

~~Material Revision Accompanying the Renewal~~



LIGHTHOUSE

A Lighthouse Community Public School

~~Submitted to Oakland Unified School District~~

~~September 2020~~

~~Material Revision submitted January 2024~~



~~Charter Renewal Term:~~

July 8, ~~2026~~2021 June 30,

2027

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September 28, 2020

Dear Board of Directors of the Oakland Unified School District, Superintendent Dr. SaddlerJohnson-Frammell, and OUSD Office of Charter School Staff:

On behalf of the remarkable children and families of Lighthouse Community Charter ("LCCS")School, and as the designee authorized by the Lighthouse Community Public School'sLCPS Board of Directors, I submit this request for renewal to you all of LCCS's the required materials that will commence a material revision process that is accompanying the charter petitionrenewal application for a five (5) yearnew charter term fromcommencing July 1, 2027 through June 30, 2032. The LCPS Board of Directors has authorized the submission of the renewal request2021.

LCCS respectfully requests OUSD grant a renewal for a period of five years commencing July 1, 2027.

Through consistent practices and targeted interventions in curriculum, instructional support, and student engagement and support strategies, LCCS has achieved measurable improvements in student outcomes, resulting in LCCS's consistent placement in the "middle tier" under the AB 1505 charter renewal criteria since 2020. As documented in our performance report and detailed throughout this petition, recent data demonstrates solid gains in in ELA and Math on the CA state dashboard (competitive for our East Oakland neighborhoods)¹, academic growth on NWEA MAP, and enrollment demand in District 7. These results provide clear and convincing evidence that LCCS has successfully transformed its educational program and is positioned to continue delivering strong outcomes for our community's students over the next charter term.

As required by OUSD's Office of Charter Schools, the following documents have been submitted through Epicenter:

A Final Renewal PetitionThere are two revisions:

Slight increase in overall enrollmentfrom 490 to 515 to meet the demand of our community.

Changes to lottery preferences or admission procedures—We will revise our enrollment priorities in order to accomodate recruiting and accepting an unsheltered student population to meet the demands of one of Oakland's most vulnerable student population. Our change will be a revision and a reordering of our priorities. The table below shows the change.

Priority Number	Most Recent Revision- (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	A sibling to a current student in either the K—8 Lighthouse Community Charter School and/or the 9—12 Lighthouse Community Charter School: to keep families together	No Change
2	Not to exceed 5% of the total enrollment; A child of a school faculty, staff, board, to honor those committed to public education	Children of Lighthouse staff and LCPS Board Members (not to exceed 5-2.5% of total enrollment)
3	Students who are currently enrolled in or	Students who are homeless/unsheltered during the time of enrollment or who

	who reside within the elementary school attendance area of the district's public elementary school(s) in which Lighthouse is located	become unsheltered while on the waiting list. (For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term "homeless children and youth"—A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which Lighthouse is located
5	A sibling of a Lighthouse alum.	Students living in the 94621 or 94603 zip code
6	Other prospective students residing within OUSD boundaries as required by Education Code Section	A sibling of a Lighthouse alum.

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

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

- Signed Statement of Assurances and all District Required Language. _
- Performance Report using the OfficeFinal Copy of Charter Schools template
- Financial Packet including LCPS financial statements and annual budget
- RedlineRenewal Petition, documenting all changes made from (with the Revisions highlighted in red)
- Red-lined copy of the most recent charterrenewal petition, highlighting the revision.

The contents of this package was approved by the Lighthouse Community Board of Directors on June 30, 2026, September 23, 2020. I, Rich Harrison, as lead petitioner for LCES: A Lighthouse Community _ Public Charter School K

-8, deem this renewal petition to be complete.

¹ CA Dashboard Results

² Results to be found in the Verified Data Report.

Sincerely,



Rich Harrison

Chief Executive Officer
Lighthouse Community Public Schools

WHERE OAKLAND SHINES

Main Office — Phone: (510) 562-8801 ★ Fax: (510) 271-8803 ★ lighthousecharter.org

Lighthouse Campus — 444 Hegenberger Road, Oakland, CA 94621 ★ (510) 562-8801

Lodestar Campus — 701 105th Ave., Oakland, CA 94603 ★ (510) 775-0255

Affirmations, Declarations, and Assurances

Petition for the Renewal of



Submitted to Oakland Unified School District

July 8, 2026

Charter Renewal Term: July 1, 2027 - June 30, 2032

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[J. LCPS Teacher Development & Evaluation Framework](#)

Affirmations, Declarations, and Assurances

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

Lighthouse Community Charter (also referred to herein as “Lighthouse Community Charter School,” “LCCS,” and the “(K - 8) (also referred to herein as “Charter School”):

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

~~6.~~ 6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address

within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

~~7.6.~~ 7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

~~8.7.~~ 8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

~~9.8.~~ 9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

~~10.9.~~ 9. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

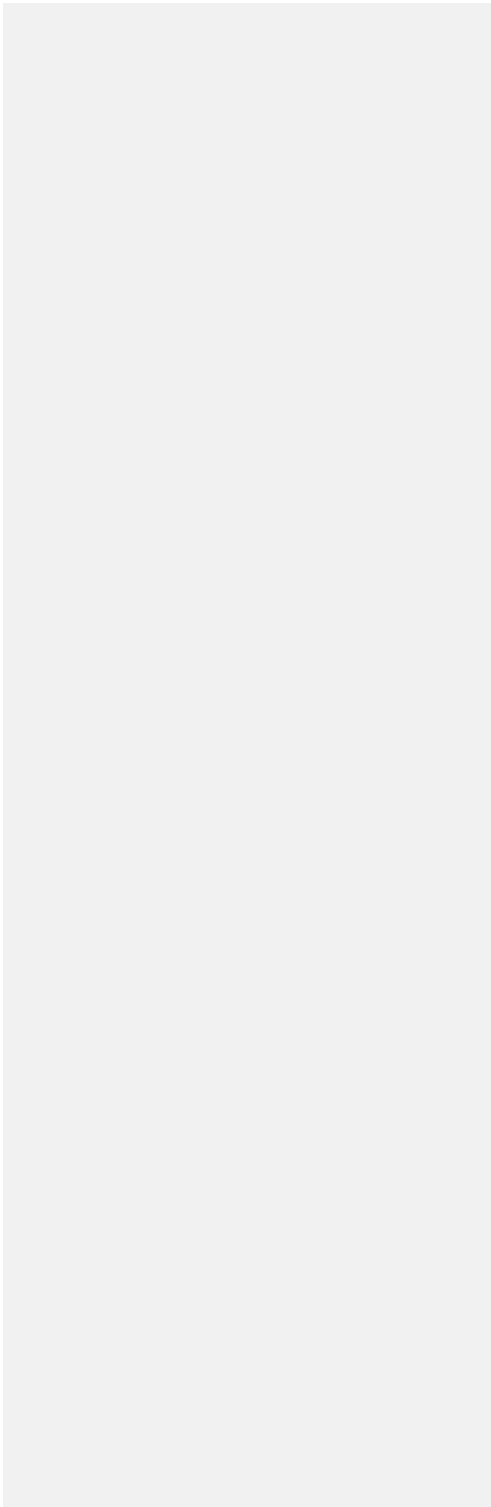
Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. 3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))



6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974.; - ~~MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (h).~~
10. ~~10.~~ Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (~~42 U.S.C.~~ (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. ~~12.~~ Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
 - a. ~~a.~~ The California Code of Regulations
 - b. ~~b.~~ The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. ~~c.~~ Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
 - d. ~~d.~~ Displaying all required postings at school site and online
 - e. ~~e.~~ Following the minimum and maximum age requirements for enrollment
 - f. ~~f.~~ Providing the minimum number of instructional minutes

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

The Lighthouse Community Charter School EXECUTIVE SUMMARY

Introduction

For over two decades, ~~Board of Directors affirms its commitment to the affirmations, declarations, and assurances above for~~ Lighthouse Community Charter School has served as an anchor of stability and hope in East Oakland. What began in 2002 as a 92 student K, 2 and 6th grade school has grown into a thriving, stable TK–8 educational community of 549 scholars – a testament to the deep trust our families and students have placed in our mission.

The LCCS story is one of commitment, perseverance and community partnership. Authorized in 2002, LCCS embarked on an ambitious journey to create a seamless pathway from kindergarten to college and career. This vision is a reality now that graduates of our high school, Lighthouse Community Charter High School, which is located on the same campus, are graduating from college at four times the rate of students of a similar demographic. They are also finding meaningful employment; of note, five alumni are teachers and staff at LCCS. They embody the promise we made to East Oakland families to nurture their children from their earliest years through their transition to college and career. September 23, 2020.

LCCS advanced its strategic community partnerships through the California Community Schools Partnership Program (“CCSPP”), focusing on student achievement, well-being, and family engagement. CCSPP-supported efforts include developing a robust Multi-tiered System of Supports (MTSS) program to support our growing need for special education services, continuing Lit for Literacy with Families in Action and co-designing family workshops on academic data literacy, empowering parents to interpret data and advocate for their children. Internally, LCCS established sustainable partnership protocols, enhanced data systems to track outcomes, and created a coordinated family-events calendar to align with community partners. Collaborative planning with school leaders and partners strengthened feedback loops and enabled real-time program adaptation, embedding services into daily school life. Additional partnerships (Youth Alive, Higher Ground, Oakland Natives Give Back) were launched with targeted funding including a multi-year \$2 million federal Bipartisan Safety Grant.

As we enter our 25th year of service, LCCS is a cornerstone of the East Oakland community. We consistently demonstrate our ability to evolve while maintaining stability – providing families with the rare gift of a TK-12th grade community, through our shared campus with Lighthouse Community Charter High School, that nurtures their children from transitional kindergarten through their graduation day and ensures they have a solid plan for college or career. This continuity creates powerful intergenerational relationships and a school culture rooted in a shared community history and collective aspiration.

We are entering year three of an ambitious four-year strategic plan. By 2028, Lighthouse Community

Public Schools, which operates LCCS, will be a beacon of academic excellence in East Oakland and beyond, serving as a model of community-centered educational justice for 1700 Black and Brown TK-12 students and families.

Our Last Five Years

With the passage of AB1505, renewing charter schools are placed into three tracks (Low-, Middle-, and High-performing) based on two criteria: (1) overall performance of students on the California School Dashboard (Dashboard) and (2) overall performance compared to state averages, and subgroup performance of students compared to state averages for those subgroups on the Dashboard. LCCS's Data from the 2024 and 2025 Dashboards determined LCCS's placement on the "middle" renewal track.

Oakland Impact: LCCS's Commitments



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

Rich Harrison, Chief Executive Officer



LIGHTHOUSE

A Lighthouse Community Public School

~~Required Charter Elements~~

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

~~Material Revision submitted: January 11, 2024~~

01. EDUCATIONAL PROGRAM

District Required Language

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

● **Continuing to Prioritize Unsheltered Families:** LCCS's material revision to give admission preference for families experiencing housing insecurity was approved by the OUSD Board of Education in 2020. Currently we have 15 unhoused pupils at LCCS and continue to support these students and families through our Community School commitments and a network of partnerships with local and non-profit organizations.

● **Enhanced Inclusion Program:** Since the establishment of the Enhanced Inclusion Program (EIP) in 2021-22 school year, LCCS has remained committed to providing a strong educational experience for our students with more extensive support needs. Today, EIP serves 17 students in TK-8, ensuring they receive a balanced instructional model that focuses on standards aligned modified instruction, integration into the general education classroom, and personalized instruction on IEP goals. The education specialist, paraprofessionals, and related service providers collaborate to provide customized supports that are tailored to their unique needs. This includes the infusion of Augmentative and Alternative Communication (AAC) devices across all settings, individual work stations, and modified curriculum.

● **Transitional Kindergarten:** In the 2025-26 school year, we launched a transitional kindergarten program, serving 20 students in our first class. Giving families the opportunity to start their children at 4 years old provided an additional year of early literacy instruction. At LCPS we have

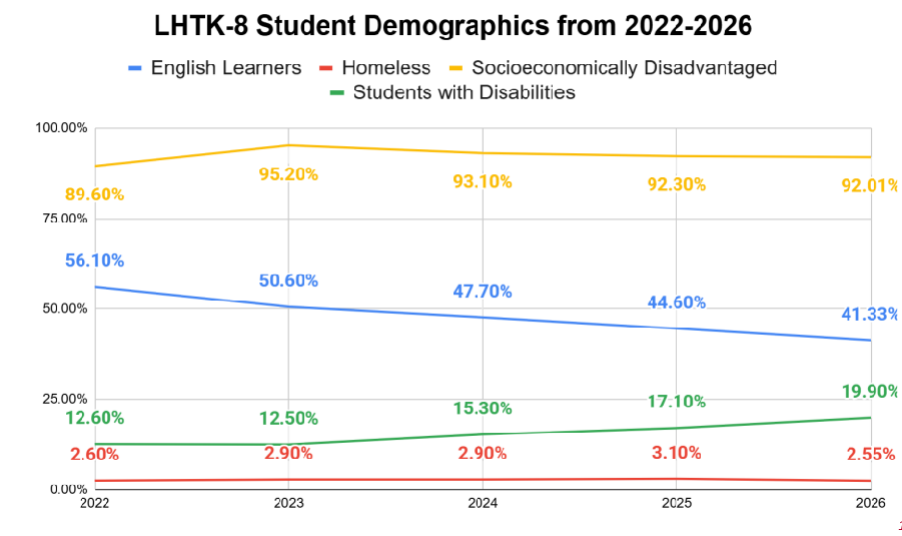
been able to ensure that our students are performing comparable to the national average or above in early foundational skills areas of initial sounds, print concepts and auditory sounds. The Charter School shall adhere to legal requirements for classroom size and adult to student ratios for TK, as set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

The Students & Families We Serve

LCCS is dedicated to reflecting the rich diversity of Oakland's East Region and places an intentional attention on recruiting and serving African American students, special education students, McKinney

Vento students and Newcomer students. Additionally, over this charter term we have continued to grow our athletics program in our middle school, an important feature for many Oakland families.

