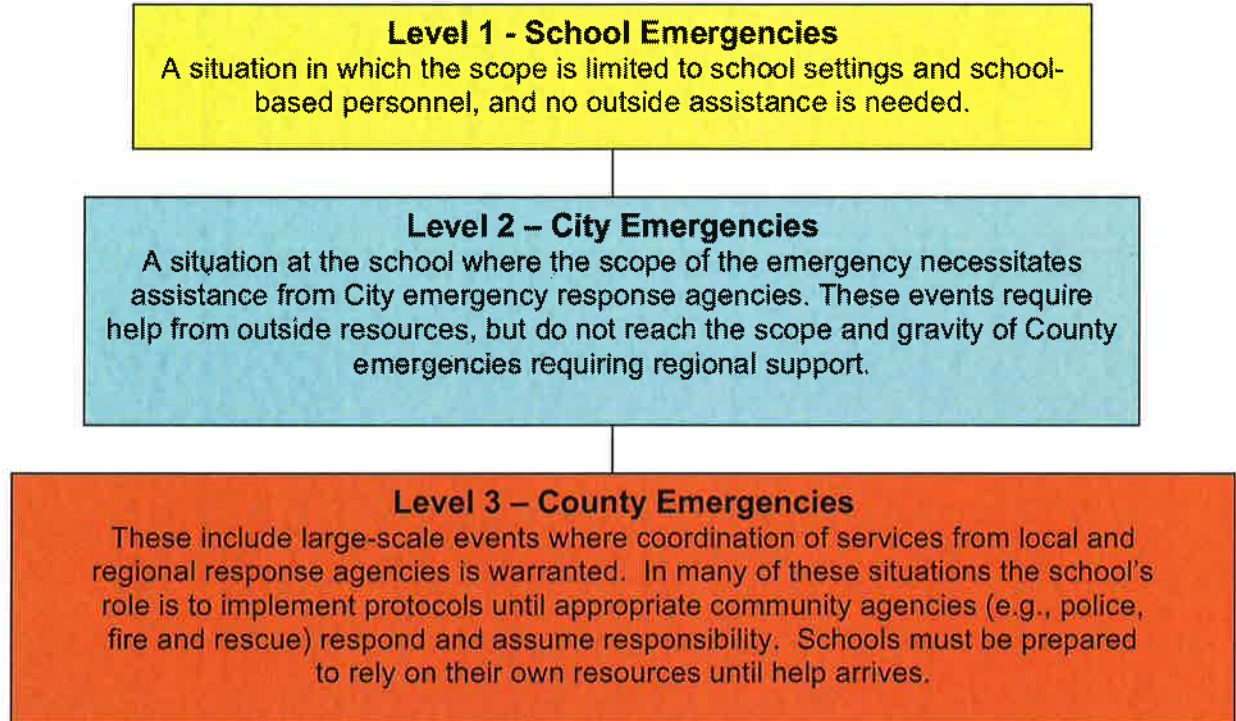
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

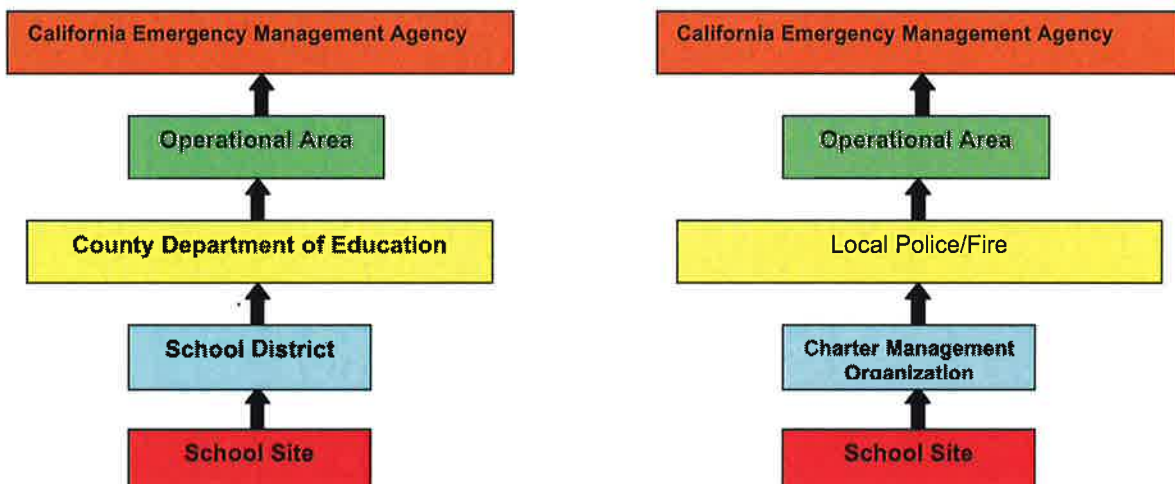
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:



SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. A director, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies.

An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

Situation and Assumptions

The school is located at 444 Hegenberger Rd. The site consists of 1 building. There is an average daily attendance of 650 students and 75 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS

INSERT YOUR SCHOOL MAP HERE

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

NOTE:

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Include:

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas
- HazMat storage areas
- Heat plants/boilers
- Room numbers
- Door locations

EMERGENCY TELEPHONE NUMBER DIRECTORY

| Purpose | Name of Agency | Number | | |
|--|--------------------------------|----------------|--------------|--------------|
| Local Law Enforcement (i.e. Oakland PD, Alameda S.D., etc.) | Oakland Police Department | 510-777-3333 | | |
| Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.) | Oakland Fire Department | 510-238-3938 | | |
| Local Hospital (1) | Highland Hospital | 510-437-4865 | | |
| Local Hospital (2) | Children's Hospital | 510-428-3000 | | |
| Electric Company | Pacific Gas & Electric Company | 1-800-734-5000 | | |
| Gas Company | Pacific Gas & Electric Company | 1-800-734-5000 | | |
| Water Company | East Bay MUD | 1-866-403-2683 | | |
| Animal Control/Shelter | Oakland SPCA | 510-569-0702 | | |
| Lighthouse Community Charter School | | | | |
| Position | Name | Home | Work | Pager/Cell |
| Director of Strategic Development | Jenna Stauffer | 510-261-7534 | 510-639-8807 | 510-316-3122 |
| Interim Director | Heather Thompson | | 510-639-8801 | |
| Director of Elementary Programs | Melissa Barnes-Dholakia | 510-540-5619 | 510-271-8801 | 510-708-7794 |
| Director of Secondary Programs | Steve Sexton | 510-261-7534 | 510-271-8225 | 510-681-8525 |
| Secretary | Arlene Aldrette | NA | 510-271-8225 | 510-499-3086 |
| Executive Assistant | Maritza Ortiz | NA | 510-271-8807 | 510-938-8743 |
| Other Important Numbers | | | | |
| Board President | Brian Rogers | 510-849-4763 | 510-899-7930 | 510-910-0069 |
| | | | | |

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services,

timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may

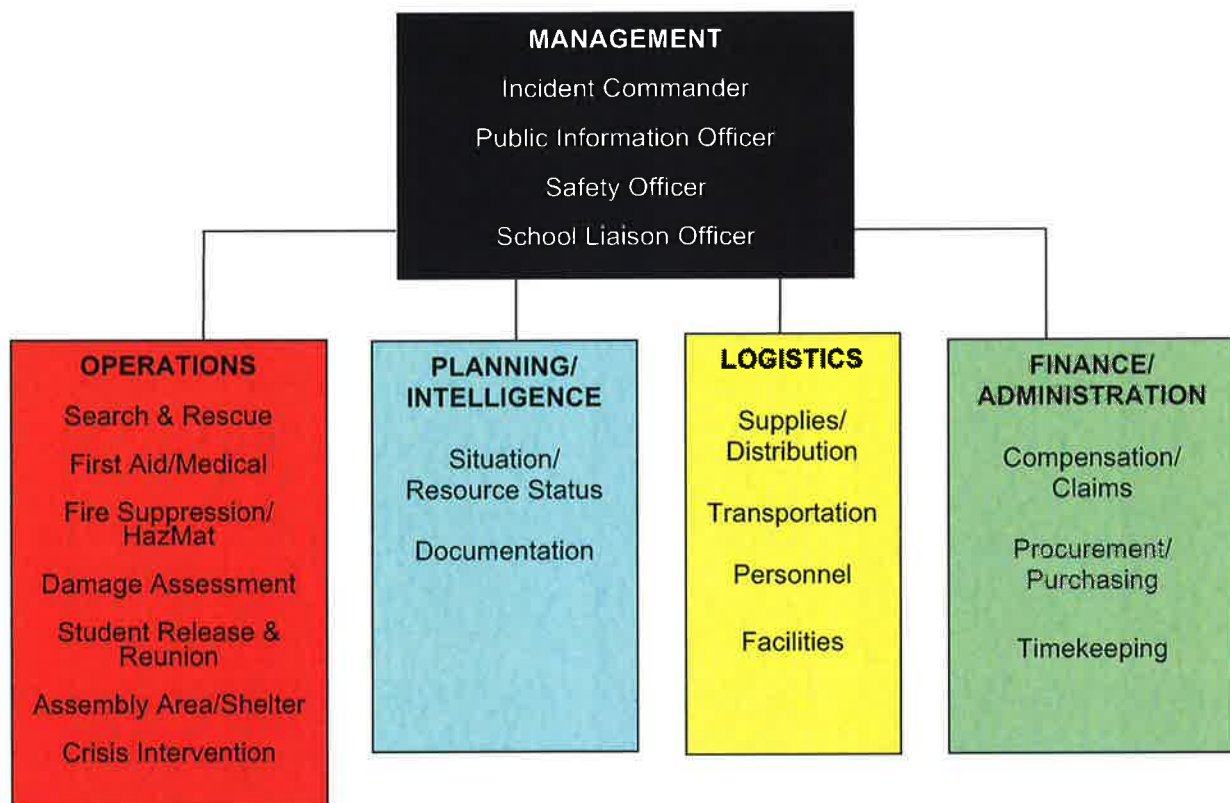
have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

| ICS Functional Positions | | |
|---------------------------------------|----------------------------------|------------------|
| Position/Unit | Staff Member | Alternate |
| MANAGEMENT SECTION | | |
| Incident Commander | Jenna Stauffer | |
| Public Information Officer | Jenna Stauffer | |
| Safety Officer | Steve Sexton | |
| School Liaison | Melissa Barnes-Dholakia | |
| OPERATIONS SECTION | | |
| Search & Rescue | Tony Cuevas and Joshua Weintraub | |
| First Aid/Medical | Kate Parman and Meg Stoehr | |
| Fire Suppression/Hazmat | Oscar Bermeo | |
| Damage Assessment | Jenna Stauffer | |
| Student Release/Reunion | Mona Lisa Trevino | |
| Assembly Area/Shelter | Arlene Aldrette | |
| Crisis Intervention | Courtney Cerefice | |
| PLANNING/INTELLIGENCE SECTION | | |
| Situation/Resource Status | Melissa Barnes-Dholakia | |
| Documentation | Tammy White | |
| LOGISTICS SECTION | | |
| Supplies/Distribution | Maritza Ortiz | |
| Transportation | Maritza Ortiz | |
| Personnel | | |
| Facilities | | |
| FINANCE/ADMINISTRATION SECTION | | |
| Compensation/Claims | Jenna Stauffer/Maritza Ortiz | |
| Purchasing/Procurement | Maritza Ortiz | |

| | | |
|--------------------|--|--|
| Timekeeping | | |
|--------------------|--|--|