Figure 1: LCCS Student Demographics



Since 2021-2022, LCCS's student diversity has remained representative of:

- Maintained a near half of students being English Learners
- Increase in percent of students receiving special education services from 12.6 (%) to 19.9 (%)
- Increase in percent of Unduplicated Free or Reduced Price Meal (FRPM)/EL/Foster from 89.6% to 92%

Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative

¹ California Department of Education, *California School Dashboard*, accessed 5/22/2026

School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy (“ELA”), Mathematics, and Science

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards), the Charter School is placed into the middle performing category, as determined by law and the CDE, and meets the criterion for charter renewal for a term of five years, as demonstrated below.

DASHBOARD PERFORMANCE RENEWAL CRITERIA

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [high- and low- performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on

measurements of academic performance in determining whether to grant a charter renewal.

(3) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any successor system, and the college and career readiness indicator ("CCI")." (Education Code Section 47607(c)(3).)

DISTANCE FROM STANDARD AND PERFORMANCE TIERS

The Dashboard reports student outcome data from the CAASPP, the state test for ELA and Math, as well as from the California Science Test ("CAST"), as average Distance From Standard ("DFS").

The "standard" is a scaled score that varies by grade level. The student's DFS is how far their scaled score is from their grade level's "standard" scale score. If the student's scaled score is below the standard scaled score, the DFS point value is represented as a negative number. If it is above the standard scaled score, the DFS point value is represented as a positive number. The Charter School's DFS is an average of all the students' DFS points.

In order to populate the state indicators on the Dashboard, the local educational agency ("LEA") must have data for a minimum of 30 students in the indicator. Additionally, subgroups must meet a minimum threshold requirement to earn a colored performance level in the Dashboard Equity Report. In 2024 and 2025, the Charter School received Dashboard equity data for the following groups: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, African American, and English Learners (including Long-Term English Learners).

Local Indicators/Measures

There are five local measures on the Dashboard:

- Basic Conditions of Learning
- Implementation of State Academic Standards

- Parent Involvement and Family Engagement
- School Climate, as measured by a local climate survey

- Access to a Broad Course of Study
The local measures are self-reported by the Local Education Agency (“LEA”) and evaluated based on standard met/not met. The Charter School met all of the local measures in 2024 and 2025.

LCCS Local Indicators/Measures 2024 & 2025

<u>Local Indicators</u>	<u>2024</u>	<u>2025</u>
<u>Basic Conditions of Learning</u>	<u>MET</u>	<u>MET</u>
<u>Implementation of State Academic Standards</u>	<u>MET</u>	<u>MET</u>
<u>Parent Involvement and Family Engagement</u>	<u>MET</u>	<u>MET</u>
<u>School Climate</u>	<u>MET</u>	<u>MET</u>
<u>Access to a Broad Course of Study</u>	<u>MET</u>	<u>MET</u>

2024 & 2025 DASHBOARD DATA for LCCS

Based on the 2024 and 2025 Dashboard Data and the CDE’s methodology for charter school performance tiers, LCCS meets the legal definition of a “middle performing” charter school.

2025 CA Dashboard Data

LCCS TK-8 - ELA 2025 CA Dashboard	Overall	SED	EL	LTEL	SWD	Latino	African American
Dashboard Color	Orange	Red	Orange	Orange	Orange	Red	NA
DFS	73.6	74	87.1	112.7	129.5	75	86.4
Change	+3.4	+2.6	+6.6	19.4	+6.9	+1.6	+22.4

LCCS TK-8 - Math 2025 CA Dashboard	Overall	SED	EL	LTEL	SWD	Latino	African American
Dashboard Color	Orange	Orange	Orange	Orange	Orange	Red	NA
DFS	102.5	103	110.8	160	162.1	103	112.1
Change	+4.8	+5.9	+6.8	+8.5	+0.1	+5.9	+1.6

2024 CA Dashboard Data

LCCS TK-8 - ELA 2024 CA Dashboard	Overall	SED	EL	LTEL	SWD	Latino	African American
Dashboard Color	Red	Red	Red	Red	Red	Red	NA
DFS	76.9	76.6	93.7	132.1	136.4	76.5	108
Change	-14.5	-12.9	-15.6	-11.7	-18.4	-13.9	-15.6

LCCS TK-8 - Math 2024 CA Dashboard	Overall	SED	EL	LTEL	SWD	Latino	African American
Dashboard Color	Red	Red	Red	Red	Orange	Red	NA
DFS	107.3	108.9	117.6	169.1	162.2	108.2	113
Change	-12.4	-12	-14.5	-10.5	+4.1	-12.9	+19

2024 and 2025 CA Dashboard Data for English Language Learner Progress

LCCS TK-8 - ELP 2025 CA Dashboard	Overall	EL	LTEL
Dashboard Color	Orange	Orange	Red
% Progress	42.1%	42.1%	44.6%
Change	-2.5%	-2.5	-12.3

LCCS TK-8 - ELP 2024 CA Dashboard	Overall	EL	LTEL
Dashboard Color	Orange	Orange	Green
% Progress	44.6%	44.6%	56.9%
Change	-3.6%	-3.6%	+4.2

The Case for LCCS: A Strong Option for Oakland and Our East Oakland Community

LCCS is making progress and working to successfully implement its educational program. Elements supporting renewal are described below:

Strong Academic Plan: There is a clear and aligned academic plan to address the underlying causes of pockets of lower student performance. In 2024-25, LCCS and LCPS launched a 4 year strategic plan aligned to our LCAP.

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

- The state’s Charter Renewal Criteria based on the 2024 and 2025 Dashboard data and 2026 preliminary state assessment and dashboard results;
- Early literacy data with mCLASS DIBELS and AimswebPlus;
- Longitudinal Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) over the course of the charter term

English Language Learners:

- LCCS is proud to have demonstrated strong academic performance, growth, and impact in both state measures, such as CAASSP² and English Language Proficiency Indicator (ELPI)

² For CA Dashboard academic indicators, English Language Learners does include recently reclassified students to match the state

rates for our English Language Learner students, as well as on our verified assessments.

Special Education Students:

- LCCS and LCPS are proud to have made significant strides in the development of our special education programming including our Enhanced Inclusion Program. Since our last renewal, our percentage of special education students has grown from 9.7 to 19.9%.

Model Community School and Hub for the Deep East Oakland:

- In the last five years, LCCS has prioritized being a model community school in Oakland, and has served as a hub for the Deep East Oakland community. In partnership with community-based organization and area non-profit leaders, LCCS and LCPS has led multiple community events, such as the annual backpack and resource fair and Martin Luther King Jr. Day of Service. The school site has served as a meeting space for community meetings, candidate forums, and a voting precinct site for the community.

Strong Academic Plan embedded in our new Strategic Plan

By 2028, we will:

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

Rigorous, College-Going Curriculum and Data-Driven Instruction

LCCS's school design is rooted in EL Education, emphasizing mastery of knowledge and skills, character, and high-quality work through rigorous, real-world learning. We prioritize a college-going culture that starts in K-8 with the Maker Program.

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

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

1. **Implementation of Interim Assessments:** Students in grades 3-11 will take Smarter Balanced

Interim Assessments twice a year to track progress, set goals, and prepare for the summative Smarter Balanced Assessment Consortium ("SBAC") test, supporting continuous growth and achievement. Meanwhile, TK students will continue to use AimswebPlus, and K-2 students will continue using mCLASS DIBELS, a literacy-focused assessment, to advance our goal of ensuring 85% of students read at grade level by 2nd grade. Additionally, all students K-11 will complete a twice a year MAP Growth test.

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

3. **ELA: Implementation of EL Literacy Curriculum Modules⁹**: LCCS Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

4. **Implementation of Eureka Squared (TK-5) and Illustrative Mathematics 360 (6-8) Math Curricula**: LCCS Literacy teachers will follow the scope and sequence of the yearly math units at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

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

Inclusive, Anti-Racist School Culture

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

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

Teacher and Leader Diversity

As an organization and school, our Diversity, Equity, and Inclusion commitments, metrics, and

initiatives have resulted in increased diversification of our teachers and leaders. In our 2024-28 Strategic Plan, we have made the commitment to maintain greater than 75% of LCPS staff identifying as Black, Indigenous, and people of color (“BIPOC”). Currently 69% of all LCCS staff and 83% of LCCS leaders identify as BIPOC. Research shows that when teachers reflect the student body, student achievement increases. Additionally, over the charter period, LCCS has maintained a highly diverse educator and leadership team while sustaining strong teacher and leader retention through periods of significant statewide educator workforce instability. LCCS teacher and leader retention has ranged from 60-83% throughout the charter term and has remained stable in recent years at 74-78%.

Over the course of the charter term, Black and Latino teachers have increased from 38% to 45% of the overall teaching force; and teachers identifying as BIPOC overall has ranged from 59% to 64%, exceeding the state and OUSD in teacher diversity and reducing the teacher and student of color “diversity gap.” Since 2021-22, our site administrative teams (all principals and assistant principals) in the lower and upper school who have identified as people of color and/or mixed race increased from 67% to 83%.

Our partnerships with the Alder Graduate School of Education, in place since 2019, and Reach University has created a robust pipeline of teachers of color who represent the communities we serve. Since 2021, at least 17 alumni and classified employees have enrolled in Alder residency programs, creating expanded pathways into the teaching profession for existing community members and staff. 83% (25 out of 30) of Alder residents, since 2021 have identified as BIPOC, including 100% of LCCS’s Alder residents in 2024-25 and 86% (7 out of 8) of 2025-26 Alder residents are BIPOC. 56% (5 out of 9) of our 25-26 Reach Intern candidates are BIPOC, and 50% (5 out of 10) of our 2024-25 Reach Intern candidates are BIPOC.

LCPS has continued to strengthen educator credentialing and development pathways through residency, internship, induction, and leadership development partnerships that support long-term educator retention and advancement. Currently, 52% of teachers and 30% of staff overall have engaged in a career pathway, which has increased teachers with permanent credential status 21% in the last 3 years and has strongly correlated with teacher retention over the same time period.

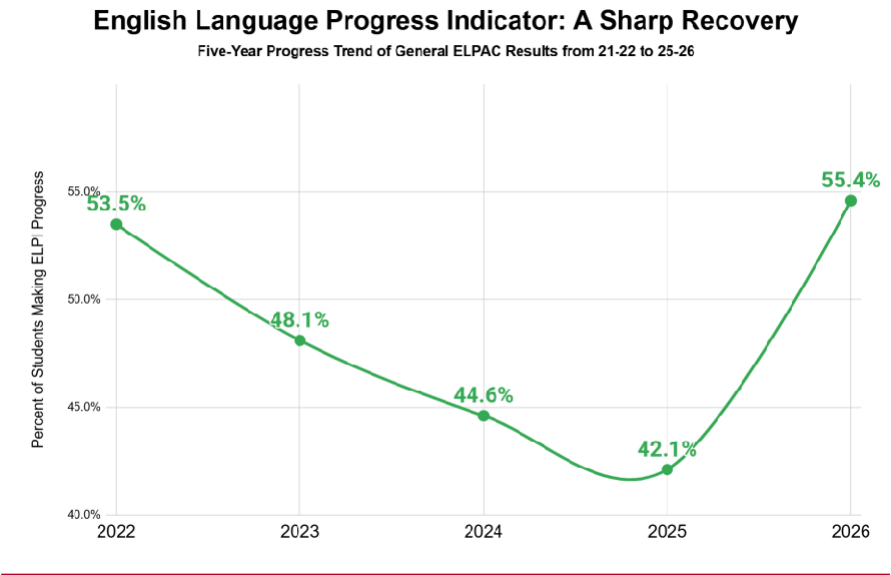
LCCS’s Progress in English Language Proficiency

English Language Progress Indicator (2025–26): A Sharp Recovery

The English Language Proficiency Assessment (ELPAC) is a strong measurement for Lighthouse students, where 41% of students are classified as English Language Learners. Lighthouse understands that the English Learner Progress Indicator (ELPI) helps hold schools accountable for moving students forward in their language development, and reports a sharp recovery in the latest school year from preliminary data results. From 2025 to 2026, Lighthouse students rose +13.3 percentage points for general ELPAC ELPI,

reversing the prior three-year slide and reflecting a clear turnaround in student progress towards English proficiency.

Figure 2: English Language Progress Indicator Data from 21-22 to 25-26

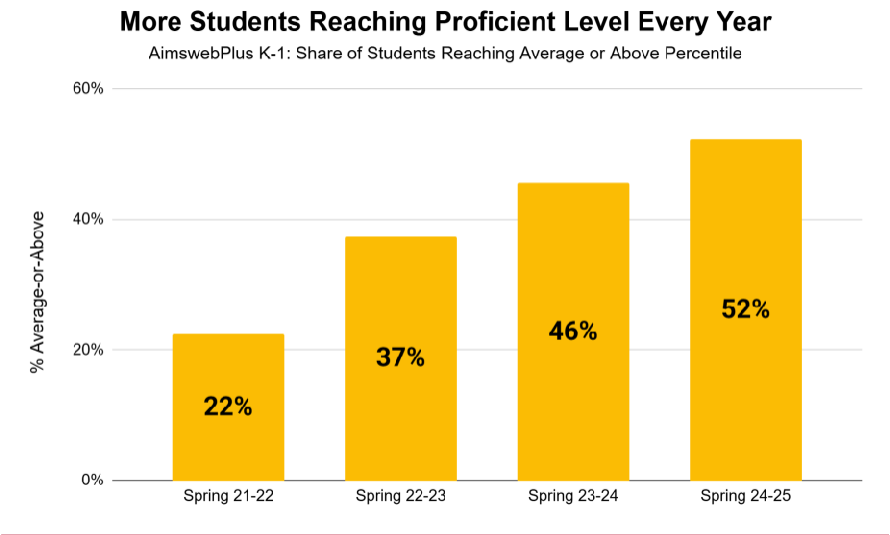


LCCS Creating a Foundational Education

Accelerating Improvement in Foundational Literacy (2021-2025):
AimswebPlus Results

Lighthouse Lower’s K–1 story shows accelerating improvement across successive cohorts from 2021–22 to 2024–25. By spring, the share of K–1 students at/above that threshold rose from 22.4% (2021–22) to 52.2% (2024–25). Even more compelling, in matched fall-to-spring comparisons within each year, the percentage-point gain in students reaching above the 25th percentile grew from –5.7 pp (2021–22) to +29.8 pp (2024–25). Among matched students who started below 25th percentile in fall, the share who crossed into ranges above the 25th percentile by spring climbed from 5.0% to 42.2%.

Figure 3: AimswebPlus Early Literacy Data: Proficiency

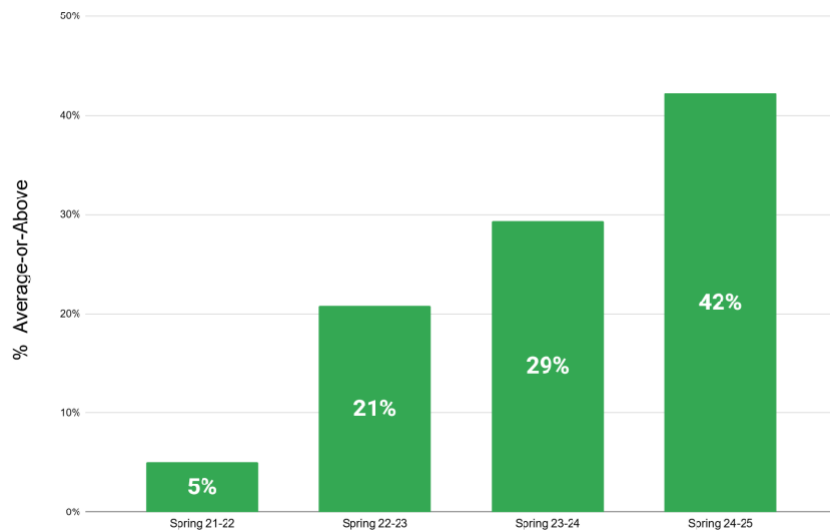


Among matched K–1 students who started the year below the 25th percentile, the share who crossed into the average-or-above band by spring has risen from 1 in 20 to more than 2 in 5.

Figure 4: AimswebPlus Data: Matched Students

Students Who Start Behind Are Catching Up

AimswebPlus Early Literacy: K-1 Matched Students Who Started the Year Below Avg and Crossed into Avg-or-above

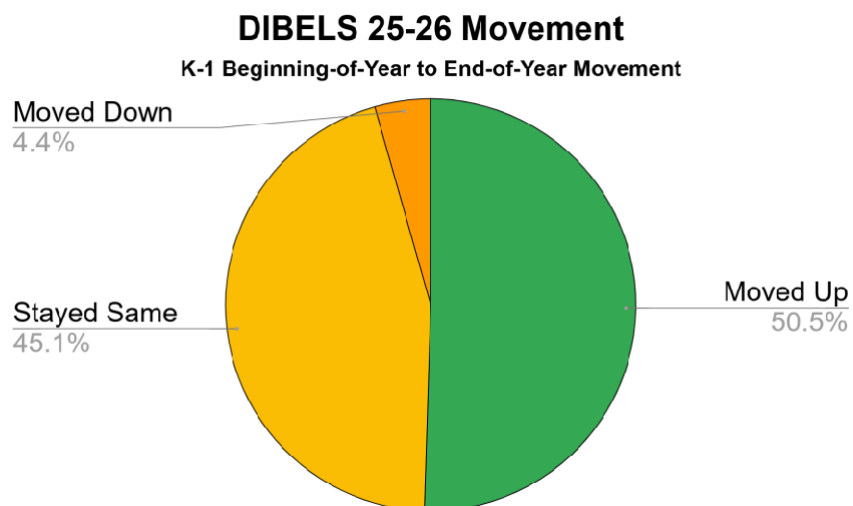


The Current Year (2025–26): Still Moving Forward

While direct comparisons to prior years are limited because Lighthouse transitioned from AimswebPlus to DIBELS 8th Edition for early literacy assessment due to the implementation of SB 114, the DIBELS results demonstrate strong and meaningful progress for students in Kindergarten and Grade 1.

- 50.5% moved up at least one benchmark level; only 4.4% moved down
- The share of students At or Above Benchmark rose from 18.7% to 40.7%
- Of the students who started Well Below, 51.6% moved out of that band, and 19.4% reached At or Above Benchmark

Figure 5: mCLASS DIBELS 8th Edition: Movement



LCCS's CAASPP Growth

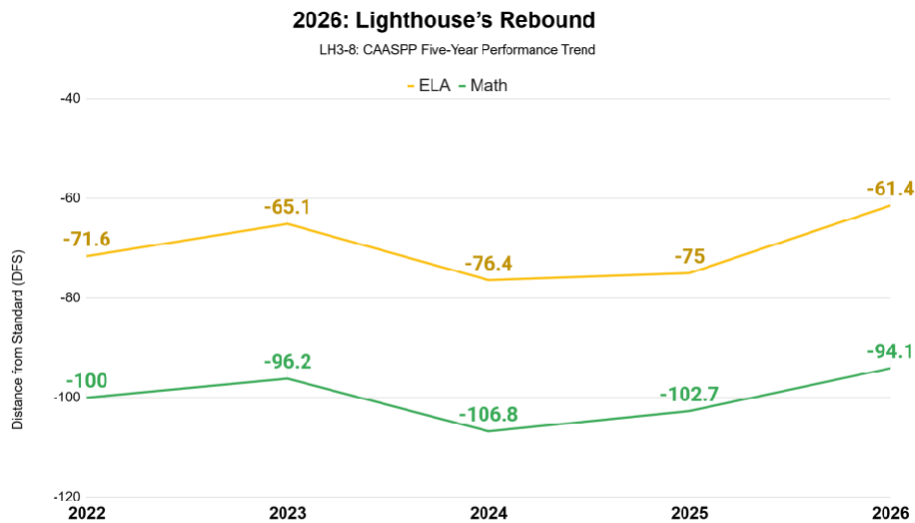
Lighthouse concludes its charter renewal period in a substantially stronger position than where it began, with 2026 representing the strongest overall year of performance to date based on broad school-status indicators.

Preliminary results from the California Educator Reporting System (CERS) show gains of +13.6 points in ELA and +8.6 points in Mathematics³.

These improvements reflect the effectiveness of the strategic changes LCPS implemented in response to earlier performance challenges. The results demonstrate the organization's commitment to continuous improvement, its willingness to critically examine outcomes, and its capacity to make meaningful system-level adjustments that lead to improved student achievement.

³ Preliminary data from the California Educator Reporting System (CERS), final results may vary compared to official California Dashboard release.

Figure 6: Lighthouse Five-Year CASSPP Performance



LCCS's Progress Relative to NWEA MAP National Norms

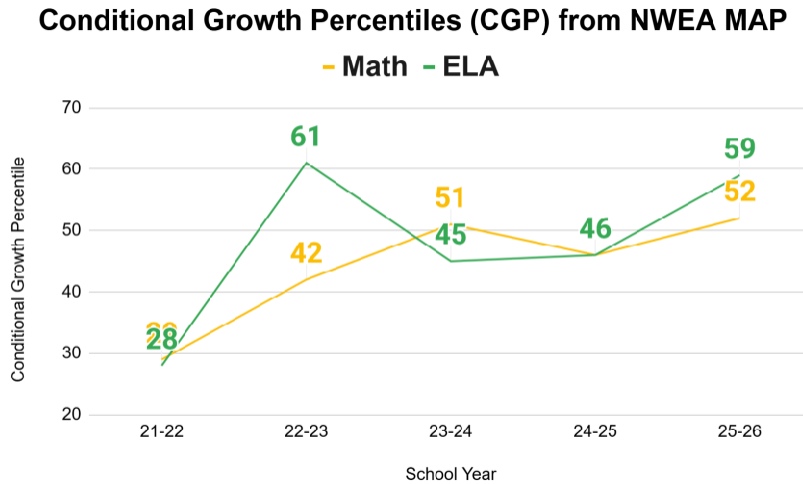
LCCS Compared to National Norms

LCCS uses NWEA MAP to monitor student growth over the course of the school year as a verified data source. Below, we share our data story from MAP, emphasizing the Conditional Growth Percentile, a standardized measure of growth compared to growth norms. The data represented indicates students with MAP results in both the Start and End terms and their resulting School Conditional Growth Percentile (CGP) per grade level.

Conditional Growth Percentile

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

Figure 7: Lighthouse Five-Year Conditional Growth Percentiles from NWEA MAP



Key Takeaways:

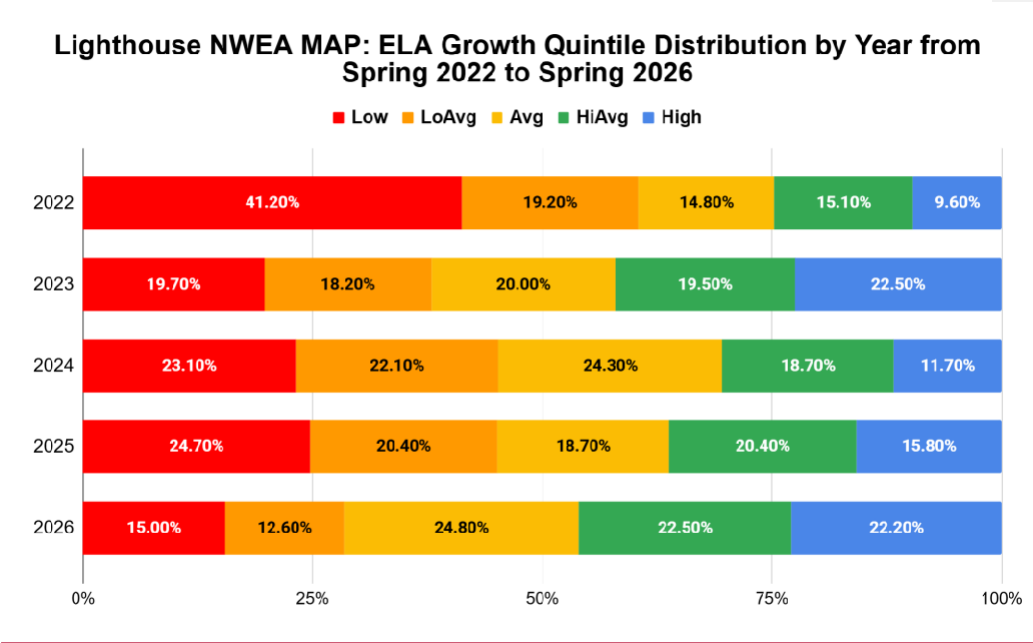
- In the current charter term, spring 2026 is the strongest year for Lighthouse TK-8 in both subjects. Since 2021-2022, both ELA and math have seen median percentiles increase, with ELA rising by +13 points and mathematics rising by +9 points.
- Since 21-22, the conditional growth percentile has nearly doubled in ELA, rising from the 28th percentile to the 59th percentile, indicating that LHK-8 students have reached above-average growth on a national level. Additionally, from spring 2025 to spring 2026, the conditional growth index (CGI) indicates a +0.22 growth, above the national average.
- Results for math growth are similar. Lighthouse students continue to grow more each year, with a 23 percentile point difference since 21-22 compared to 25-26 (29th to 52nd median percentile increase).