SCHOOL EMERGENCY ORGANIZATION

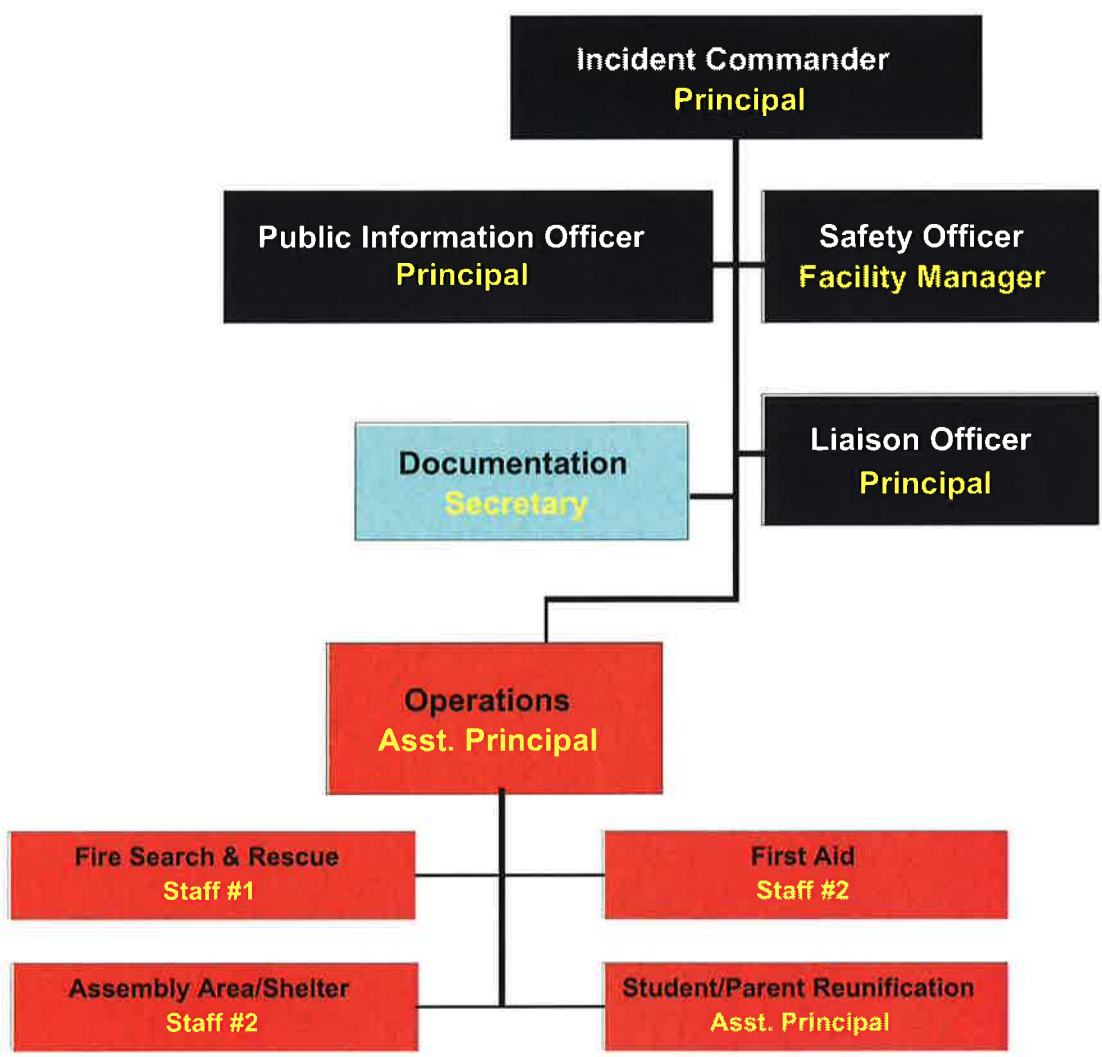
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

SAMPLE CHARTER SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.



INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- Overall management of the response to the incident
- Assess the severity of the incident
- Make notification to professional/outside emergency responders of the incident
- Establish the Incident Command Post
- Set up check-in procedures at the ICP
- Activate ICS organization positions as necessary
- Establish objectives for the incident action plan
- Ensure the safety of students, staff, volunteers and campus visitors
- Deactivate ICS positions as needed

Start-up Actions

- Put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation (see Appendix C)
- Meet with activated Management Staff and Unit Leaders
- Make sure you assign an alternate Incident Commander

Operational Duties

- Monitor overall response activities by staying in communication with assigned staff in ICS positions
- Work with assigned staff to write overall response objectives and revise as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- Supervise Section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Terminate all response activities after determining the incident has been resolved
- Ensure that all pending actions will be completed after deactivation

- Initiate recovery operations
- Direct the return of all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- Liaison between the school, the media and the public
- Obtain information about the incident to write press releases
- Get press releases approved by the Incident Commander
- Deliver press releases to media and public

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders
- Designate a media reception area (*with Incident Commander approval*)
- Advise on-site media of time of first press release or press conference

Operational Duties

- Keep updated on response activities
- Schedule regular press conferences, if appropriate
- Get approval of Incident Commander for all press releases/statements
- Remind staff/volunteers to refer all questions from parents or the media to the PIO
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- Arrange for the translation of announcements and response-related information
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the Incident Commander is aware of all media-related incidents
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Release PIO staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the **current** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- Monitor all response operations to ensure the safety of staff, students and others on campus
- Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor emergency response activities for safe practices
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities/operations
- Ensure that school response units are using appropriate safety equipment
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search

- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Release Safety staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks

- Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions

- If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- Put on personal safety equipment
- Read position description
- Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Release Liaison staff and volunteers when directed by the Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- Evacuate trapped or injured victims from their location to a safe place
- Cordon off buildings or locations that are unsafe to enter
- Mark buildings that have been searched with a sign or caution tape
- Ensure that Search and Rescue is conducted with a two-person team

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for briefing and assignments
- Gather and inspect all equipment and supplies
- Check flashlight and radio batteries; perform radio check
- Make sure you and your partner have school site maps

Operational Duties

- Report all gas leaks, fires, and structural damage to the Utilities Unit.
- Inspect the exterior of each building for structural integrity *before* entering.
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings
- Search assigned areas using established search protocols
- As searched rooms have been cleared, call in report to the IC (“Room B-2 is clear”)
- Perform emergency first aid on severely injured victims first
- Rescue lightly trapped victims afterward
- Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- Provide any medical treatment given for injured victims to Medical Unit
- Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- Note damage on your team map and relay information to the IC
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- Establish a medical triage area with CPR/first aid trained staff or volunteers
- Provide care and oversee status of injured people
- Request advanced medical care when necessary
- Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Gather all supplies and personal safety equipment and transport to site of medical triage area
- Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- Set-up morgue (*if needed and if long response time from Coroner*)
- Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- Maintain accurate treatment records using the Medical Treatment Form
- Monitor/assess patients at regular intervals
- Report deaths immediately to IC (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*) (see Appendix I)
- If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”

- Have team members check-in at the ICP
- Assign one team member to do intake:
 - Greet injured student/staff, reassess and/or confirm triage category
 - Direct victim or transport of victim to appropriate treatment area.
- Assign one team member to conduct “head to toe” assessment
- Provide appropriate first aid
- Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- Monitor condition of “delayed” victims and watch for any changes in condition
- Maintain Medical Treatment Forms for all victims

Deactivation

- Oversee the closing of the first aid station

- Direct the proper disposal of hazardous waste
- Release Medical Team per direction of the IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- Locate and extinguish small fires as appropriate
- Shut off utilities that could be hazardous or fire danger and report to IC
- Evaluate areas for any release or potential release of chemicals
- Cordon off hazardous areas with caution tape
- Ensure Fire Suppression/Hazmat is conducted with a *two-person team*
- This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Survey on-campus hazards and prioritize team response
- Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- Make sure you have a school site map

Operational Duties

- Control and/or suppress small fires
- Check for gas leaks or any other potential hazard that could start a fire
- Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Release Team members per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- Perform initial assessment of buildings and structures looking for structural damage
- Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- Turn off utility if damaged and poses a hazard
- Cordon off the areas of hazard with caution tape
- This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- Survey on-campus hazards and prioritize team response
- Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- Make sure you have a school site map

Operational Duties

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Survey buildings for potential hazards and post warnings with signs and caution tape
- If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- Provide clear routes for campus access for emergency response vehicles
- Maintain security for campus and ensure facility is inaccessible to public
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Release staff and volunteers per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- Account for students in the Assembly Area by conducting roll call
- Track missing students and staff
- Ensure proper identification procedures to reunite students with parent or authorized person for student release
- Supervise student Assembly Area
- Maintain accurate account of students

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Gather all equipment and supplies
- Attend a briefing with the IC
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- Check with school secretary to account for staff absences, substitutes or visitors
- Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- Divide Student Emergency Cards that correspond with table signage
- Verify ID of adult requesting to pick up student (see Appendix F)
- Send runner to assembly area for requested student(s)
- Direct requestor to Release Gate to wait for their student(s)

Runners

- Retrieve student(s) from Assembly Area Unit
- If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- Match adult requester to student(s)
- Verify requester ID and have them countersign Student Request Form
- Release Student(s) (see Appendix G)
- Release Runner to return to Request Gate
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Close down tables and return all equipment and reusable supplies to Logistics.

- Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- Lead students to temporary Assembly Area
- Oversee the care and needs of students in the Assembly Area
- Establish a shelter for students/staff required to stay at the school site
- Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- Check-in at ICP
- Attend a briefing with the IC
- Put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
 - Confirm that assembly area and routes to it are safe
 - Count/observe classroom evacuations (make sure all exit)

Operational Duties

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Unit when directed by IC
- Administer *minor* first aid, as needed
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Close shelter per direction of IC, release staff and volunteers
- Collect all logs, documentation and paperwork and provide to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- Assess the immediate crisis intervention required by students and staff involved
- Consider the long-term mental health support needs of students and staff
- Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- Check-in at ICP
- Meet with IC for a briefing
- Put on personal safety equipment
- Establish a quiet location to conduct crisis intervention/counseling
- Gather all supplies and transport to intervention/counseling site

Operational Duties

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Communicate need for outside assistance to IC
- Cooperate with outside agency crisis intervention teams
- When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- Collect, organize and analyze information about the emergency
- Provide current situation analysis by visual displays for IC and Management Staff
- Give periodic updates of the emergency situation to the IC

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with the IC for a briefing
- Gather all supplies and set up work area

Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Facilitate the updating of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Keep IC informed by relaying information gathered from field units
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities

- Maintain a log of all emergency developments and response actions
- Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- Assess the severity of the incident

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for a briefing
- Check communications equipment to monitor verbal communications orders
- Gather all supplies and set up work area

Operational Duties

- Maintain Student Emergency Contact Cards, making copies for staff when necessary

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- Ensure all radio and verbal communications are recorded on Position Activity Log
- Refer all media requests to the PIO
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- Collect all Student Emergency Contact Cards and secure them
- Close out all logs and pending messages, and turn over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- Acquire supplies, equipment and materials as requested and distribute
- Obtain necessary food, water, sanitary items for immediate use
- Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all necessary supplies and equipment

Operational Duties

- Distribute supplies and equipment as requested
- Track all supplies, equipment, materials, sundry items that are distributed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Make requests for purchases of supplies as needed to the Purchasing Unit
- Stay in contact with IC

Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- Procure transportation vehicles to evacuate students and staff
- Use trucks/vehicles to deliver equipment to and from campus
- Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment needed

Operational Duties

- Provide for transportation needs as assigned by IC and various Unit Leaders
- Assess the need for and use of vehicles on campus
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Facilitate the return of vehicles to pre-incident locations
- Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities

- Track assigned staff to the emergency and re-assign when Unit is de-activated
- Assess skills of volunteers and assign people as requested by Units
- Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and set up work station

Operational Duties

- Survey skills and experience of staff/volunteers to make assignments to Units
- Track assigned staff and notify IC when staff is available for assignment
- Issue needed equipment and supplies to personnel being assigned
- Coordinate with the Timekeeping Unit for accurate records of personnel
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Stay in contact with IC

Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities

- Assess and locate facilities that could be used during the emergency response
- Ensure the facility fits the accommodations necessary to conduct the operations
- Assess the severity of the incident

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and equipment

Operational Duties

- Assess facility for listed accommodations as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Secure and restore facilities when no longer needed for the incident
- Stay in contact with IC

Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- Process workers compensation claims for injured employees
- Receive claims for damages related to the emergency response
- Maintain accurate records of all claims related to the emergency response

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as necessary

Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Process purchase requests from Logistics Section Chief

Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- Arrange for purchases of necessary equipment, supplies and materials
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all expenditures related to the incident

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as needed

Operational Duties

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Get approval from the IC for purchases requested
- Process purchase requests from Logistics
- Utilize pre-designated vendor contracts for purchases

- Seek vendors for materials or services that are not pre-designated
- Track all purchases and item requests

Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- Maintain a log of all personnel hours working at the emergency
- Track all equipment hours related to the incident
- Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- Check-in at ICP
- Meet with the Documentation Unit for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies and equipment as needed

Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students’ reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLISTS

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

▪ Local Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

▪ Governor's State of Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

▪ Presidential Emergency Declaration Required

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: "Attention please. We are experiencing seismic activity. For your protection, follow **DROP, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table

close by, place head between knees, and cover back of neck with arms and hands.

- Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: "Attention please. We need to institute an **EVACUATION** of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.

- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an “all clear” and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person’s attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have an emergency situation and need to implement **LOCKDOWN** procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location; status of campus; all available details of situation.
- When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- Instruct students to move away from the windows and to get down on the floor.
- Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
 - a) Close and lock doors and windows
 - b) Seal gaps under doors and windows with wet towels or duct tape
 - c) Shut down the classroom HVAC system
 - d) Turn off local fans in the area
 - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

| PRIORITY PROCEDURES | | NOTES |
|----------------------------------|-------------|--|
| AIRCRAFT CRASHES INTO THE SCHOOL | | (person contacted, call back phone numbers, etc.) |
| x | TIME | PRINCIPAL |
| | | Notify police and fire department (call 9-1-1). |
| | | Implement immediate Evacuation procedures to a safe location, on or off campus as necessary. |
| | | Account for all building occupants and determine extent of injuries, numbers injured, etc. |
| | | Initiate search and rescue of injured occupants from building and begin first aid treatment. |
| | | If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist). |
| | | Consider activating Emergency Plan, ICS organization and Incident Command Post. |
| | | Secure area to prevent unauthorized access from the public, parents or media. |
| | | Do not allow re-entrance to any buildings until the authorities provide clearance to do so. |
| | | If directed by authorities to close school, implement student release procedures |
| x | TIME | STAFF ACTIONS |
| | | Notify Principal. |
| | | Move students away from immediate vicinity of the crash. |
| | | Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies. |
| | | Check school site to ensure that all students are in the evacuation area. |
| | | Take attendance at the evacuation area. |
| | | Report missing students to the principal and emergency response personnel. |
| | | Maintain control of the students a safe distance from the crash site. |
| | | Initiate first aid for any injured students or staff. |
| | | If given an all clear by authorities to return to the building, escort students back to the classroom. |
| | | If directed by authorities to close school, assist in student release procedures. |
| x | TIME | CUSTODIAN/MAINTENANCE STAFF |
| | | Assist emergency responders with utility shut-off as needed. |
| | | Ensure emergency responders have access to buildings/rooms. |
| x | TIME | POST INCIDENT ACTIONS – AS ASSIGNED |
| | | NOTES |

| | | | |
|---|-------------|--|---|
| | | Notify parents of situation and prognosis. | |
| | | Consider activating mental health professionals as appropriate. | |
| | | Consider notifying Charter Management Organization. | |
| PRIORITY PROCEDURES | | | NOTES |
| AIRCRAFT CRASHES NEARBY THE SCHOOL | | | (person contacted, call back phone numbers, etc.) |
| x | TIME | PRINCIPAL | NOTES |
| | | Notify police and fire department (call 9-1-1). | |
| | | Implement Shelter-in-Place as necessary. | |
| | | Ensure that students and staff remain a safe distance from the crash site. | |
| | | Authorities will secure area to prevent unauthorized access. | |
| | | If directed by authorities to close school, implement student release procedures. | |
| x | TIME | STAFF ACTIONS | NOTES |
| | | Notify principal. | |
| | | Move students away from immediate vicinity of the crash. | |
| | | Account for all students. If any students were away from class, ensure safe return to classroom. | |
| | | Remain inside with students unless subsequent explosions or fire endangers the building. | |
| | | If school closes, assist in student release procedures. | |
| x | TIME | CUSTODIAN/MAINTENANCE STAFF | NOTES |
| | | Assist emergency responders with securing school as directed. | |
| x | TIME | POST INCIDENT ACTIONS – AS ASSIGNED | NOTES |
| | | Notify parents of situation and prognosis. | |
| | | Consider notifying Charter Management Organization. | |

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

| PRIORITY PROCEDURES | | NOTES (person contacted, call back phone numbers, etc.) |
|---------------------|-------------|---|
| x | TIME | PRINCIPAL |
| | | Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants. |
| | | Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary. |
| | | Separate combatants to a safe area, if possible. |
| | | Determine who has been injured, and the extent of injuries. Request medical help as needed. |
| | | If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc. |
| | | Notify Law Enforcement Agency or School Resource Officer for follow up. |
| | | Preserve any evidence for law enforcement purposes. |
| | | Identify any witnesses to the assault or fight. |
| | | Conduct investigation and follow school discipline policies and administrative procedures. |
| | | Notify parents of any students that are involved in the incident. |
| | | Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges. |
| | | Debrief with school staff. |
| x | TIME | STAFF |
| | | Immediately notify principal and call 9-1-1 if necessary. |
| | | Approach in a calm manner and direct combatants to stop fighting. |
| | | Escort combatants to the office, keeping them isolated from other students. |
| | | Assess extent of injuries, administer first aid and seek further medical support as needed. |
| x | TIME | POST INCIDENT ACTIONS – AS ASSIGNED |
| | | Assist principal or designee with notifying parents of victims. |
| | | If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed. |
| | | |

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

| BOMB THREAT BY PHONE | | | NOTES (person contacted, call back phone numbers, etc.) |
|----------------------|------|--|--|
| x | TIME | PERSON RECEIVING THREAT | NOTES |
| | | Record exactly what the caller says using the following questions | |
| | | Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____ | |
| | | Note caller accent, age, sex, noise, mental state, etc. | |
| | | If available, write down caller's <i>Caller ID</i> number | |
| | | Notify the principal as soon as possible | |
| | | If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible. | |
| | | If written on door, wall, etc. cordon off area for evidence. | |
| | | If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately. | |
| | | Prepare to provide information for police report. | |
| x | TIME | PRINCIPAL | NOTES |
| | | <i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i> | |
| | | Contact police department and give information for assessment. | |
| | | Determine, with assistance of law enforcement, if bomb threat is credible. | |
| | | Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating. | |
| | | Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders. | |
| | | Consider implementing Emergency Plan, ICS organization and Incident Command Post. | |
| | | Ensure accountability of all students and staff. | |
| x | TIME | CUSTODIAN/MAINTENANCE STAFF | NOTES |
| | | Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police. | |

BOMB THREAT (CONTINUED)

| x | TIME | STAFF | NOTES |
|---|------|---|-------|
| | | Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police. | |
| | | <i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i> | |
| | | If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately. | |
| | | If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies. | |
| | | Take attendance in evacuation area and immediately report missing students. | |
| | | Be prepared to treat injuries that may arise. | |
| x | TIME | POST INCIDENT ACTIONS – AS ASSIGNED | NOTES |
| | | If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed. | |
| | | Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message. | |
| | | Consider notifying Charter Management Organization. | |

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

| PRIORITY PROCEDURES | | NOTES | |
|---------------------|------|---|-------|
| INSIDE BUILDING | | (person contacted, call back phone numbers, etc.) | |
| x | TIME | PRINCIPAL | NOTES |
| | | After shaking stops, initiate assessment of potential damage. | |
| | | If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use. | |
| | | If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds. | |
| | | Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff. | |
| | | If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class. | |
| | | If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector. | |
| | | Determine whether to close school. If school must be closed, notify staff members, students and parents. | |
| | | Notify Charter Management Organization of school status and personnel status. | |
| x | TIME | STAFF | NOTES |
| | | Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows. | |
| | | Check for any injured students and render First Aid. | |
| | | Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal. | |
| | | If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies. | |
| | | Check attendance at the evacuation area. Report any missing students. | |