Quintiles

MAP NWEA uses quintiles, a mathematics measurement framework to help evaluation and provide additional data points for educators.⁴ This verified data source articulates the strong performances of growth for LCCS students.

⁴ MAP NWEA, https://connection.nwea.org/s/article/About-Quintiles?language=en_US, accessed 5/22/2026

Figure 8: Lighthouse NWEA MAP: ELA Growth Quintile

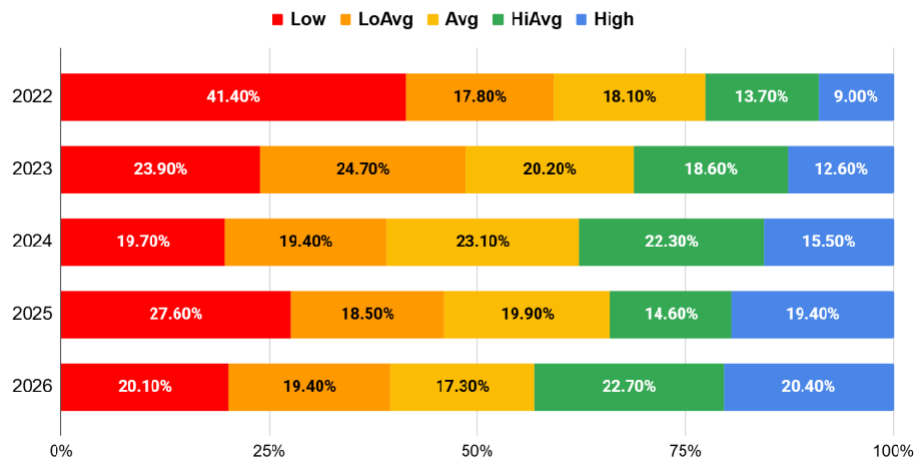


ELA Key Takeaways

- ELA gains were highest in 2026. The 2026 growth distribution shifted decisively toward the upper quintiles, with nearly half of students growing at above-average or high rates.
- Nearly half of ELA students (47.7%) landed in the top two growth quintiles, which is up 5.7 percentage points from the next-best year (2023 at 42.0%).
- Only 27.6% fell in the bottom two growth quintiles. No other year came close to this floor.
- Both grade bands contributed to this growth: Lower school K-5 (top-two 45.3%) and Middle school 6-8 (top-two 50.8%) both had net-positive growth balances in ELA.

Figure 9: Lighthouse NWEA MAP: Math Growth Quintile

Lighthouse NWEA MAP: Math Growth Quintile Distribution by Year from Spring 2022 to Spring 2026



Math Key Takeaways

- Math growth also reached its five-year high in Spring 2026, with the top-two share crossing the 40% national benchmark for the first time. The improvement is more modest than in ELA and less uniform across grade bands.
- 43.1% of math students landed in the top two growth quintiles
- Lighthouse lower (K-5) was the lead for math gains in 2026, setting a strong foundation.

Element 1 – Educational Program

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and

how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

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

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

Local Control Accountability Plan (LCAP)

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

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

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not

limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

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

Home and Hospital Instruction

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

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

diagnosed condition; certifies that the student's condition prevents attendance in a less ~~restrictive~~ restrictive setting; and contains a projected calendar date for the student's return to school.

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

A student with a temporary disability, who is in a hospital or other residential health facility within the

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a maximum student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

[Choose one of the following tables according to the length of your requested charter term. Note: Although six-year and seven-year terms can be requested by a charter school in the high renewal tier, the OUSD Board will determine the length of the renewal term, and the inclusion of year 6 and/or year 7 below does not guarantee approval of the request.]

	ProjectedMaximum Student Enrollment for Each Year by Grade Level and Total Enrollment						
Grade Level		Year 1 2027-2028	Year 2 2028-2029	Year 3 2029-2030	Year 4 2030-2031	Year 5 2031-2032	Year 6
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
TK	40	N/A	40	N/A	N/A	40	40
K	48	53	48	52	48	50	50
1	48	52	48	52	48	50	50
2	50	54	50	52	50	50	50
3	53	54	54	54	50	50	50
4	54	54	54	54	54	50	50
				55		55	
5	55	56	55	56	55	50	50
6	78	56	78	56	78	80	80
7	78	64	78	69	78	80	80
8	78	70	78	69	78	80	80

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Total	580	580	580	514	540	580	580
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Special Education

[Describe how the

Charter School will submit a petition to materially revise its charter school will provide special education services, including but not limited to the if any of the following occur:

- Whether the charter school will join a special education local plan area (SELPA) as a local educational agency (LEA) (Ed. Code 47641), or be deemed a school of the district. (Ed. Code 47646). Identify the SELPA that the charter school will join.
- How the school will identify students who qualify for special education.

LCCS has a robust child find process that includes several pathways to assessment. The MTSS team meets regularly for Coordinated Systems of Support Team (COST) meetings. During the meetings, staff review students that have been referred to COST by teachers, families, or student self-referral. Additionally, the COST team reviews school-wide data to identify students that are performing at or below the 5th percentile for their school-wide average.

The COST meetings may result in a referral for a Student Support Team (SST) meeting, 504 evaluation, or special education evaluation. Following referrals to SSTs, the team continues to monitor student's response to intervention, which may result in referral for special education evaluation if the student is not making expected progress.

The school psychologists conduct thorough, comprehensive evaluations that are culturally and linguistically appropriate to determine eligibility for special education services.

- How the school will provide special education services in compliance with the Individuals with Disabilities in Education Act.

The special education team conducts assessments (e.g. educationally related mental health services, occupational therapy, etc.) to determine areas for need and design appropriate goal and services to address these needs.

LCCS has a combination of directly employed special education staff and related service providers. If there is a student need for a service that LCCS does not have a qualified direct employee to provide - Lighthouse contracts.

- How the school understands, and will meet, its responsibilities to students receiving special education services.
- How the charter school will pay for special education services.

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. Any change in grade-level enrollment representing more than a 25% difference from the projected grade-level enrollment, for a given year, as reflected in the chart above;

3. The total enrollment in a given year, per the schedule above, increases by either 5% or more or 20–students or more, whichever amounts to a lesser increase;
4. The total enrollment in a given year, per the schedule above, decreases by 10% or more or 20 students–or more, whichever amounts to a lesser decrease.

Who We Are

Mission

At Lighthouse Community Public Schools, we believe that persistent educational inequality threatens our collective future. The mission of ~~LCCS~~Lighthouse TK-8 is to prepare all students for the college and career of their choice. In order to achieve that mission, we support our youth in developing as lifelong changemakers, who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community.

Vision

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

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

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

Core Values

The ~~LCCSLighthouse TK-8~~ core values undergird all of our work and are the basis of our norms and agreements as a community of learners, including students, staff, and families.

~~LCCSLighthouse TK-8~~ Core Values



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

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

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

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

AGENCY:—We are empowered to pursue purposeful action as life-long
~~Changemakers~~changemakers.

~~LCCS~~

~~Lighthouse TK-8~~ is an EL Education School

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

contributors to building a better world. .

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

Figure 10A.2: *EL Education Three Dimensions of Student Achievement*





- **Mastery of Knowledge and Skills**

- ▢ Students will:

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

- **Character**

- ▢ Students will:

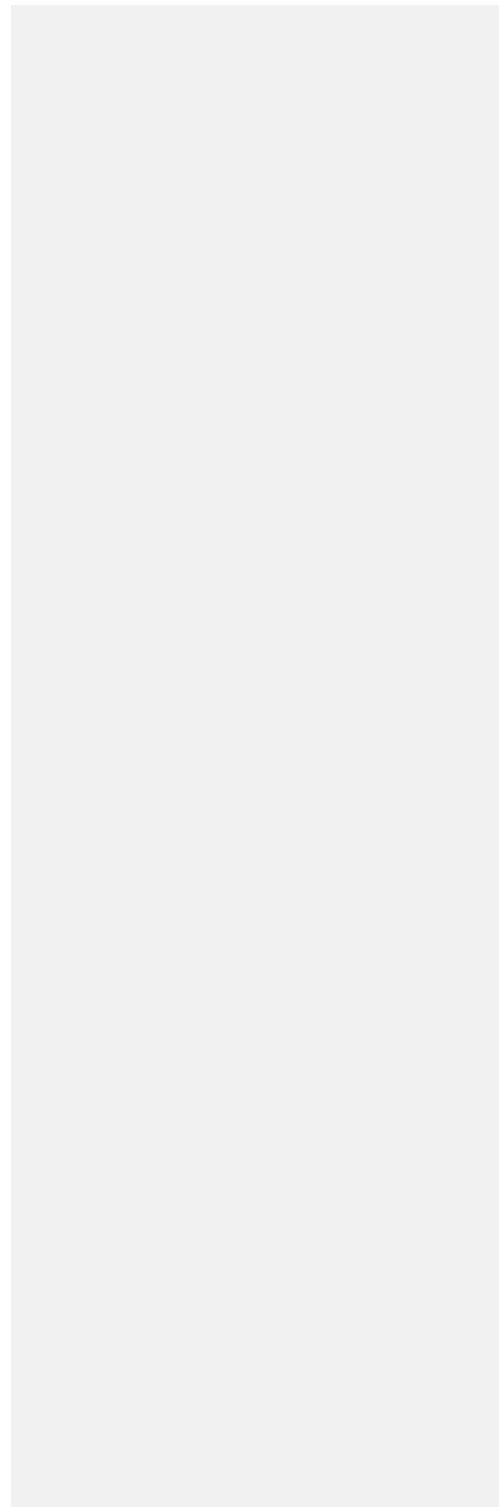
- Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
 - Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)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

- **High-Quality Student Work**

- ▢ Students will:

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

Charter School



Target Student Population

At ~~LCCSLighthouse TK-8~~, we believe our schools must represent the rich diversity of Oakland's East Region. We currently serve students from Transitional Kindergarten through ~~12th8th~~ grade throughout Oakland. ~~LCCSLighthouse TK-8~~ is open to all students in the state of California (Education Code Section 47605(e)(2)(A)-(B)) ~~and Lighthouse TK-8 will continue growing into a TK-12 over the next three years~~. We will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners ("ELs"), and socio-economically disadvantaged students). We also will continue to have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes of East Oakland, African American students, and unsheltered students. The Charter School~~school~~ intends to maintain an enrollment of approximately 580 students across these grades, as detailed below. See Enrollment Projections above.

LCCS is intentionally located in East Oakland, an area that have been historically underserved, lacking equitable educational opportunities for families; 72% of our students live in the 94621 and 94603 zip codes. These neighborhoods have high poverty rates and also rank highest in the Oakland Community Stressors Index 7 — the experience of chronic stress, violence, and trauma that negatively impacts communities and increases the likelihood that our students may have lower social capital, decreased collective efficacy, and measurable impact on their psychological development, health, and well-being. The Oakland Stressors Index provides a snapshot of multiple risk factors on community stress. The index captures 21 stressor indicators across a range of domains, including 1) Health and Environment, 2) Housing, 3) Education, 4) Poverty, 5) and Criminal Justice System Involvement. The areas immediately surrounding the LCCS campus have in the last five years seen increased rates of theft and violence. According to local police, robberies have increased by 30% in the zip codes of our two campuses (94603 and 94621), violent crime rates are three times higher than the average US rates.

In the 2025-26 school year, LCCS served a population that truly reflected the needs of the East Oakland Community. From our total enrolment of 574 students:

- 92% Unduplicated;
- 45% English Learners
- 17% qualifying for Special Education services
- 3% Unhoused / McKinney Vento

For far too many low-income Latino and African American students, pursuing the college and career of their choice has been an unattainable dream. ~~While Oakland Unified School District has made significant strides to meet the academic and developmental needs of its high-school aged students, the college-going rate is far too low to prepare Oakland youth for 21st-century jobs.~~ Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating as a TK-8 school community along with its sister school, Lighthouse Community Charter High School ("LCCHS"). We are grateful

~~to be aligned with the City of Oakland and Oakland Unified School District's investment in Measures N and H around college and career readiness as we work to ensure Latino and African American students have access to high quality programs. LCCHS's college and career index scores reflect this positive work we are doing in our East Oakland community. K-8 school community, feeding into its sister school Lighthouse Community Charter High School and working in partnership with its sister school Lodestar.~~

We are committed to students being prepared to succeed in a four-year college, and also support our students to attain a technical certificate, military training, or a two-year or four-year degree after graduation, depending on their hopes and aspirations. Every student enrolled ~~receives~~~~will receive~~ a college-preparatory experience in 9th through 12th grade, with the goal of having 100% ~~to~~ complete A-G requirements upon graduation so that they are empowered with the opportunity to enroll in the college or career program of their choice. ~~Lighthouse TK-8 aims to build on the success of Lighthouse Community Charter High School. Since 2009 when Lighthouse graduated its first class, over 90% of students have graduated having completed their A-G Requirements.~~

Attendance Requirements

School Year

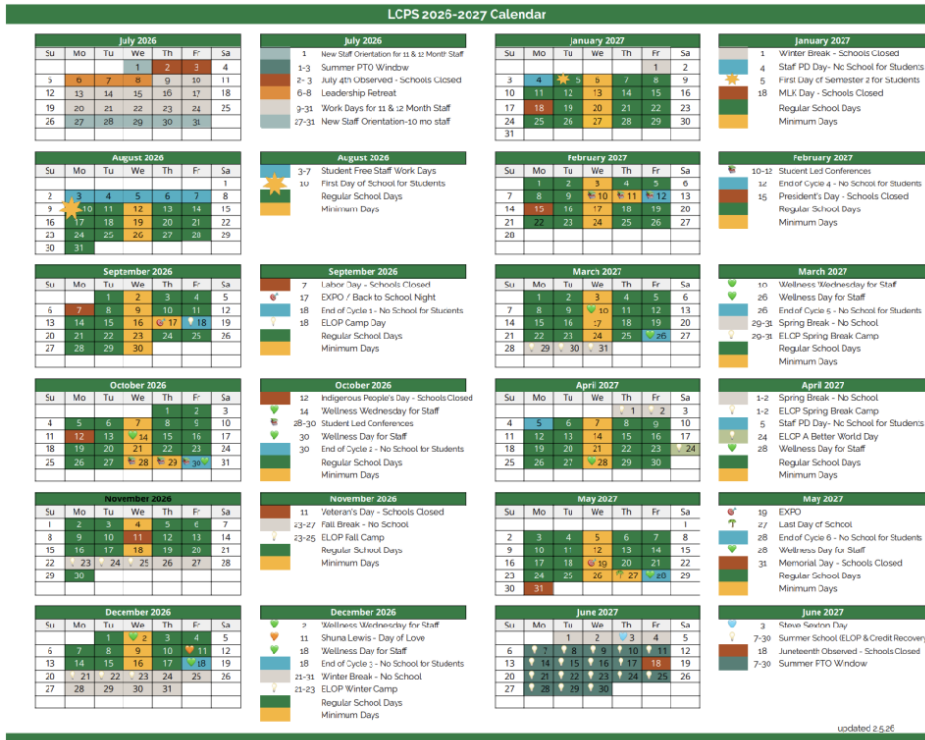
~~LCCHS's Lighthouse TK-8's~~ proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, the following number of minutes of instruction:

1. For students in TK and Kindergarten: 36,000 instructional minutes.
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.

3. For students in 4th to 8th Grade: 54,000 minutes.

The school year includes 177 instructional days, barring emergency school closures, 2 more than the required 175 days for charter schools.¹ Teachers of LCCPS and Lighthouse Community Public Schools which includes LCCSTK-8 have an additional 13 days of professional development and conferences with families built into the school year on an annual basis, for a total of 190 contracted days. There are an additional five days of stipended professional development for teachers new to the Charter School school on an annual basis. Figure 11A.3 provides the proposed school calendar, which LCCSLighthouse TK-8 intends to adhere to as state and federal funding allows. LCPS and LCCSLighthouse TK-8 retain the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Figure 11: 2026-2027 LCPS Academic Calendar A.3 2020-21 School Calendar



Observed Holidays - Schools Closed/ Vacaciones observadas	
Sept. 7	Labor Day
Oct. 12	Indigenous Peoples' Day
Nov. 11	Veterans Day
Nov. 26	Thanksgiving Day
Jan. 1	New Year's Day
Jan. 18	MLK Day
Feb. 16	Presidents' Day
May 31	Memorial Day
June 18	Juneteenth (Observed)
July 2-3	4th of July (Observed)

Teacher Work Days - No School for Students	
Sept. 18	End of Cycle 1 - No School for Students
Oct. 30	End of Cycle 2 - No School for Students
Dec. 18	End of Cycle 3 - No School for Students
Jan. 4	Staff PD Day - No School for Students
Feb. 12	End of Cycle 4 - No School for Students
Mar. 26	End of Cycle 5 - No School for Students
Apr. 5	Staff PD Day - No School for Students
May 28	End of Cycle 6 - No School for Students

Expanded Learning Opportunities Program Days (ELCP)	
Sept. 18	ELCP Camp Day
Nov. 23-25	Fall Break Camp
Dec. 21-23	Winter Break Camp
Mar. 29-Apr. 2	Spring Break Camp
April 24	Better World Day
June 7-30	Summer School (ELCP & Credit Recovery)



LCPS Attendance Reminders

Why Attendance Matters

- Missing even 1-2 days every few weeks adds up and can cause students to fall behind.
- Good attendance builds lifelong habits and supports academic success from elementary school to college and beyond.
- Chronic absence (missing 17+ days/year) makes it harder to stay on track in reading, math, and social-emotional learning.
- Our schools are funded through attendance—any absence results in less funding for our schools.

Being On Time

- Students must arrive by 8:30 AM to be on time.
- Tardy? Stop by the office before heading to class.
- Unexcused tardies include oversleeping, traffic, or missing the bus.
- Excused tardies require a parent/guardian note or healthcare verification.

When to Stay Home

- Children can come to school even if feeling a little unwell but not truly sick or contagious. Keep your child home if they have:
 - A fever (100°F+) or chills
 - Vomiting within the past 24 hours
 - Red or crusty eyes
 - Untreated head lice (nits are OK)
 - A severe cough or flu symptoms

Excused Absences

These include:

- Illness or medical appointments
- Family funeral
- Naturalization ceremonies
- Services for grief or trauma
- Other absences in line with our full Attendance Policy

Chronic Absence & Truancy

- Missing more than 17 days in a school year (excused or not) - chronic absenteeism
- 3 or more unexcused absences or tardies over 30 minutes - truancy
- Chronic absence may lead to a meeting with our Attendance Team (SART or SARB), and if not resolved, possible removal from school enrollment.

Help Your Child Build Good Habits

- Stick to a consistent sleep and morning routine
- Prep clothes and backpacks the night before
- Keep your child home only if truly sick
- Talk to staff if your child is anxious about attending school
- Set up backup transportation plans

Reporting Absences

- Call, email, or stop by the office the same day to let us know.
- Send a note when your child returns if you didn't notify the same day.
- Absences without proper notice or documentation are marked unexcused.

Lodestar Contact Information

TK - 5th Grade: (510) 775-0255
6 - 12th Grade: (510) 775-0382

Lighthouse Contact Information

TK - 5th Grade: (510) 562-8801
6 - 12th Grade: (510) 562-8225

Together, we can make sure every student thrives by coming to school, every day. Thank you for being our partner in learning!

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

2020 - 2021 CALENDAR											
July						August					
Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th
			1	2	3	4					1
				X	X						
5	6	7	8	9	10	11	2	3	4	5	6
12	13	14	15	16	17	18	9	10	11	12	13
19	20	21	22	23	24	25	16	17	18	19	20
26	27	28	29	30	31		23	24	25	26	27
							30	31			
											30
October						November					
Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th
4	5	6	7	8	9	10	8	9	10	11	12
13	14	15	16	17	18	19	15	16	17	18	19
26	27	28	29	30	31		22	23	24	25	26
							29	30			
											30
January						February					
Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th
2	3	4	5	6	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25
24	25	26	27	28	29	30	28				
											30
April						May					
Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th
4	5	6	7	8	9	10	2	3	4	5	6
11	12	13	14	15	16	17	9	10	11	12	13
18	19	20	21	22	23	24	16	17	18	19	20
25	26	27	28	29	30		23	24	25	26	27
							30	31			
											30
June						July					
Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th
1	2	3	4	5	6	7					
8	9	10	11	12	13	14	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23
29	30	31					26	27	28	29	30
							30	31			
											30

Teacher Work Days	15
Full Days	137
Minimum Days	36
Total Instructional Days	177
Total Work Days	190

Holidays	
Sep 7	Labor Day
Oct 12	Indianapolis Procter Day
Nov 11	Veterans Day
Nov 26	Thanksgiving Day
Dec 14	Dr. Martin Luther King Jr. Day
Feb 15	Presidents Day
May 25	Memorial Day

Calendar Features	
• 3 Teacher Days before school starts	• 3 Days laborales antes de comenzar el año lectivo
• Full Day off in October and March	• Conferencias en Octubre y Marzo
• 1 day off Thanksgiving	• 1 Día de descanso por el Día de Acción de Gracias
• 1 Teacher Work Day after Winter Break	• 1 Día laborable sin aus. después de vacaciones de invierno
• 1 Teacher Work Day to close the year	• 1 Día laborable, después del fin de clases para cerrar
• 1 Teacher Work Day in September and April	• 1 Día laborable sin estudiantes en septiembre y en abril

• Test - Half Day / horario mínimo
• Closure - Student Free Work Days / Dias laborales sin estudiantes
• No Test - School Break / Vacaciones
• Bus - Regular School Day / Dias lectivos, horario regular

ADOPTED 1/18/2020

~~School Day~~

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

Philosophy & Approach to Education

LCPS Graduate Profile

The LCPS Graduate Profile ~~(see Appendix A.1)~~ articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at ~~LCCSLighthouse TK-8~~. An education for the 21st Century must prepare students to become lifelong learners in a multi-faceted and multi-dimensional world – a world of complex problems and constantly evolving solutions, a world that calls for increased autonomy as well as heightened interdependency; put succinctly, a world of both contradictions and change. Success in such a world demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, and high standards of performance along with the skills needed to extract, infer, analyze, and evaluate information in various mediums.

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

- **Purposeful and Self Aware** - Critical to our students' success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students' identities are persistently under attack, ~~LCCSLighthouse TK-8~~ strives to be a school community that honors and uplifts our students' myriad cultures so they can thrive both within and beyond their TKK-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make

responsible and ethical decisions.

- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded to support all young people in developing these skills. ([See Academic Program](#))
- **Committed to Service and Justice** - Students graduate from [LCCSLighthouse TK-8](#) committed to service and justice. Through [LCCS's Lighthouse TK-8's](#) entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. (Crew is EL Education's advisory program.) [LCCSLighthouse TK-8](#) provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our approach is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.
- **Relationship Builders** - Students cultivate relationships based on kindness, compassion, and empathy. [LCCSLighthouse TK-8](#) prioritizes collaboration across difference; communication and relationships are essential for students' success within and beyond the classroom. Students are supported in developing and maintaining physical and emotional health and well-being and develop the skills required to navigate systems and persist when faced with challenges. These relational and collaborative skills prepare students for success in the 21st Century.
- **Lifelong Learners** - At [LCCSLighthouse TK-8](#), students develop their skills and confidence in taking productive risks, innovating, and having a sense of adventure. Throughout their education, students grapple with complexity and develop stamina and confidence in doing so. Students engage in deep problem solving and are encouraged to develop their initiative and critical thinking to address complex scenarios. They seek feedback to learn from failure and success and set achievable goals that advance personal and academic development.

How Learning Best Occurs: LCPS Instructional Stances

At LCPS, we believe that high-quality instruction is essential to prepare students for college and a career of their choice. Our instructional stances draw upon *EL Education's Core [Practices](#), [Practices²](#) and [Expanded Definition of Student \[Achievement\]\(#\)¹²](#)*, Zaretta Hammond's *Ready for Rigor [Framework](#)¹³*, and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.¹⁴⁵ Our Instructional [Stances](#)⁶ encompass our vision for high-quality teaching and learning.

The LCPS Instructional Stances can be found in [Appendix A.2](#). At LCPS, learning is:

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

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

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

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

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

- **Purposeful**



Learning is driven by essential questions that allow students to create lifeworthy

¹² <https://www.eeducation.org/who-we-are/three-dimensions-of-student-achievement/>

¹³ https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR_Final.pdf

¹⁴ https://www.inflexion.org/wp-content/uploads/dlm_uploads/2017/11/Four-Keys-Guide-1.pdf

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

- **Relationship-Based**

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

- **Learner-Driven**

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

Principles in School Design

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

In order to achieve our mission, ~~LCCSLighthouse TK-8~~ has committed to five design principles:

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

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

Design Principle 1: High Expectations for All Students

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

At ~~LCCSLighthouse TK-8~~, High Expectations means:

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

• **Expeditionary Learning and Community Impact:** Our middle school students engage in interdisciplinary learning experiences that connect academic content to real-world issues and community impact. Through projects, exhibitions, and public presentations of learning, students

apply literacy, math, science, and artistic skills in authentic ways. For example, our 8th grade students participate in an exhibitionary learning cycle focused on addressing gun violence in partnership with Vision Quilt. Students examine the root causes and impacts of gun violence nationally and within their own communities. They conduct research, write analytical papers, engage in mathematical studies and data analysis, and create artistic works that communicate their learning and perspectives to the broader community. This work empowers students to explore issues of social justice, identity, healing, and advocacy through rigorous academic study and creative expression.