EARTHQUAKE (CONTINUED)

| | | |
|--|---|--|
| | Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings. | |
| | Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks. | |
| | Do NOT re-enter building until it is determined to be safe. | |
| | Follow instructions of principal. | |

| PRIORITY PROCEDURES OUTSIDE BUILDING | NOTES (person contacted, call back phone numbers, etc.) |
|---|---|
|---|---|

| x | TIME | PRINCIPAL OR STAFF | NOTES |
|---|------|---|-------|
| | | Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops. | |
| | | After shaking stops, check for anyone injured, render first aid. | |
| | | Keep students a safe distance from any downed power lines or damaged buildings. | |
| | | Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff. | |
| | | Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building. | |
| | | Do not re-enter buildings that have visual damage. | |
| | | Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed. | |

| DURING NON-SCHOOL HOURS | |
|--------------------------------|--|
|--------------------------------|--|

| x | TIME | PRINCIPAL | NOTES |
|---|------|--|-------|
| | | Confer with Building Owner if damage is apparent to determine the advisability of closing the school. | |
| | | Notify fire department and utility company of suspected breaks in utility lines or pipes. | |
| | | Notify Charter Management Organization, if applicable. | |
| | | If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration). | |
| | | Notify public information media as appropriate. | |

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

| PRIORITY PROCEDURES | | NOTES <small>(person contacted, call back phone numbers, etc.)</small> | |
|---------------------|-------------|--|--------------|
| | | Pull the fire alarm and call 9-1-1. | |
| | | Evacuate the area/building and use fire extinguisher if appropriate. | |
| | | Check for any injured victims and assist them in evacuating. | |
| | | Notify the principal of location and actions taken. | |
| x | TIME | PRINCIPAL | NOTES |
| | | Pull fire alarm and call 9-1-1. | |
| | | Implement Evacuation procedures. | |
| | | If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials. | |
| | | Ensure accountability of all students and staff. | |
| | | Gather information from staff regarding location of fire. | |
| | | Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire. | |
| | | Determine with Fire personnel if building is safe for use. | |
| | | Signal "all clear" when safe to re-enter school building. | |
| | | If building unsafe for use, implement student release procedures. | |
| x | TIME | STAFF | NOTES |
| | | Evacuate students to assembly area and take emergency supplies. | |
| | | Check attendance to ensure all students have evacuated. Report any missing students/staff to principal. | |
| | | Report any suspicious information about the fire to the principal, i.e. arson related. | |
| | | If directed, assist in student release procedures. | |
| x | TIME | CUSTOOIAN/MAINTENANCE STAFF | NOTES |
| | | If SAFE, go to alarm panel to determine the location of the fire. | |
| | | Communicate location of fire to principal. | |
| | | Stay with principal to assist Fire Department with access to school and building layout. | |
| x | TIME | POST INCIOENT ACTIONS – AS ASSIGNEO | NOTES |
| | | Confer with Building Owner if damage is apparent to determine the advisability of closing the school. | |
| | | If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration). | |
| | | Notify Charter Management Organization, if applicable. | |

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

| PRIORITY PROCEDURES | | NOTES (person contacted, call back phone numbers, etc.) |
|----------------------------|-------------|--|
| x | TIME | PRINCIPAL |
| | | Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc. |
| | | Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site. |
| | | Ensure accountability of all students and staff. |
| | | Attempt to notify parents of need to evacuate and location for student reunion and release. |
| | | Post a notice on the office door stating where the school has relocated. |
| | | Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so. |
| x | TIME | STAFF |
| | | As directed, assist in Evacuation procedures. Take the class roster and emergency supplies. |
| | | Remain with students throughout the evacuation process. |
| | | Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel. |
| | | Do not return to school building until it has been inspected and determined safe by property authorities. |
| x | TIME | POST INCIDENT ACTIONS – AS ASSIGNED |
| | | Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner. |
| | | If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration). |
| | | Notify Charter Management Organization, if applicable. |
| | | |

HAZARDOUS MATERIALS (HazMat)

DATE / /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

| PRIORITY PROCEDURES | | NOTES (person contacted, call back phone numbers, etc.) |
|---------------------|--|--|
| | Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff. | |
| | Avoid being contaminated by staying uphill and upwind. | |
| | Warn others in the immediate area of the hazmat spill. | |
| x | TIME | NOTES |
| | PRINCIPAL | |
| | Call, or ensure someone has called 9-1-1. | |
| | If there is a threat of airborne toxicity, shut-off ventilation system in affected area. | |
| | Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings) | |
| | Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures. | |
| | Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled. | |
| | Wait for instructions from Fire Department or professional emergency responders. | |
| | If evacuated, do not allow the return of students until public safety officials declare the area safe. | |
| | If applicable, notify Charter Management Organization. | |
| | Ensure all injured students/staff receive medical treatment. | |
| x | TIME | NOTES |
| | STAFF | |
| | Implement Shelter-in-Place or Evacuation procedures. | |
| | Ensure accountability of all students. | |
| | Report any missing students to the office. | |
| | If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom. | |
| | Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures. | |
| | Prepare to relocate students to secondary evacuation site if ordered. | |
| x | TIME | NOTES |
| | CUSTOOIAN/MAINTENANCE STAFF | |
| | Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal. | |
| | Assist Principal or Fire Department with access to school. | |
| x | TIME | NOTES |
| | POST INCIOENT ACTIONS – AS ASSIGNEO | |
| | Ensure parents are notified of incident. | |
| | Coordinate information with the Fire Department to release information to the press/media. | |

INTRUDER

DATE / /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

| PRIORITY PROCEDURES | | NOTES (person contacted, call back phone numbers, etc.) |
|---------------------|---|--|
| | Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle. | |
| | Consider asking another staff person to accompany you before approaching subject. | |
| | Inform subject that all visitors must register at the reception area and escort the subject to the reception area. | |
| x | TIME | PRINCIPAL |
| | Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating. | |
| | Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative. | |
| | Secure the buildings if intruder is outside of school. | |
| | Implement Lockdown procedures if intruder is inside the school. | |
| | If possible, observe actions of intruder and try to determine if they are in possession of a weapon. | |
| | Obtain a description of the intruder and give to police. | |
| | Back away from subject if he/she indicates a potential for violence. | |
| | Assist police as necessary. | |
| | When given all clear, resume normal school operations. | |
| x | TIME | STAFF |
| | As directed, implement Lockdown procedures. Ensure all students are in classroom. | |
| | Attempt to observe intruder and take note of behavior. | |
| | Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off. | |
| | Take attendance and immediately report missing students | |
| | Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order. | |

WEAPONS

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

| PRIORITY PROCEDURES | | NOTES (person contacted, call back phone numbers, etc.) |
|---------------------|--|--|
| | Call 9-1-1. | |
| | Stay calm and avoid confrontation if possible. | |
| | Obtain good description of individual and the type of weapon he/she has. | |
| | Notify the principal or designee as soon as possible. | |
| | Take safety measures to protect yourself and others. | |
| | Inform police of your observation and be prepared to write a statement. | |
| x | TIME | PRINCIPAL |
| | | NOTES |
| | Direct students and staff to Lockdown or Evacuate depending on the circumstances. | |
| | Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly. | |
| | Meet with law enforcement upon arrival. | |
| | Attend to the safety of students and staff at all times. | |
| | Assess situation in regard to location of person with weapon and potential for injuries. | |
| | Assist law enforcement as required. | |
| | Contact parent(s), guardian(s), or other close relative(s) of victims | |
| | Contact the Charter Management Organization, if applicable. | |
| | Issue a press release or assign this task to the PIO as deemed appropriate | |
| | Complete and incident report and file | |
| | Debrief with school crisis team and staff | |
| x | TIME | STAFF |
| | | NOTES |
| | Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location. | |
| | Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly." | |
| | Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off | |
| | Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command | |
| | If evacuated, take attendance in evacuation area and immediately report missing students. | |
| x | TIME | CUSTOOIAN/MAINTENANCE STAFF |
| | | NOTES |

WEAPONS (CONTINUED)

| | | | |
|----------|-------------|--|--------------|
| | | Assist in Lockdown procedures by securing doors/gates of other areas of the campus. | |
| x | TIME | POST INCIDENT ACTIONS – AS ASSIGNED | NOTES |
| | | Ensure parents are notified of incident. | |
| | | Coordinate information with the Police Department to release information to the press/media. | |

WILDLAND FIRE

DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

| PRIORITY PROCEDURES | | NOTES (person contacted, call back phone numbers, etc.) |
|---------------------|-------------|---|
| x | TIME | PRINCIPAL |
| | | Receive order of evacuation by fire authority or official. Implement evacuation procedures. |
| | | If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc. |
| | | Ensure all students and staff have evacuated by performing an inspection of the school site. |
| | | Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site. |
| | | Designate staff to make parent notifications regarding the evacuation and shelter site. |
| | | Monitor radio station for additional information. |
| | | Implement procedures for parents to pick up students from alternate site. |
| x | TIME | STAFF |
| | | Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters. |
| | | Take roll to be sure all students are present before you leave the building site. |
| | | Report any missing students to the principal/designee and emergency response personnel. |
| | | At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment. |
| x | TIME | OFFICE STAFF |
| | | Help with evacuation and securing of affected area. |
| | | Assist in arranging transportation through public/private companies if needed. |
| | | Forward phones to secondary answering site if available. |

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name _____ Position _____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

- First Aid CPR AED Triage (Received within past _____ years?)
- Firefighting Nurse Doctor/Dentist Other medical _____
- Physical Fitness
- Emergency/Management Search & Rescue
- Bi/Multi-lingual, what language(s) _____
- Construction Mechanical Ability Structural Engineering
- Electrician Utilities HVAC Plumber
- Heavy Equipment Operator What type: _____
- Truck/Bus Driver
- Food Preparation Cooking for Large Numbers of People
- Shelter Management Child Care Counseling Crisis Intervention
- Survival Training and Techniques
- Ham Radio CB Radio Licensed Yes No
- Camping Experience
- Journalism Shorthand Clerical Computer
- Military Reservist Law Enforcement Security
- Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? Yes No

If yes, please list that which could be used in an emergency at the school: _____

What would make you feel more prepared during a disaster while you were at the school? _____

Additional Comments: _____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ___ / ___ / ___ Time: (24:00 Hours): ____: ____

| Damage Category | No Damage | Slight Damage | Severe Damage | Hazardous Condition | Description of damage, location, severity, etc. |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Electrical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Natural Gas Lines and | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Water Heater/Boiler | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Sewer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Phone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Hazardous Materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Type/Quantity spilled or leaking: _____ |
| Custodial chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Lab chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Type/Quantity spilled or leaking: _____ |
| Asbestos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Lead | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Physical Hazards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Sink Holes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Construction Areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Damaged Bld. Materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Broken Glass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Building or room safe for reoccupancy

Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

| | | | |
|---|----------------------|------------------------|----------------------|
| INCIDENT ACTION PLAN | | School: | |
| | | Incident Name: | |
| Date Prepared: | Time Prepared: | Prepared by: | |
| Map Sketch – Draw a simple map of the incident and surrounding areas | | | |
| | | | |
| Current Organization – List the positions that have been activated | | | |
| Position | Name Assigned | Position | Name Assigned |
| Incident Commander | | Crisis Intervention | |
| Public Information | | Situation Analysis | |
| Safety/Security | | Documentation | |
| School Liaison | | Supplies/Distribution | |
| Search and Rescue | | Transportation | |
| First Aid/Medical | | Personnel | |
| Fire Suppression/HazMat | | Facilities | |
| Damage Assessment/Utilities | | Compensation/Claims | |
| Student Release/Reunion | | Purchasing/Procurement | |
| Assembly Area/Shelter | | Timekeeping | |

APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

| Time IN | Print Name/SIGNATURE | Time OUT | Section/Position Assigned | Follow Up Contact Info |
|---------|----------------------|----------|---------------------------|------------------------|
| | Print | | | |
| | Signature | | | |
| | Print | | | |
| | Signature | | | |
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| | Signature | | | |

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____ Date _____ Time _____

Condition of Students, Staff and Visitors

_____ All Accounted For _____ No Injuries
_____ No immediate help required _____ Missing (number)
_____ Trapped in Building: (number) _____ Injured (number)

Names

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
 _____ Water _____ Food _____ Blankets _____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

- STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

| | | |
|--|-------------------|---|
| STUDENT: | GRADE: | FOR STAFF USE |
| TEACHER: | DATE/TIME: | PHOTO ID VERIFIED BY: |
| REQUESTED BY: Print Name | | AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="width: 80%; margin: auto;"/> Signature | | MEDICAL NEEDS? |
| | | STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____ |
| DESTINATION: | PHONE: | NOTES: |
| ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO | | TIME OF RELEASE: |
| If YES, Name(s): | | |

STUDENT REQUEST FORM

- STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

| | | |
|--|-------------------|---|
| STUDENT: | GRADE: | FOR STAFF USE |
| TEACHER: | DATE/TIME: | PHOTO ID VERIFIED BY: |
| REQUESTED BY: Print Name | | AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="width: 80%; margin: auto;"/> Signature | | MEDICAL NEEDS? |
| | | STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____ |
| DESTINATION: | PHONE: | NOTES: |
| ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO | | TIME OF RELEASE: |
| If YES, Name(s): | | |

APPENDIX I

Medical Treatment Log

Date: _____

| Patient Name | Time: | Description of Treatment | Triage Category | Initials |
|--------------|-------|--------------------------|-----------------|----------|
| | | | | |
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APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ Date: _____

Drills/Exercises [check one]: **Actual Incident response** [check one]:

Earthquake

Fire

Lockdown

Evacuation

Flood

Other (specify): _____

Table-Top

Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

Timeline of events: Provide a detailed outline or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

APPENDIX K

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

| Emergency Supplies Inventory | | <i>Food/Water</i> |
|--|--|-----------------------------|
| Food Item | | Recommended Quantity |
| Dried fruits/snacks/ trail mix | | 20 lbs. |
| Canned meats | | 60 cans |
| Canned fruits | | 60 cans |
| Canned vegetables | | 20 cans |
| Crackers | | 2 cases |
| Canned fruit juice | | 2 cases |
| Coffee, tea, drink mixes – instant type | | 2 cases |
| Energy bars – granola, protein, etc. | | 2 cases |
| Freeze-dried meals | | 2 cases |
| Peanut butter/jelly – large | | 20 jars each |
| Ready to eat soups and meals | | 2 cases |
| Staples – sugar, salt, pepper, etc. | | 10 packages |
| Food for persons on special diets; allergies, diabetic, etc. | | As needed |
| Water | | Recommended Quantity |
| Drinking water – based on 2 quarts per person per day | | 150 gallons |

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

Emergency Supplies**Assembly/Shelter**

| Item | Recommended Quantity |
|---|-----------------------------|
| Blankets | 100 |
| Battery operated radio; extra batteries or hand crank | 1 |
| Flashlights; extra batteries and bulbs or hand crank | 4 |
| Whistles (for communicating with staff and students) | 4 |
| Clipboards, paper and pens | 6 |
| Aluminum foil, matches, charcoal (for cooking) | 3 sets |
| Medium garbage bags | 4 packages (40 count) |
| Large 3-ply garbage bags | 4 packages (20 count) |
| Plastic buckets – 5 gallon | 6 |
| Pads of paper | 4 |
| Tape; scotch and duct types | 4 rolls each |
| Plastic cups, plates, utensils | 6 packages (100 count) |
| Plastic storage containers | 5 sets |
| Shut-off wrench (turn off gas and water if needed) | 2 |
| Manual can openers, utility knives | 5 each |
| Portable toilet kit; toilet paper | 2 kits, 50 rolls |
| Activities or games for children | 10 |

Personal Protective Equipment**First Aid Unit**

| | |
|--|--------|
| CPR pocket masks/disposable | 10 |
| Eye protection masks – goggles | 10 |
| Biohazard protective gloves – Nitrile or latex, disposable | 10 |
| N-95 biohazard disposable face masks – OSHA | 10 |
| Splash resistant clothing and shoe coverings | 10 |
| Spill clean up kit – clean-up powder, clean-up scoop and scraper | 5 kits |

Emergency Supplies

First Aid

| Item | Recommended Quantity |
|--|----------------------|
| First Aid Handbook (current issue) | 1 |
| Ace bandages – 1" and 2" widths | 4 boxes each |
| Adhesive tape – 1" width | 20 rolls |
| Alcohol Swabs (for cleaning instruments) | 4 boxes – 100 count |
| Band-Aids – assorted sizes | 8 boxes |
| Blankets – Mylar or disposable type | 150 |
| Bleach (1:10 bleach to water ratio for cleaning) | 1 gallon |
| Cold packs (compresses) | 1 case |
| Cotton balls – unsterile | 4 large packages |
| Disposable gloves (latex and non-latex) | 4 boxes |
| Dressings – 2" and 4" disposable sterile | 4 boxes each |
| Dressing pads – 5x9 and 8x10 sterile | 4 boxes each |
| Dressings – eye pad, oval sterile | 15 boxes |
| Facial tissues | 10 boxes |
| Gauze bandage – 1" and 2" width | 10 rolls each |
| Hydrogen Peroxide (50% solution of peroxide/water for disinfectant) | 4 bottles |
| Liquid soap (handwashing) | 5 bottles |
| Paper towels | 4 cases |
| Q-tip swabs | 6 packages |
| Safety pins – assorted sizes | 6 packages |
| Scissors | 8 pair |
| Splints – long and short; cardboard, boards, etc. | Several sets |
| Towelettes – pre-moistened hand wipes | 15 boxes |
| Treatment log | 1 |
| Triage tags | 50 |
| Triangular bandage – for sling/safety pins | 30 |
| Tweezers/needles – sterile | 9 pairs |

APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____ School,
Address _____, of County, _____ California and,
Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

CHARTER SCHOOL

By: _____ By: _____
Authorized representative/position Authorized representative/position

Date: _____ Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE

Date:

Release #: 001

Time:

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

EXAMPLE

APPENDIX M

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:

FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules.”



GUIDING EVERY CHILD TO A BRIGHT FUTURE

STUDENT/FAMILY HANDBOOK
Essential Information for all Parents/Guardians
2013-14



Dear Families –

Welcome to the Lighthouse Community Charter School! We are thrilled that you have chosen Lighthouse as the school for your child. At Lighthouse, we are focused on ensuring every child graduates prepared for college and a career of their choice

What follows in this document is essential information that every parent and student needs to know to have a successful school year. Please refer to it throughout the year, as your questions come up.

At Lighthouse, we believe that parents play the most vital role in their child’s success in school, regardless of their age. We will expect great things from your student and we expect you to stay informed and be involved in the education of our child. In return, you can expect our entire staff of teachers, aides, and administrators, to be focused on providing the best possible education for your child.

It’s going to be a great year!
Your Administrative Team

| | | | |
|------------------|--|--|--------------|
| Steve Sexton | Head of School | Steve.sexton@lighthousecharter.org | 510-639-8907 |
| Yanira Canizales | K – 4 Director of Instruction | Yanira.canizales@lighthousecharter.org | 510-639-8901 |
| Kate Bowman | 5 – 8 Director of Instruction | Kate.howman@lighthousecharter.org | 510-639-8905 |
| Sherene Judeh | 9 – 12 Director of Instruction | Sherene.judeh@lighthousecharter.org | 510-639-8906 |
| Oscar Bermeo | K – 4 Case Manager | Oscar.bermeo@lighthousecharter.org | 510-639-8902 |
| Adam Kupersztoch | 5 – 8 Case Manager | Adam.kupersztoch@lighthousecharter.org | 510-639-8939 |
| Lelia Diltz | 9 – 12 Case Manager | Lelia.diltz@lighthousecharter.org | 510-562-8225 |
| Claudia Espinoza | K – 8 School Secretary and Family Liaison | Claudia.espinoza@lighthousecharter.org | 510-562-8801 |
| Maritza Ortiz | 9 – 12 School Secretary and Family Liaison | Maritza.ortiz@lighthousecharter.org | 510-562-8225 |

THE MISSION AND VISION OF LIGHTHOUSE COMMUNITY CHARTER SCHOOL

History of Lighthouse

Lighthouse Community Charter School was founded in the fall of 2002 by a team of educators and parents to serve the diverse community of Oakland and to ensure that all children and youth – regardless of ethnicity, first language, or income, have access to a college preparatory education. After taking two years to carefully plan the school's design and ramp up for opening, the school opened in a renovated storefront with 92 students in Kindergarten and 6th grade. Each year, the school has grown by about 100 students each year and now in 2013, we will serve over 720 students in grades K – 12. We have graduated five senior classes with excellent rates of college-acceptance.

Mission

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

Vision

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

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

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

SCHOOL CALENDAR NOTES

Intersession Weeks

There are three weeks throughout the school year during which school will not be in session, but keep in mind there are Individualized Learning Plan meetings (mandatory for all students) that week. A limited number of childcare spots will be available and families will need to pay for childcare those weeks. Sign-ups for childcare will occur as the dates approach.