● **Leadership, Agency and Reflection:** All students participate in Student-Led Conferences multiple times each year. During these conferences, students reflect on their growth toward our five core values—love, community, integrity, social justice, and agency—as well as their academic progress across classes and assessments including MAP, interim assessments, and statewide testing. Students present work samples from each class, reflect on their performance, analyze their strengths and areas for growth, and set goals for continued improvement. Student-Led Conferences build ownership, self-awareness, communication skills, and agency by positioning students as leaders of their own learning

● **Service and Community Engagement:** Community service and contribution are central to the middle school experience at Lighthouse. All middle school students participate in community service projects that support either our school community or the surrounding neighborhood. Through these experiences, students learn the importance of collaboration, responsibility, empathy, and collective care while developing a deeper connection to their community. Our sixth grade students participate in a Via Verde outdoor education experience where they explore nature, strengthen community, and build relationships with peers and staff. These experiences support student identity development, teamwork, and confidence as students transition into middle school.

● **College Awareness:** We believe students should begin envisioning their futures early. Through our partnership with Oakland Promise, middle school students are exposed to college and career opportunities and begin building awareness of postsecondary pathways. We are also expanding opportunities for middle school students to participate in college visits in collaboration with our high school college and career team so students can see themselves as future college students and leaders.

● **CTE pathways and work-based learning.** LCCS prepares its students for the LCCHS and its CTE pathways, where Career exploration is crucial for helping students identify their interests, develop relevant skills, and make informed decisions about their future path. It allows students to align their education and career aspirations, leading to greater motivation and engagement in their learning. For this reason, all students at Lighthouse Community Charter High take part in a CTE Pathway, either in Media Arts or Health Science. These pathways integrate academic learning with technical and occupational skills, including work-based learning opportunities such as industry-

aligned projects, job shadows, and internships.

- **College and career prep as core subjects.** LCCS prepares its students for the LCCHS, where we integrate college and career into the school day via our College and Career Seminar courses. Using curriculum and resources from the nationally recognized organization OneGoal, we ensure that all students understand the range of post-secondary education available to them and have the information and support they need to pursue their goals through individualized college counseling in High School.
- ~~**A college-going culture.** We work hard to facilitate events and activities that help students see college as a legitimate, viable, and exciting option. Whether taking students on college visits so that they see people who look like them in college, holding financial aid workshops for families, or hosting annual~~

~~College Declaration Days, it is important that we help students see college as a place for them to ultimately pursue the career of their choice.~~

- ~~• **College eligibility for all.** At Lighthouse TK-8 High School, our program is designed to prepare students for the rigors of high school and ready them to complete A-G requirements when they attend high school.~~
- ~~• **Passage.** Students take part in passage, a tradition that confirms students' readiness to move forward in all realms of achievement at selected grade levels.~~

Design Principle 2: Rigorous Curriculum & Deep Learning

~~LCSS's Lighthouse TK-8's~~ curriculum is aligned with the ~~California Common Core State Standards~~⁷⁸ and prepares all students for ~~college and career~~ success by providing a ~~high-quality college-bound~~ curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for ~~its sister high school, LCCHS. LCCHS a technical certificate, military training, or a two-year or four-year degree after graduation.~~ Lighthouse K-8 provides a college-~~preparatory-bound~~ curriculum that includes content knowledge and skills ~~in English Language Arts such as literature~~ and ~~math statistics~~, academic research and writing skills, art, technology, ~~_____~~ literacy, ~~_____~~ theater, ~~_____~~ and ~~_____~~ movement.

~~We've~~LCPS adopted a top-rated curriculum based on the extensive research of Ed ~~Reports~~¹²¹³¹⁴ ~~Reports~~⁹¹⁰¹¹ and have prioritized the ongoing training of teachers and leaders to deepen the impact on student growth and achievement. For subject areas that have not adopted the curricula, they use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work.

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

Academic Content and Performance Standards

At ~~LCSS Lighthouse TK-8~~, we ensure that all students ~~TK to 8th grade~~ develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. ~~Through curriculum aligned with the State Standards, students achieve appropriate age or grade-level mastery in::~~

⁷ California Common Core State Standards for ELA: <https://bit.ly/3hAKdUj>

⁸ California Common Core State Standards for Math: <https://bit.ly/2Rtc3qT>

⁹ Ed Redports Curriculum Review Process: <https://bit.ly/2ZIfLkL>

¹⁰ EL Education ELA Curriculum: <https://bit.ly/3c2eEkZ>

¹¹ Eureka Math / Great Minds: <https://bit.ly/2Ry2nLA>

~~Through curriculum aligned with the State Standards, students will achieve appropriate age or grade level mastery in:~~

- **English Language Arts** - Grounded in the Common Core State Standards for English Language Arts, students ~~will~~ explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students ~~will~~ work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students ~~will~~ develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.
- **Mathematics** - Grounded in the Common Core State Standards for Mathematics, students engage in problem-solving and mathematical discourse as a way of bringing math alive. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific context. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. Students ~~will~~ have regular opportunities to also work on their group collaboration skills. .
- **History** - Students ~~study will explore~~ history through ~~our EL Education arts social, political, and humanities curriculum economic lenses. Engaging in research, debate, and analysis, students will deepen their commitment to service and justice.~~
- **Science & Engineering** - Grounded in the Next Generation Science Standards, students experience scientific concepts grounded in labs and inquiry-based projects. In these courses, students will think critically using the Scientific Method. Students will be able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.
- **Visual and Performing Arts** - Students ~~will~~ demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas and explore and honor stories. Students will also leverage cross disciplinary skills developed in ELA, ~~History,~~ and Humanities courses at LCCSLighthouse TK-8.
 - **Academic Electives** - Students demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCS student.

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

- **Inquiry Rich** Lighthouse TK-8's curriculum focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate.

~~This is flexible enough to be applied across content areas while valuing curricular depth and is rooted in the EL Education design principle of having wonderful ideas¹².~~

- **Real World** - ~~LCCS's Lighthouse TK-8's~~ curriculum integrates fieldwork, presentations from experts, and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community, and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Produce Authentic Products** - Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work. At ~~LCCS Lighthouse TK-8~~, student products aim to meet an authentic need in the community and have an audience and purpose beyond families or the classroom teacher. Students regularly make presentations of their work and their learning to school and community stakeholders and authentic external audiences. Some products are particularly motivating because in themselves, they are acts of service or opportunities to make connections between content and career or college, helping inform students of their future choices as well.
- **Focused on Service** - Service learning is an integral element of ~~LCCS's Lighthouse TK-8's~~ curricular design. All students at ~~LCCS Lighthouse TK-8~~ are actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, Crew, and extracurricular activities, these experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
- ~~**Student Engaged Assessment** - Lighthouse TK-8 develops curriculum that allows students to take the lead in speaking about their own learning. Leaders and teachers create structures and procedures that support students to create, maintain, and present portfolios demonstrating growth and achievement during student-led conferences, passage presentations, and celebrations of learning. They also implement standards-based grading systems that communicate academic outcomes relative to specific required standards. Teachers involve students in dialogue about assessment and communicating achievement. Students can articulate what they have learned and speak to their own strengths, struggles, goals, processes of learning in preparation for college and career success.~~
- ~~**Include Elements of Adventure** - Learning experiences include elements of adventure (i.e. any physical, artistic, or intellectual experience that involves risk, challenge, and self-discovery). Every adventure has a strong element of entering the unknown and not being certain of the outcome. These experiences create opportunities for leadership and collaboration as groups of students and teachers face challenges together. Together, students and adults discover they can do more than they thought was possible, and find aspects of themselves that they didn't know were there.~~
- **Vetted by Experts** - ~~LCCS Lighthouse TK-8~~ has adopted EL Education for ELA (K-8), Pinecone Path (TK ELA), and Eureka Math Squared (TK-5), and Illustrative Mathematics (6-8th grades). ~~Great Minds and OpenUp for math.~~ All of these curricula have earned "green" ratings from EdReports for Elementary

and Middle School. -

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

Design Principle 3: Serving the Whole Child

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

- **Family as Partners** – Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learn, and be involved with their child’s education. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, [Lit for Literacy](#), Student-Led Conferences and bi-annual [ExpositionExpositions](#) of Student Work (“EXPO”) ensure all families are involved in their children’s education. Families are also encouraged to actively participate as community members through the [Parent Advisory CommitteeFamily Leadership Group](#), Coffee Tuesdays, and other family-led events.
- **Cultivating Character Development/[Habits of Working and Learning \(“HoWLs”\)](#)** – Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations. Students’ emotional and social growth is supported through the teaching of the [Habits of Work and Learning \(HoWLs\)](#), which are based on our Core Values and Graduate Profile. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world. These principles and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community.
- ~~**Small Cohort Size** – A smaller cohort size promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition, they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.~~

- **Crew** – At ~~LCCSLighthouse TK-8~~, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Crew (commonly known as advisory) exists to ensure that_

each ~~LCCSLighthouse TK-8~~ student continues to have a strong relationship with at least one caring adult at the ~~Charter School~~ school. The crew leader is charged with coaching students in setting goals, developing effective strategies to achieve designated goals, and ensuring consistent communication with families. These goals are revisited at least three times each year at Student Led Conferences meetings (see below) which positions students to be leaders of their own learning. Taught in small groups, the Crew curriculum integrates students into ~~LCCS's Lighthouse TK-8's~~ culture, specifically the Core Values, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all ~~LCCSLighthouse TK-8~~ staff assume the role of Crew Leader in addition to their core responsibilities.

- **Student Led Conferences** – Every student at ~~LCCSLighthouse TK-8~~ develops annual and quarterly goals that are collaboratively created with the student, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the student's goals is student-driven and includes parent voice. At Student Led Conferences a student's academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a student's ability to succeed in school.
- **Sports Program** - ~~LCCS is part of the Oakland Athletic League (OAL) for Middle School~~~~Lighthouse TK-8 offers many sports. We offer Flag Football, Cross Country, at the middle school including~~ Basketball, Soccer, and ~~Volleyball in Middle School~~~~Flag Football.~~
- **~~Behavioral~~Mental Health & Wellness** – ~~LCCSLighthouse TK-8~~ supports our ~~students' behavioral health and students' wellness~~ through providing on-site access to counselors who are available to support ~~students' students~~ emotional ~~well-being~~ and psychological needs, ~~as well a behavior support specialists who support the design and implementation of behavioral interventions.~~ Counselors ~~and behavior support specialists~~ support Tier 1 universal learning— ~~to serve the needs of the entire school community through the design of Crew lessons and school-wide behavioral health experiences; Tier 2 interventions — to meet the needs of small groups of students through brief cycles of therapy and behavior intervention lessons; and Tier 3 interventions — may work~~ with students who are most in need of extra support in the areas of social and emotional ~~and behavioral~~ health ~~through individual. The counseling and/or behavior intervention plans. The counselors and behavior support specialists work~~ staff works across settings, based on the needs of the students ~~— whole class, small groups, individual students, and families and in partnership with community-based organizations for additional support and resources.~~
- **Family Support Services** – As needed to support our students and families, ~~LCCSLighthouse TK-8~~ may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Alameda County Mental Health and the Seneca

Family of Agencies.

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

Design Principle 4: Families as Partners

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

Deeply involving families in the education of their child, as well as in the life and community of the Charter School, is a vital and integral part of what we do. The U.S. Department of Education¹⁶~~Education~~¹³ research has found that what the family does to support the education of their child is more important to student success than family income or education. We believe thoughtful and inclusive family involvement can:

- **Increase Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCS Lighthouse TK-8's high academic and behavioral outcomes.
- **Build Relationships** – Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students' families. Involving families and getting to know them builds trust. This relationship is essential when the "going gets tough." Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the Charter School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the Charter School stronger. Parents who are involved at the Charter School, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCS Lighthouse TK-8 does are advocates in the wider community and are more likely to give back to the Charter School.

To support family involvement, LCCS Lighthouse TK-8 provides multiple methods and entry points to meet the diverse needs of our families. LCCS Lighthouse TK-8 has established the following events to ensure that all families are involved and supported in understanding the Charter School life and academic progress of their child. While not required, these events are a part of the fabric of the Charter School and the hope is that a family member or caring adult of students attend which they do:

- **Student Led Conferences (~~"SLCs"~~ – ~~Two~~ – ~~Three~~)** – ~~Three~~ times per year (Fall, ~~Winter~~, and Spring), parents and students are ~~highly encouraged~~required to attend SLCs meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals and review student progress towards graduation benchmarks. While they are generally scheduled over the course of several days, LCCS Lighthouse TK-8 schedules SLCs flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)
- **Celebrations of Learning/EXPO** – ~~Once~~At least twice per year, parents are invited to attend Celebrations of Learning, showcasing and reviewing high quality work of students and their reflections as learners for families and community members. Parents have multiple opportunities to attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have

other options.

- **Back to School SocialNight** – Back to School ~~SocialNight~~ provides teachers a chance to introduce families to their classroom ~~and overview~~ specific policies and curriculum. The event often features some fun in addition to information ~~and~~ to build community amongst parents. If parents are

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

unable to attend, LCCSLighthouse TK-8 makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, ~~on a home visit~~, at an alternate time, day, or location.)

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

- **Coffee Tuesdays and Parent Workshops** – LCPS engages families through monthly “Coffee Tuesday” workshops hosted at both Lighthouse and Lodestar (a Lighthouse Community Charter School serving 6-12 grades) campuses, creating consistent opportunities for families to build community, receive school updates, provide feedback, and participate in learning experiences connected to student success. Topics throughout the year include attendance initiatives, literacy, wellness, nutrition, college readiness, school safety, and expanded learning opportunities. As part of the Charter School’s ongoing commitment to strengthening family partnership and reducing barriers to engagement, LCPS is expanding these offerings to include English language learning classes, foundational computer and technology workshops, and social-emotional wellness supports to help families more fully access school systems and support student learning at home.
- ~~**Home Visits**~~ – Teachers are encouraged to schedule and conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- ~~**Coffee Tuesdays**~~ – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family’s academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **College and Career Prep Nights** – ~~In partnership with our high school~~, The Director of College and Career will host a series of evening events on topics such as College Application Processes and Financial Aid. Often, these events feature workshops and speakers on various topics pertinent to our families’ needs.
- ~~**Parent Advisory Committee (“PAC”)**~~~~**Family Leadership Group (FLG)**~~ – The ~~PAC~~Family Leadership Group form the parent leadership body of the ~~Charter School~~school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including the Charter School’s Local Control and Accountability Plan (“LCAP”), the English Language Advisory Committee (“ELAC”), LCAP and school plans, and plan parent and community events that help foster parent to parent relationships.
- **Black Parent Advisory Committee (“BPAC”)** The BPAC is a parent-founded and led group designed to support our black students and families experience at Lighthouse. The group meets monthly, with support from administrators, to discuss any concerns, propose solutions, and plan celebratory events.

- ~~Workdays~~—Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

~~In addition, Lighthouse TK-8 has a Family Resource Center (FRC), a place for parents to build a strong social network and share needed resources. The FRC also functions as a place where parents frequently drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics.~~

Design Principle 5: Professional Community of Learners

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

Development in EL Education ~~Schools~~^{Schools}¹⁴, it is our belief that we must have a Professional Learning Community that is:

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

At ~~LCCS~~~~Lighthouse TK-8~~, we use a data-driven process for determining the focus of our professional development and utilize a variety of EL Education's Core Practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

Site Based Professional Development

- ~~Grade Level Meetings~~ – Weekly planning time for content teams is built into the school day with a common prep period so that teachers can develop and refine curriculum and instruction. Grade level Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
 - Instructional Leadership Teams – Time for teachers to work together to increase student learning and engagement of every student. This group of teachers represents classroom teachers, specialists and administrators and meets biweekly analyzing data relevant to student achievement including data about instructional practice, school culture and family involvement. This team also makes recommendations to the Charter School work plan to respond to current data by making course corrections that could include professional learning or other strategies designed to result in

student achievement.

- **Culture Team Meetings** – Time for teachers to work together ~~with a Culture Team Leader as facilitator~~ to ~~improve support the development of a strong staff and~~ student ~~and adult~~ culture. This is ~~also~~ a space ~~that analyzes behavior, suspension, Family engagement and staff survey data and leads improvements~~ to ensure that the academic, social, and emotional needs are considered across the school community. ~~Culture Team Leads are part of the School Culture Leadership Team and facilitate these learning spaces.~~
- **Wednesday Professional Development** – A student early release day is utilized as a common professional development experience. The focus of this work aligns with our organizational goals and adjusts each year to meet the needs we are seeing in our school community. See [a sample PD Calendar in Appendix A.3](#) ~~for a sample professional development calendar.~~

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

- **Instructional Coaching & Responding to Student Data** – Administrators work with teachers on a weekly or bi-weekly basis to support them in reflecting on their instructional practice and analyzing student learning outcomes, ~~from the previous two-week cycle~~. In addition, teachers may be provided with support for instructional practice including modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Learning Walks** - Teams of school leaders and teachers regularly conduct learning walks or other forms of protocol-driven “walkthroughs” in order to discuss and define the qualities of effective instruction and to identify patterns of instructional strengths and areas for improvement across classrooms.

LCPS Wide Professional Development

- **Professional Development Institutes (“PDI”)** – PDI occurs when students are off campus and are times in which teachers collaborate to design and refine curriculum, ~~analyze~~create assessments, and explore topics of inquiry derived from student achievement data. Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- ~~**Diversity, Equity and Inclusion** – The entire LCPS community comes together to deepen our shared understanding of how to best support Diversity Equity and Inclusion (DEI) in our school community. These sessions build on the ongoing work that staff engages in during PDI weeks in affinity and across difference. See **Appendix A.4** for the LCPS DEI definitions and commitments.~~
- **New Teacher Mentor** - As applicable for staff in credentialing program, LCCSLighthouse TK-8 pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education, Reach Institute for School Leadership, and other credentialing partners. LCPS has secured over \$1.5MM in grant funding to support staff on career pathways into teaching and clinical practice through tuition assistance, testing and licensure fee support, and mentoring and credential clearance processes¹⁵, Reach Institute for School Leadership¹⁶, and Great from the Gate¹⁷.
- **Evaluating Teachers** - Teachers are evaluated with a tool, the Teacher Development Equity Framework, that prioritizes our expanded definition of student achievement and growth. Our tool, to the greatest extent possible, includes specific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement. ~~See **Appendix A.5** for the LCPS Framework for Transformational Teaching.~~
- **External Professional Development**
 - **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of the EL Education Network, LCPS supports

teachers in participating in professional development provided by EL Education connected to EL Core Practices.¹⁸

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

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

¹⁷ Great from the Gate: <https://bit.ly/2ZKZf4Z>

¹⁸ EL Education Calendar of Events: <https://bit.ly/2ZlAQM3>

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

Academic Program

ACADEMIC PROGRAM

The ~~LCCSLighthouse TK-8~~ Academic Program is designed to support all students in becoming college and career ready. As an inclusive school community, that serves all learner profiles, we ensure that all students have access to a rigorous core curriculum and necessary support to be successful. The following section details the key elements of our Academic Program, including:

- ~~LCCSLighthouse TK-8~~ Core Curriculum
- ~~LCCSLighthouse TK-8~~ School Culture Practices and Character Development.

LCCSLighthouse TK-8 Core Curriculum

At ~~LCCSLighthouse TK-8~~, all students have access to standards-aligned, culturally relevant, curriculum and expeditions that support deeper learning and inquiry. All teachers have resources and support to design and facilitate high-quality learning opportunities for students. Our core curriculum is a combination of adopted curricula, adapted curricula and teacher designed curricula that allows all students to grapple with demanding, State Standards-based content and meaningful tasks, and produce high-quality work. Curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing in all areas of our Graduate Profile; and should empower students to develop as lifelong change makers.

In ~~the chartfigure A.4~~ below, we have detailed our core base curricula for all of our course offerings. Curriculum adoption takes place after rigorous review including teacher input and a board adoption process. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to the State Standards and the integrity of the curriculum's aims and methods. Adaptation or enhancement can be a wise choice if it increases students' understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

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

Multi-Year Academic Initiatives:

- **Curriculum Implementation:** LCCS has selected and invested in strong curricular materials, and our teachers and leaders are focused on consistency with usage, understanding, and internalization of curriculum; leaders and teachers regularly receive training on curricular materials and resources. Our teachers authentically internalize high-quality instructional materials daily and our leaders ensure equity in student experiences across all classrooms through systems of support and accountability.
- **Instructional Quality:** Our staff is united in a vision for academic excellence for all students in all classrooms, and LCCS teachers, teacher leaders, and school leaders are focused on instructional quality across all classrooms, specifically in the effectiveness of lesson facilitation and implementation of focal instructional strategies (e.g., time-saving procedures, checks for understanding, and academic monitoring)
- **Instructional Strategies:** LCCS teachers, teacher leaders, and school leaders have named classroom discourse as a stated instructional priority, and regularly observe classroom instruction and explicitly look for the implementation of classroom discourse strategies. Ongoing work is focused on leveraging research-based, content-specific, and aligned instructional practices

Multi-Year Professional Development Initiatives:

- **Clear Professional Development Structures:** LCCS has clear development structures in place (e.g., PD, PLCs, coaching), and school leaders are focused on cohesiveness in collectively driving towards curriculum implementation, instructional quality, and instructional strategies. Professional development structures are aligned and planned around six week cycles, along with a clear cadence of curriculum unit assessments and interim assessments (IABs and ICAs from Smarter Balanced). Each six week cycle includes professional development around student work products, assessment data, Special Education and English language development strategies.
- **Measuring Professional Development Effectiveness:** LCCS leaders are unified in a clear and coherent purpose and theory of action for professional development and coaching structures, and regularly collect data to measure the quality and fidelity to implementation of professional development structures; our teachers regularly participate in a clear and consistent coaching structure that balances coaching capacity with individual development needs, and our leaders receive professional development on delivering high quality coaching through research-based coaching protocols and to develop and sustain educators

Table 1. LCPS Board Adopted Curricula as of August 6, 2025

Figure A.4. Lighthouse Curriculum

	Grades TK-5	Grades 6-8
<u>English/ Phonics</u>	<u>Heggerty/Pinecone Path (TK)</u> <u>EL Education (K-8)</u> <u>UFLI (K-2)</u>	
<u>Math</u>	<u>Eureka Math</u> <u>Squared/Great Minds</u>	<u>Illustrative Math 360</u>
<u>Science</u>	<u>Amplify Science</u>	
<u>History</u>	<u>EL Module Integrations</u>	
<u>P.E.&</u>	<u>Teacher Created</u>	<u>PE:</u> <u>SPARK</u>
<u>Enrichment</u>		<u>MAD: Teacher Created</u> <u>STEM: Teacher Created /</u> <u>Code.org</u>
<u>ELD</u>	<u>Summit K-12</u>	<u>Vista Higher</u> <u>Learning: Bridges and</u> <u>Get Ready!</u>

Math	Eureka-Math/ Great Minds	OpenUp
Science	EL Module Integrations	PBIS EL Module Integrations
History	EL Module Integrations	
Enrichment	Teacher-Created	

Over the course of the charter ~~term, LCCSLighthouse TK-8~~ may make changes in order to address changes to state requirements and/or student needs. ~~If made, these These~~ would not constitute a material revision to the charter

LCCS-

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

LCPS Milestones

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

Lighthouse TK-8 School Culture & Student Character Development

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

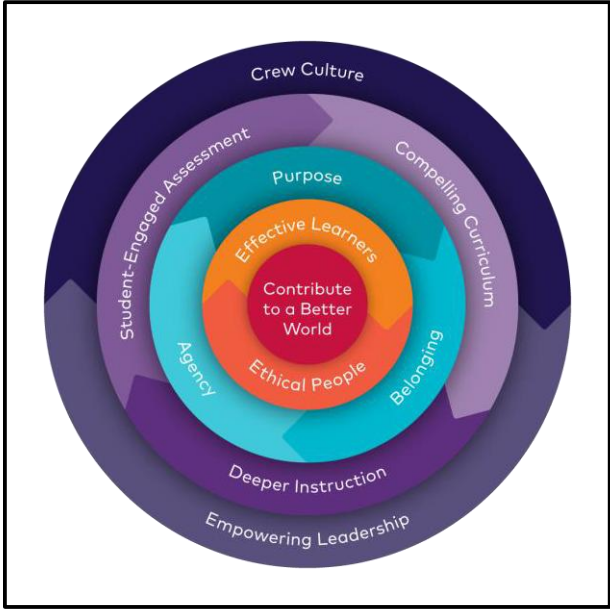
- Love
- Social Justice
- Integrity
- Agency
- Community

LCCS'sLighthouse TK-8's culture is equal parts love and rigor created to bring out the unique light in every student. The community of learning is undergirded by beliefs, behaviors, and practices that recognize and

celebrate the diversity of ~~of~~ cultures and learners; that strive to create a deep sense of belonging for all students, families, and staff; and that is unapologetically anti-racist. The act of creating and maintaining a school's culture is an _

ongoing process of discovery and continuous improvement. As an EL Education school, we have adopted and modified the EL Character Framework for our context.