Report Cards & Progress Reports

It is our goal to keep you informed of how your child is doing in school. To that end, you will receive at least a report card or progress report for your student before ILP meetings that describe how your child is doing in their classes. In addition, parents of students in grades 7 – 12 will be able to check their child's grades and progress online at anytime. Please ask your student's crew leader with help signing on.

School Hours

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

STUDENT POLICIES

UNIFORM POLICY

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

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

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

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

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

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

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

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

Purchasing Uniforms

Uniforms can be purchased through Lands End at www.landsend.com. In addition, limited Sears stores carry Lands End uniforms. The Lighthouse uniform, complete with logo, is available on the website. Please ask school staff if you have questions about how to order uniforms.

Free Dress Days

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

ABSENCES AND TARDIES

Philosophy

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

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

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

Absences Policy

Excused Absences

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

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

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

Keeping Your Child Home When They are Sick

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

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

- Has any sign of head lice
- Has a severe cough

Absences

There will be a limit to the number of absences allowed. Student absences will be analyzed every quarter. If a student has more than four absences in any quarter without an official notice from a doctor, the student and a parent/guardian will be required to attend a truancy prevention workshop at the school on an assigned Saturday. If you do not attend the truancy prevention workshop at Lighthouse, you, the parent/guardian, and student, will be reported to Truancy Court. Truancy court can then assign you fines and community service.

In addition, a student may be retained in their grade level or dismissed from school if they accrue up to 20 absences that are unexcused by a doctor.

Tardy Policy

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

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from the doctor or note from a parent. If a student is 30 minutes late to school, they will have an unexcused absence. If a student has more than four 30-minute tardies in any quarter without an official notice from a doctor, the student and a parent/guardian will be required to attend a truancy prevention workshop at the school on an assigned Saturday. If you do not attend the truancy prevention workshop at Lighthouse, you, the parent/guardian, and student, will be reported to Truancy Court. Truancy court can then assign you fines and community service. More information about truancy court can be found at <http://www.cde.ca.gov/ls/ai/tr/>.

In addition, a student may be retained in their grade level or dismissed from school if they accrue up to 20 unexcused tardies that are unexcused by a doctor.

Respecting Dismissal Times

School ends at 3:30 for K – 8 or 3:45 for 9 – 12 every day except Wednesday, when everyone is released at 1:30. Unless your child has an appointment or is ill, please do not take your child out of school early. It is disruptive to the learning of your child and the other students in the class.

Truancy

Attendance is crucial to achieving our mission, so Lighthouse has developed a Truancy Remediation Program in keeping with California Education Code 48260. If a student meets any of the following thresholds, that student and a family member will be required to attend a three-hour Truancy Remediation Program to devise an action plan for ensuring the child does not fall behind in school.

- Five excused absences in a quarter, or more than ten excused absences for the year (that do not have medical documentation).
- Three unexcused absences
- Three unexcused tardies of 30 minutes or more
- Five unexcused tardies of any length

If a student and his/her family fail to attend Truancy Remediation Class or if they continue to have unexcused absences after attending, they will be reported to Alameda County Truancy Court in keeping with California Education Code 48260.

Short-Term Independent Study (STIS)

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

According to Education Code section 51745(c), no individual with exceptional needs may participate in independent study, unless his/her IEP specifically provides for that participation.

There are a variety of reasons to request STIS. Most students who apply for STIS are out of the country or state during their STIS term to participate in cultural, religious, or family events. Another common application for STIS is for students with behavioral issues. Occasionally, removing a student from one class setting to a home or other educational placement is more appropriate. Finally, another STIS application is for students who have periodic health episodes that may result in frequent absences, i.e. asthma, serious allergies, etc. Also, a student may be recovering from an injury that does not require hospitalization, but precludes daily attendance at school.

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

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

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

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

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

STUDENT USE OF ELECTRONICS AND GAMES AT SCHOOL

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

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

SCHOOL NORMS & STUDENT DISCIPLINE

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

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

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

Common Behavior Modification Practices

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

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

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

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

Restorative Justice (RJ)

At Lighthouse, we believe that community is created and fostered constantly. We use Restorative Justice (RJ) as a tool to help nurture our community. The quote below speaks to its nature:

“Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.”

- The Little Book of Restorative Discipline for Schools, Teaching responsibility; creating caring climates by Lorraine Stutzman Amstutz and Judy H. Mullet

Goals of Restorative Justice in our school

- Build community.
- Understand the harm that was caused.
- Encourage empathy for the harmed and the harmer.
- Support a culture of accountability and responsibility using reflection and a collaborative plan to address the harm done.
- To listen to needs of all involved and create supportive communication.

Common RJ phrases and practices

You may hear your student use some of the terms below or even be asked yourself to participate in RJ practices.

Harm- hurt caused to a person or to the community.

Harmed- person who received the harm.

Harmer- person who did the harm

Circle Keeper- person who facilitates a circle.

Circles- We have used circles and community meetings at Lighthouse since the beginning of our school. The purpose of circles are to address current events or issues happening in our community. You may hear different types of circles mentioned, such as a *“Harm Circle”*, *“Community Circle”* or a *“Welcome Circle.”*

The Use of Consequences

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

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

Office Referrals

If a student violates any behavior expectations, they may be referred to the office with an Office Referral at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a “time out” period, and an appropriate consequence will be devised. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up.

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

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

Office Referral #4: The student will be suspended

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

Office Referral #12: The student will be suspended

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

Conditional Enrollment

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

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

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

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

Suspension and Expulsion Policy

All Suspension and expulsion policies are located in the addendum of this document. It is essential that parents understand these policies.

LCCS RETENTION POLICY

Acronym Key:

- JB = Just Beginning (to meet grade-level standard); also is 1 on a 4 point scale, with 1 being the lowest possible score.
- AP = Approaching (grade-level standard); also is 2 on a 4 point scale with 4 being the highest possible score.
- IEP = Individual Education Plan (term for educational plan for students with special needs) – not to be confused with ILP (Individualized Learning Plan that each LCCS student has)
- SST = Student Study Team is comprised of teacher and other experts. SSTs meet if a student is thought to have special needs or is in need of additional supports

Grounds for retention **in grades K-4 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 5-12 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.
 - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives an overall grade of JB or JB/AP), **and** has not made at least one year's progress in this area.
- **In grades 6 and 8**
 - The student's passage portfolio does not meet loop-level passage requirements; and/or
 - the student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks and/or does not meet grade-level passage requirements; receives a grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
 - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives a grade of JB), **and** has not made at least one year's progress in this area.

- **In grades 9 through 12**

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

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

RETENTION PROCESS

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

- The student and parent will be notified of their current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
 - The student and family will know exactly which criteria is currently qualifying the student for retention
 - The student will create goals and strategies that directly address their current academic needs
 - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Families of students who are possible candidates for retention should be informed no later

than the January ILP meeting. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

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

LOGISTICS

Parking

Parking inside the gates at 444 Hegenberger Road is limited to staff-use only. Parents who are visiting the campus will need to park on Hegenberger loop.

Pick-Up and Drop-Off

Pick-up and Drop-off Procedures

Drop-Off

- **Time:** Drop off can begin at 7:15 a.m.
- **Location:** Students should be dropped off in the 444 Hegenberger Loading Zone.

Pick-Up

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

Getting to and from School on Public Transportation

There are several ways to get to school on public transportation. 444 Hegenberger Road is located about 1.5 miles from the Coliseum BART station. If you can access the school from 73 and 59 bus lines.

Meals Program

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

Lunch

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

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

Breakfast

All students will be served cold breakfast each day at no cost through our universal breakfast program. Breakfast foods may include items such as bagels, cereal, muffins, fruit, and milk.

Snack

Students who are in the after school program will be provided a snack at no extra charge.

Tracking Meals and Billing

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

There is a \$5.00 replacement fee for lost meal swipe cards.

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

Tuesday Envelope (K – 12)

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

Phone Messages

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

SUPPLIES YOUR CHILD NEEDS FOR SCHOOL

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

K – 4th Grade

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

5th and 6th Grade

- Thermos or water bottle for drinks
- Uniform
- A Backpack
- One box of Kleenex and one roll paper towels
- Two 3-ring binder (2" ring) (5th grade only)
- One pack of dividers for the binder
- One divided spiral bound notebook
- Two pencils
- Two pens
- Loose leaf lined paper
- Box of colored pencils
- Calculator
- Pencil Sharpener with attached shavings catcher
- Supply container (box or zipped bag acceptable)

7 – 12th Grade

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

FAMILY INVOLVEMENT AT LCCS

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

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

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

We hope and expect that you are fully involved with the school in many ways.

Here are some sample ways for you to get involved in the broader life of the school

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

Mandatory Expectations

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

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

Getting Involved

Satisfaction Surveys

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

Crew Parents

The Lighthouse Crew Parents are a group of dedicated parents who make our school better. You are welcome to come to any meeting that you like. **It is open to all parents every month. All parents** are welcome to attend any meeting.

Crew parents meet the first Monday of each month at 5:45 p.m. Spanish translation, food, and childcare are provided.

Fundraising

One way that families help the school is to participate in fundraising events and to donate to the school. Here are all the ways you can make donations to the school (only do whatever you can, whenever you can!):

- Donate \$5.00 per week to the school in the Tuesday Envelope
- Attend fundraising events like the Winter/Spring Potlucks
- Participate in annual fundraising events like Cinco De Mayo, Dia De Los Muertos, etc.
- Enroll in E-scrip
- Use the Target Red Card and register Lighthouse as your chosen place of donation
- Assist your child in collecting pledges for the Walk-a-Thon, scheduled for June 1, 2013.
- Have your employer match your donation
- Schedule an automatic donation withdrawal from your checking account

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

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

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lighthouse Community Charter School, in solidarity with immigrant community organizations and consistent with the Oakland City Council's designation of Oakland as a City of Refuge, in light of the increasing tensions in immigrant communities, and the possible chilling effect on the educational rights of immigrant students by the enactment of the aforementioned laws and ordinances, restates its position that all students have the right to attend school regardless of the immigration status of the student or of the student's family members; and

BE IT FURTHER RESOLVED that the Board of Directors further states that all students who register for school services and meet the federal and state criteria, are entitled to receive all school services, including free lunch, free breakfast, and educational services, even if they or their family are undocumented and do not have a social security number and that no school district staff shall take

any steps that will deny students access to education based on their immigration status or any steps that will "chill" the *Plyler* rights of these students to public education; .

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

1. School personnel shall not require students or their families to supply documentation of immigration status or a Social Security number, at initial registration or at any other time;
2. School personnel shall not make inquiries of students or their families for the purpose of exposing immigration status of the student or his/her family;
3. If parents and or students' have questions about their immigration status, school personnel shall not refer them to ICE;
4. It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. The Board of Directors has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any request by ICE to visit the school site must be made should be forwarded to the school Directors for review before permitting ICE to access the site;
5. If ICE officers come onto campus without advance notice, school personnel should request the person's identification and ask whether the officer has a warrant; and
6. All requests for documents by ICE should be forwarded to the school Directors who, in consultation with the legal counsel, shall determine whether the documents can be released to ICE.

THE SAFE HARBOR AFTER SCHOOL PROGRAM

The Safe Harbor After School Program is a free, 5-day/week after school program that is a rich combination of academic support/homework help, recreation, snack, and a wide array of enrichment classes. The program will accept about 300 K – 12 grade students in 2013-14.

Sample Schedule (K – 8)

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

Academic Support

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

Academic supports may include:

- Small group literacy tutoring
- Computer-based literacy program
- Homework help

In the High School, a Homework Center will be open every day after school from 3:45 – 6:00 and on Wednesdays from 1:30 – 6:30 for drop-in help from teachers and staff.

Enrichment Classes

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

- Guitar Class
- Filmmaking
- Yearhook
- Choir
- Martial Arts
- Soccer
- Cooking

SPECIAL INFORMATION FOR KINDERGARTEN PARENTS

Gentle Start

In order to best help our youngest students adjust to the new environment of school, we will start this school year with “Gentle Start.” Your child has been assigned to Group A or Group B. Here is the schedule for Gentle Start for 2013.

| | Group A | Group B |
|-----------------------|---|---|
| Week 1 8/12 – 8/16 | Wednesday 8:30 – 11:00 Thursday 8:30 – 11:00 Friday 8:30 – 12:30 | Wednesday 1:00 – 3:30 Thursday 1:00 – 3:30 Friday 8:30 – 12:30 |
| Week 2 8/19 – 8/23 | Monday 8:30 – 12:30 Tuesday 8:30 – 12:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 1:30 Friday 8:30 – 1:30 | Monday 8:30 – 12:30 Tuesday 8:30 – 12:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 1:30 Friday 8:30 – 1:30 |
| Week 3 8/26 – 8/30 | Monday: 8:30 – 1:30 Tuesday 8:30 – 1:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 3:30 Friday 8:30 – 3:30 No After School Program for K | Monday: 8:30 – 1:30 Tuesday 8:30 – 1:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 3:30 Friday 8:30 – 3:30 No After School Program for K |
| Week 4 9/2 – 9/6 | Monday: No School (Holiday) Tuesday—Friday: Regular Schedule Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 After School Program Available for those who have been accepted | Monday: No School (Holiday) Tuesday—Friday: Regular Schedule Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 After School Program Available for those who have been accepted |

In addition to the “Gentle Start,” there are things you can do now to help prepare your kindergartner for this transition. These include:

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

UNDERSTANDING

LIGHTHOUSE COMMUNITY CHARTER SCHOOL LANGUAGE

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

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

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

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

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

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

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

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

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

Guiding Principles

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

HOW – Habits of Work—are a measure of how well you are doing at being a student. They assess your homework and classwork completion as well as how respectful you are of our community.

Individualized Learning Plans (ILPs)—this is a document that is created in

October by a teacher, student, and family to set academic, physical, or social and emotional goals. ILP goals and strategies are revisited in January and in March. Sometimes new goals are set when others have been achieved and sometimes new strategies are developed if goals have not been met.

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

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

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

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

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

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

Transition—This is when we switch from one class to another, or from one location to another. Transitions happen a lot at Lighthouse. Transitions are indicated by signals such as Ago, Ame, holding a fist in the air, teacher request, etc. During transitions, students must be quiet and must be still.

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

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

prepare to re-enter the learning environment.

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

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

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

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES (IN FULL)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Lighthouse Charter School (“Charter School”). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students

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

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

The following behaviors may result in immediate suspension:

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

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Unlawfully possessed, used, 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.
3. Committed or attempted to commit robbery or extortion.
4. Caused or attempted to cause damage to school property or private property.
5. Stole or attempted to steal school property or private property.
6. 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.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.
8. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
9. 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.
10. Knowingly received stolen school property or private property.
11. 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.
12. 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.
13. Made terrorist threats against school officials and/or school property.
14. Committed sexual harassment.
15. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
16. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
17. 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.

Students must be expelled for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

- 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.

Expulsion Procedures

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

The expulsion hearing will be presided over by the chair of an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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.

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.

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.

Written Notice to Expel

The Director 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.
- 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:

- 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.

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 Director 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 EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENCES

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

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

prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the bearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

1. Notification of District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address

the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may

request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

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

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

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

LIGHTHOUSE'S UNIFORM COMPLAINT PROCEDURES

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Director of Elementary Programs, Director of Secondary Programs, Director of Strategic Development, LIGHTHOUSE COMMUNITY CHARTER SCHOOL, 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be

accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Family and School Compact

As a school, Lighthouse promises that your child will be admitted to a four-year college when you, your child and we fulfill our commitments.

As a Lighthouse parent, I promise to...

- Read with my young child(ren) every night
- Check in with my student each night about their homework completion
- Create and enforce a consistent homework space and routine for my children
- Read, sign, and return all academic updates that come home
- Return school communication (email, phone call etc) within 48 hours
- Use agreed upon strategies at home with my child
- Get my child to school on time, in uniform and ready to learn
- Follow school policies
- Attend each Individual Learning Plan meeting
- Attend each EXPO of student work
- Attend back to school night
- Actively contact my child's crew leader / teacher at least once per month through email, telephone, or in person

As a Lighthouse student, I promise to...

- Arrive at school on time, in uniform, and ready to learn
- Create and use a consistent homework routine
- Be receptive to feedback
- Incorporate feedback to improve my academics, character, and college ready skills
- Follow school policies
- Prepare for and attend each Individual Learning Plan meeting
- Prepare for and attend each EXPO of student work
- Model the Guiding Principles when I interact with other students, staff, and families
- Use provided tools to follow my own academic progress and advocate for my academic needs

As a Lighthouse staff member, I promise to...

- Maintain high expectations for every student
- Provide clear and consistent communication about student academic progress
- Return family communication (email, phone call etc) within 48 hours
- Inform families of homework policies and assign appropriate homework
- Provide additional academic support to students when needed or requested
- Enforce school policies to ensure a safe, nurturing learning environment
- Attend each Individual Learning Plan meeting
- Plan, attend, and facilitate two EXPOs of student work each year
- Collaborate with families to create a homework routine (when needed)
- Model the Guiding Principles when I interact with students, staff, and families
- Be open to student and family feedback

Family Signature

Director Signature

Student Signature

Director Signature

Staff Signature

Director Signature

Lighthouse Community Charter School

2013-14 Salary Rubric * Teacher

Name: Sample Teacher
 Position: Math
 FTE: 1.0
 2013-14 Salary: **51,515**

| Assumptions | Possible | Awarded |
|---|----------|---------------|
| Starting Salary (0 years) ¹ | 42,415 | 42,415 |
| Years of Experience | | |
| · Years 1-2 = \$300 each | 600 | 600 |
| · Years 3-8 = \$1100 each | 6,600 | 4,400 |
| · Years 9-15 = \$900 each | 6,300 | |
| Education | | |
| · Masters Degree in Education | 400 | 400 |
| · Masters Degree with Specialization aligned to School Mission ² | 400 | |
| Credentials | | |
| · Clear Credential | 400 | 400 |
| · Second Credential aligned to School Mission (BCLAD, our required) | 1,000 | |
| · National Board | 400 | |
| Education | | |
| · Years at Lighthouse - amount per year | 400 | 1,200 |
| · Spanish Fluency ³ | 600 | 600 |
| · Hard to Staff (HS Math & Science) | 1,000 | 1,000 |
| · Performance Rating M (implemented in 2014-15) | TBD | |
| · Performance Rating E (implemented 2014-15) | TBD | 500 |
| Total Base Salary | | 51,515 |

Other notes about salary:

1. The starting salary is pegged to the OUSD starting salary (for beginning teachers with 0 years of experience) with an adjustment for the additional work days per the Lighthouse academic calendar.
2. Masters Degree alignment with school mission is determined by Director.
3. Spanish fluency at Lighthouse means you are capable of translating all of your parent interactions using appropriate technical language.

Stipends Available:

5 Planning and Documentation Stipended Days 1,000
 5 New to Lighthouse Planning Days 1,000

LIGHTHOUSE COMMUNITY CHARTER SCHOOL

GUIDING EVERY CHILD TO A BRIGHT FUTURE



444 Hegenberger Rd.
Oakland, CA 94621
510-562-8801
www.lighthousecharter.org

Offer and Agreement of Employment 2013-14 School Year

10/16/13

Dear Mr _____,

We are excited to formally offer you a [GRADE / SUBJECT] Teacher position at Lighthouse Community Charter School. This position is a full-time, exempt position. The terms and conditions of your employment with LCCS are set forth in the attached agreement. If you choose to accept this offer your employment with LCCS will be on an at-will basis. Employment at-will may be terminated at any time, with or without cause or advance notice by you or LCCS.

This offer shall remain open until 10/18/13. Please sign, date and return one copy of the agreement by that date. If you fail to submit an executed copy of the attached agreement by such date, you will be deemed to have declined employment with LCCS and this offer shall become null and void.

We have every confidence that you will be a dynamic addition to our community. Due in part to the circumstances of this opening occurring mid-year, exact grade-level specifics are currently being determined. However, please contact Kate Bowman to discuss the teaching and learning aspects of this offer and/or Brandon Paige (510-639-8900) to discuss the salary/benefits aspects of this offer.

Sincerely,

Brandon Paige

Brandon Paige, Director of Finance
Lighthouse Community Charter School

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Lighthouse Staff Roles and Responsibilities

Our vision of instruction at Lighthouse is embodied in these roles and responsibilities.

Refer to Exhibit A for the job description(s) for this role. Additionally, Lighthouse's expectations for Teaching and Instruction are included.

Requirements of All Faculty & Staff

Employment at Lighthouse Community Charter School is contingent upon verification and maintenance of any applicable licensure, legal requirements, and/or credentials listed below. All Employees will:

- **Hold Appropriate Credential** - Hold a current California credential in teaching area valid the first day of school or have applied for a California credential through the Alameda County of Education and received a Temporary County Certificate by the first day of school, as applicable. As needed for credentialing, participate in BTSA (Beginning Teacher Support and Assessment) Training (provided free-of-charge by Lighthouse)
- **Complete and Clear Background Check** - Complete California Department of Justice Livescan fingerprinting at least 72 hours prior to first day of work
- **Submit and Maintain TB Test Results** - Complete a TB test at least one week prior to first day of school; maintain a current TB test throughout duration of employment
- **Serve as Mandated Reporter of Child Abuse and Neglect**— California Penal Code Section 11666 requires any childcare custodian who has knowledge of California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.
By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.
- **Serve as Disaster Service Worker** – California Government Code Section 3101 states that all school employees are considered disaster service workers when a local, state, or federal disaster declaration has been made. During a declared disaster, school employees are required by law, to serve as disaster service workers and cannot leave their school site until formally released up to 72 hours.
- **Submit and Maintain CPR and First Aid Requirements** – Hold a current First Aid/CPR Certification

Commitment to Professional Development of Faculty and Staff

Lighthouse Community Charter School has made a commitment to the professional development of its teaching faculty in its mission and design. Depending on the position held, professional development opportunities vary. For teaching faculty, professional development structures are as follows:

- One - three (1 - 3) hours of weekly professional development designed to enable a professional learning community and further your growth as a teacher
- Professional Development Institutes (three times per year) developed and led by LCCS faculty
- Ongoing observation and feedback

2013-14 School Year Calendar

At Lighthouse Community Charter School, students attend a 178-day school year. Teachers work 200 days with the additional 22 days allotted for Professional Development Institutes and Teacher Work days throughout the year. The School Calendar for 2013-14 is attached.

Summer 2013 Responsibilities

- Due to the timing of this opening, none of the typical Summer duties are included in this agreement.

Benefits Associated with Employment at Lighthouse

- **Retirement Plan** - Lighthouse Community Charter School offers a defined contribution plan. Lighthouse (employer) contributes 4.00% toward retirement and employees contribute an additional 8.00% toward retirement. Lighthouse contributions to this plan fully vest at 5 years of service (20% vesting per year of service). Employees will select from different investment packages of varying risk (i.e. High-Yield, Growth, etc.). All staff will be educated about the investment opportunities at the start of each school year and will have access to the status of their retirement plan at all times. More detail about the Lighthouse Community Charter School Retirement plan will be provided at employee intake.

Philosophy and Rationale for Salary Determination

- **Use of a Salary Rubric** - Lighthouse salary, for core and non-core teaching faculty, is determined using a salary rubric that weighs and values your past teaching experience and certain professional attributes that Lighthouse leadership has deemed most important to student achievement and our mission. The attached document spells out your determined base salary (based upon past experience) and other points of recognition (i.e. Masters Degree, etc.).
- **Teacher Incentive Fund Bonus** - Lighthouse Community Charter School has been awarded a federal grant to award core classroom teachers and most other staff members with bonus monies for meeting targeted benchmarks, such as API targets, growth on value-added assessments, etc.

Terms of Employment at Lighthouse

Statutory Provisions Relating to Lighthouse Employment

- Lighthouse Community Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* LCCPS has been duly approved by the District, according to the laws of the State of California.
- Pursuant to Education Code section 47604, Lighthouse Community Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Lighthouse Community Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Lighthouse Community Charter School, and the employee signing below expressly recognizes that he/she is being employed by LCCPS and not the District.
- Pursuant to Education Code section 47610, LCCPS must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
- LCCPS shall be deemed the exclusive public school employer of the employees at LCCPS for purposes of Government Code section 3540.1.

At-Will Employment Status

LCCPS may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at LCCPS's sole and unreviewable discretion. Either party may immediately terminate this Agreement and LCCPS's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of LCCPS. No one other than the Board of LCCPS has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of LCCPS and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, LCCPS may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with LCCPS's policy on Evaluation/Reviews.

Employee Rights

Employment rights and benefits for employment at LCCPS shall only be as specified in this Employment Agreement, LCCPS's charter, the Charter Schools Act and LCCPS's personnel policies, which from time to time may be amended and modified by LCCPS. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the State Board or LCCPS.

Conflicts of Interest

Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with LCCPS.

General Provisions

- **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

- **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

- **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

- **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this offer and agreement of employment and accept employment at Lighthouse Community Charter School on the terms specified herein.
2. All information I have provided to Lighthouse Community Charter School related to my employment is true and accurate.
3. A copy of the charter has been made available to me if I am a new employee.
4. This is the entire agreement between Lighthouse Community Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee name (printed): _____

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____ Social Security Number: _____

Lighthouse Community Charter School Approval:

_____ Date: _____

Brandon Paige, Director of Finance

This employment agreement is subject to ratification and approval by the Lighthouse Community Charter School Board of Directors.

ATTACHMENTS
FOR
OFFER AND AGREEMENT
OF EMPLOYMENT

**Exhibit A:
Job Description**

See the following chart for the roles and responsibilities included for Lighthouse teaching.

Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS –
LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM on MARCH 3, 2015**. Please see the Required Text Revisions one-page document for full instructions.

| Charter Text | Text Reference | Revision |
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| <u>Measurable Pupil Outcome</u> | Page () | <p><i>Add the following text and remove any text to the contrary:</i></p> <p><i>“In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), [CHARTER SCHOOL] shall include 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. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.</i></p> <p><i>The [CHARTER SCHOOL’S] pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”</i></p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].</i></p> |
| <u>Measurable Pupil Outcome</u> | Page () | <p><i>“In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with 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.</i></p> <p><i>The [CHARTER SCHOOL’S] pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state</i></p> |

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| | | <p>priorities, as described in subdivision (d) of Section 52060, are as follows:”</p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p> |
| <u>Measurable Pupil Outcome</u> | Page () | <p><u>“By July 1, 2015, and annually thereafter:</u> <u>“[CHARTER SCHOOL] shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</u></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.”</i> |
| <u>Measurable Pupil Outcome</u> | Page () | <p><i>By September 1, 2015, [CHARTER SCHOOL] shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</i></p> |

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| <p><u>Measurable Pupil Outcome</u></p> | <p>Page (102)</p> | <p><i>“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, the following shall apply:</i></p> <ul style="list-style-type: none"> • <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i> • <i>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.</i> • <i>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.”</i> |
| <p><u>Measurable Pupil Outcome</u></p> | <p>Page (102)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, [CHARTER SCHOOL] will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”</i></p> |
| <p><u>Local Control Accountability Plan</u></p> | <p>Page (102)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] will comply with all requirements pursuant to California Education Code §57605(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). Beginning in fiscal year 2014-15, [CHARTER SCHOOL] will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.”</i></p> |
| <p><u>Governance</u></p> | <p>Page (101 , 103)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] will comply with the District policy</i></p> |



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| | | <i>related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."</i> |
| <u>Student Admissions Policies and Procedures</u> | Page (86) | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>[CHARTER SCHOOL] will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code 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).</i></p> <p><i>As part of the Fall Information Update, [CHARTER SCHOOL] will notify the District in writing of the application deadline and proposed lottery date. [CHARTER SCHOOL] will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."</i></p> |
| <u>Public Records</u> | Page (86) | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"[CHARTER SCHOOL] acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including [CHARTER SCHOOL] to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at [CHARTER SCHOOL] and of the District. [CHARTER SCHOOL] further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that [CHARTER SCHOOL] does not have that [CHARTER SCHOOL] needs in order to meet its obligations, the District shall provide the same to [CHARTER SCHOOL] in a reasonably timely manner upon request."</i></p> |
| <u>Reporting and Accountability</u> | Page (86) | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"If [CHARTER SCHOOL] does not test (i.e., STAR) with the District, [CHARTER SCHOOL] hereby grants authority to</i></p> |

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| | | <p><i>the State of California to provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>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."</i></p> |
| <u>External Reporting</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"[CHARTER SCHOOL] will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."</i></p> |
| <u>Governance Structure of the School</u> | Pages () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"[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. [CHARTER SCHOOL] acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of [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 [CHARTER SCHOOL] by law or charter provisions."</i></p> |
| <u>Governance Structure</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"Members of [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.</i></p> <p><i>[CHARTER SCHOOL] and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."</i></p> |
| <u>Addressing Parent Complaints</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>[CHARTER SCHOOL] will establish complaint procedures that address both complaints alleging discrimination or</i></p> |

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| | | <p><i>violations of law and complaints regarding other areas. [CHARTER SCHOOL] will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>[CHARTER SCHOOL] will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with [CHARTER SCHOOL] alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. [CHARTER SCHOOL] will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>[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.</i></p> <p><i>[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.”</i></p> |
| <p><u>Health and Safety Procedures</u></p> | <p>Page (1112)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is</i></p> |

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| | | <p><i>to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p> |
| <p><u>Dispute Resolutions Procedures</u></p> | <p>Page (139)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“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.</i></p> <p><i>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.</i></p> <p><i>(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. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District’s discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, 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; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: [CHARTER SCHOOL]</i></p> <p><i>To Coordinator, Office of Charter Schools: Educational Center at Tilden 4551 Steele Street, Room 10 Oakland, California 94619</i></p> <p><i>(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification</i></p> |

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| | | <p><i>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 Response 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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) 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.</i></p> <p><i>(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 will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...</i></p> <p><i>(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</i></p> |
| <p><u>Suspension and Expulsion</u></p> | <p>Pages (11)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"[CHARTER SCHOOL] shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves [CHARTER SCHOOL] without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. [CHARTER SCHOOL] 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)."</i></p> |

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| | | <p><i>“[CHARTER SCHOOL] 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.”</i></p> |
| <p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p> | <p>Pages ()</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, [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.”</i></p> |
| <p><u>Independent Fiscal Audits</u></p> | <p>Page ()</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that [CHARTER SCHOOL] is a recipient of federal funds, including federal Title I, Part A funds, [CHARTER SCHOOL] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. [CHARTER SCHOOL] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> <i>• Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> |

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| | | <ul style="list-style-type: none"> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>[CHARTER SCHOOL] also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."</i></p> |
| <p><u>Facilities</u></p> | <p>Page (111)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"If [CHARTER SCHOOL] fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If [CHARTER SCHOOL] moves or expands to another facility during the term of this charter, [CHARTER SCHOOL] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. [CHARTER SCHOOL] shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."</i></p> |
| <p><u>District Fee for Oversight</u></p> | <p>Page (111)</p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"The District may charge for the actual costs of supervisorial oversight of [CHARTER SCHOOL] not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if [CHARTER SCHOOL] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law</i></p> |

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| | | <i>as it may change from time to time.”</i> |
| <u>Miscellaneous Charter-Related Issues</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[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...”</i></p> |
| <u>Miscellaneous Charter-Related Issues</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of [CHARTER SCHOOL] in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i></p> |
| <u>Impact on Charter Authorizer</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year |
| <u>Impact on Charter Authorizer</u> | Page () | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> • <i>[CHARTER SCHOOL] is subject to District oversight.</i> • <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of [CHARTER SCHOOL].</i> |

- *The District is authorized to revoke this charter for, among other reasons, the failure of [CHARTER SCHOOL] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

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

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

[CHARTER SCHOOL] shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to [CHARTER SCHOOL]. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

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