Figure A.5: EL Education Character Framework



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

Table 2: LCCS Culture, Community and Restorative Practices

I

The LCCS Lighthouse TK-8 School Culture is	Behaviors, Structures, and Practices
A Celebration of Learning	• Academic Growth and Achievement • Culturally and Linguistically Responsive Teaching • Habits of Work and Learning • Complex tasks & Authentic Work Products, with a commitment to contributing to a better world
Belonging in Community	• Crew • <u>Athletics</u> • <u>Student Groups</u> • Student Voice
Restorative Practices	• Development and use of norms • Open dialogue through community meetings and restorative circles • <u>Positive approach to discipline and restorative</u> • -justice

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

Belonging in Community

LCCS

~~THE CELEBRATION OF LEARNING~~

Academic Growth & Achievement

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

Culturally and Linguistically Responsive Teaching Practices

~~Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the~~

classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Lighthouse TK-8 teachers recognize the cultural

capital and tools that students of color bring to the classroom and utilize their students' cultural learning tools—throughout instruction.

Habits of Work and Learning (HoWLs)

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

Complex Tasks & Authentic Work Products

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

BELONGING IN COMMUNITY

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

Crew

An essential aspect of school culture at ~~LCCSLighthouse TK-8~~ is Crew. Drawing on the EL Education Model, Crew is like an advisory structure, but with the added belief that we must work together as a team, to pitch in, to help others. “We are crew, not passengers.” The structure of Crew—a small learning community that meets multiple times a week—helps students feel like a family and offers a place to gain academic and social support. In Crew, students engage in academic progress checks, goal setting, community service, and identity development activities. Every ~~year~~~~two years~~, students participate in “Passage” where they read, write, reflect, and present to demonstrate their readiness for their next ~~grade level~~~~life challenge~~. Crew leaders also meet with students, parents, and other teachers ~~to review student every quarter where students present their grades, their goals, and their strategies to meet those goals. These Student Led Conferences are organized and run by students.~~ Crew is an engine for equity and inclusion, a place where all students feel they belong and can succeed.

Student Leadership & Voice

~~Students'~~~~Students~~ voice, perspective, and leadership ~~are~~~~is~~ critical to having a strong school community and supporting students as lifelong changemakers. At ~~LCCSLighthouse TK-8~~, we engage with students to learn about their perspectives and to hear their concerns in a variety of formal and informal ways. Below are some of the proven core practices that we have developed to ensure we are listening to and responding to ~~students'~~~~voices~~~~student voice~~.

|

- **Annual Student Survey:** For the past two years, LCPS has given the California Healthy Kids Survey (“CHKS”) to each year, students at all its campuses, including LCCS, in the 5th, 7th, 9th and 12th grades. Students complete the CHKS an organizational survey where students evaluate their experience at LCCS Lighthouse TK-8. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- ~~**Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See Appendix A.5 for detail on Framework for Transformational Teaching or “FTT”), students complete a teacher survey each year that provides direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.~~
- **Crew Circles:** A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and Crew leaders work as advocates to support students.
- ~~**Student Body Leadership:** Lighthouse TK-8 has a student government to support the inclusion and elevation of students’ voice.~~
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with new teachers and leadership new Principal candidates and provide their feedback directly to the Hiring Manager.
- **Student Leadership Groups:** LCCS has a Student Council for Elementary, Middle and High School.

Restorative Practices

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

~~RESTORATIVE PRACTICES~~

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

Development & Use of School Norms

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

Figure 12: LCPS Core Values

Core Value	Core Value in Action	Behaviors
COMMUNITY	We are better together. We build community by listening, sharing, and learning together.	• We repair harm and engage in courageous conversations, even if uncomfortable • We have fun and bring joy to our work • We establish and promote an inclusive environment for all stakeholders
INTEGRITY	We do and say what is just & equitable, even when it is not easy, and we reflect on our words and actions.	• We expect, inspect and respect failure • We are radically candid with each other by balancing care with honesty. • We surface and take action to eliminate patterns of inequity. • We act on the shared values laid out in our Theory of Change, Graduate Profile, and Mission
LOVE	We follow In Lak'ech as "Tu Eres Mi Otro Yo" which means You Are My Other Me.	• We lean in to help others for the greater good • We stay curious about our differences and commonalities to build relationships • We acknowledge each other as equals in our role of creating change
<u>SOCIAL JUSTICE</u>	<u>We remember Sankofa. We reflect on our past to create a better future.</u>	• <u>We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school</u> • <u>We prioritize both relational and technical work</u> • <u>We are mindful about our privileges during our interactions</u>
<u>AGENCY</u>	<u>We actively engage in learning to become changemakers</u>	• <u>We complete our work with craftsmanship, timeliness and flexibility</u> • <u>We work to clearly define decision making, team structures & roles/responsibilities</u> • <u>Rather than staying stuck, we follow the energy of "Yes!"</u>

SOCIAL JUSTICE S	We remember Sankofa. We reflect on our past to create a better future.	• We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school • We prioritize both relational and technical work • We are mindful about our privileges during our interactions
AGENCY A	We actively engage in learning to become changemakers.	• We complete our work with craftsmanship, timeliness and flexibility • We work to clearly define decision making, team structures & roles/responsibilities • Rather than staying stuck, we follow the energy of "Yes!"

Open dialogue Through Community Meetings and Restorative Circles

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

Positive Approach to Discipline & Restorative Practices

At ~~LCCSLighthouse TK-8~~, we believe that community is created and must be fostered constantly. We use Restorative Justice as a tool to help nurture our community. The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit. All disciplinary responses are implemented in accordance with California Education Code, due process protections, and applicable federal and state laws, including the Individuals with Disabilities Education Improvement Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504").

Role of the Family

Parents and guardians play a significant role in supporting a student's ~~wellbeing~~well-being and helping ~~LCCSLighthouse TK-8~~ create a collaborative, inclusive community. Parents participate in student re-entry meetings or conferences regarding students' behavior. At ~~LCCSLighthouse TK-8~~, we welcome these conferences as opportunities to support positive communication and work as a team with families.

Staff Role

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

LCCSLighthouse TK-8 Student Behavior Expectations

At ~~LCCSLighthouse TK-8~~, we expect that students will be prepared to meet the expectations of the ~~Charter School~~school community in alignment with our ~~Charter School's~~ core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Whenever appropriate, behaviors are addressed through classroom-based interventions, restorative practices, and relationship-centered supports before escalation to administrative intervention. Most behaviors can be managed in the classroom between the teacher and student. In all of our classrooms, we expect to see the following behavior modification techniques:

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

Behavioral supports are implemented within the Charter School's Multi-Tiered System of Supports framework. In addition to classroom-based restorative practices and behavior interventions, students may receive targeted Tier 2 and Tier 3 supports through collaboration with administrators,

counselors, Behavior Support Specialists, Youth Development Leaders, Teachers in Training, and families to ensure students remain connected to learning and community while developing the skills needed for long-term success.

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

- The student's actions create a significant disruption to the learning environment or pose a threat~~cause danger~~ to the physical safety and/or emotional well-being of ~~other~~ students or staff.
- Multiple attempts at behavior redirection have been made, without change in the behaviors and the actions of the student are~~is~~ greatly inhibiting the learning of the other students.
- The student's actions constitute one or more enumerated offenses in the LCCS~~Lighthouse TK-8~~ suspension and expulsion policy.

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

The Use of Consequences

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

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

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain with the administrator to take a break and reflect, and an appropriate consequence will be devised. The Charter School prioritizes restorative interventions and alternatives to suspension whenever safety can be maintained. Behavioral incidents and interventions are documented and periodically reviewed to support consistency, equity, and alignment with restorative practices. It is important to note that a student may be immediately suspended for certain/specific behaviors. (See **Element 10** for Suspension and Expulsion Policies and Procedures.)

Serving Special Populations of Students

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

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

- —~~Vision for Serving Unsheltered students~~

~~VISION FOR SERVING~~ ALL Students~~STUDENTS~~

~~LCCS's Lighthouse TK-8's~~ mission is to prepare all students for the college and career of their choice and to empower students to be changemakers in their communities. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This belief is in ALL students, including students with disabilities, English Learners, and students performing below grade level. All students, regardless of their ability, can achieve at _

high levels given the right support. ~~LCCS supports Lighthouse TK-8~~ will give ~~to~~ ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready.

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

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

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

Multi-Tiered System of Supports

Lighthouse Community Charter School implements

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

~~We implement~~ an aligned, integrated MTSS designed to ensure all students are academically, behaviorally, socially, and emotionally supported in becoming~~system of student support so that all students become~~ lifelong changemakers prepared for ~~to be successful in~~ college and the~~a~~ career of their choice. LCCS' A Multi-Tiered System of Supports (MTSS) provides an integrated, comprehensive framework that focuses on instruction, differentiated student-centered learning, attendance intervention, wellness supports, restorative practices, and family partnership into a coordinated system of support across all grade levels.

Through universal screeners, ongoing progress monitoring, and multidisciplinary student support processes, LCCS identifies~~individualized~~ student needs early and provides tiered interventions aligned to individual strengths and barriers to learning. School teams utilize multiple data sources, including academic performance, assessment data, attendance~~and the alignment of systems necessary for all students' academic~~, behavioral trends, wellness indicators, and intervention progress monitoring within platforms such as EduClimber and Aeries to develop a comprehensive understanding of each

student’s needs. Supports are coordinated through collaborative structures including teacher-led intervention cycles, Student Success Teams, Coordination of Services Team meetings, attendance intervention processes, and 504 support systems.

Tier 2 and Tier 3 supports may include targeted academic, behavioral, attendance, wellness, and social-emotional interventions facilitated across the instructional day, intervention blocks, and expanded learning programming, including small-group interventions led by teachers, intervention staff, counselors, and Teachers in Training (“TinTs”). These structures allow school teams to monitor student progress, align interventions across stakeholders, and adjust support in partnership with students and families.

~~success. An element of that system is our tiered intervention model. Outlined below are the core our systems, practices, and structures that support implementation of MTSS programs that enable us to provide tiered supports to students and families at LCCSLighthouse TK-8.~~

Table 3: ~~Figure A.6~~ MTSS Framework

Key Components of MTSS Framework
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Key Components of MTSS Framework		
Core Component	LCCS MTSS Evidence Based Practices	Levels of Support
Data-Informed Decision Making Universal Screeners Curricular Based Data, Assessment Data	School teams utilize EduClimber, Aeries, universal screeners, assessment data, attendance data, behavioral data, wellness indicators, and progress monitoring tools to identify student needs and monitor intervention effectiveness. Empirically Supported	Maximum Fidelity
	Tiered Student Supports Collaborative Problem-Solving Structures Early Identification & Intervention	Students receive Tier 1, Tier 2, and Tier 3 academic, behavioral, attendance, wellness, and social-emotional supports aligned to individual strengths and needs. Student needs are reviewed through multidisciplinary systems including teacher-led intervention cycles, SST meetings, COST meetings, attendance intervention processes, and 504 coordination. LCCS utilizes universal screening, ongoing data review, family communication, and staff referral processes to identify barriers to student success early and provide timely interventions.
Continuous Progress Monitoring & Intervention	Aligned with Student Need	School teams continuously monitor student progress and adjust interventions based on outcomes, data trends, and collaboration with students and families. Opportunities for Intensive and Individual Support

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	<u>Family Partnership & Student-Centered Support</u>	<u>Families are engaged as active partners in intervention planning, attendance improvement efforts, restorative practices, and individualized student support processes.</u>		
<u>Implementation and Fidelity</u>	<u>Contextually Relevant</u>	<u>Team Coordination and Distributed Leadership & Integrated Systems</u>	<u>MTSS implementation is supported through collaboration among teachers, counselors, MTSS coordinators, administrators, intervention staff, Teachers in Training , and expanded learning staff to ensure aligned support across the student experience.</u>	

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Systemic Planning

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

Supporting Socio-economically Disadvantaged Students

~~The LCCS 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. LCCS currently serves a population of students from which approximately 92% are socio-economically disadvantaged.~~

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

- ~~Leading student and family intake processes to identify needs and coordinate a matching process with school and community support, including supporting teachers and staff to identify~~

family needs.

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

Supporting Unhoused Students

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

~~SUPPORTING STUDENTS NOT YET MEETING LEARNING OUTCOMES~~

△

Supporting Newcomer Students

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

Supporting Chronically Absent Students

Chronic absenteeism has remained a significant area of focus for Lighthouse Community Charter School since the return from distance learning in 2021. Chronic absenteeism impacts academic achievement, student connectedness, graduation outcomes, and school funding, and

disproportionately affects students experiencing barriers related to housing instability, transportation access, mental health needs, and economic insecurity. LCPS' Strategic Plan, Strategic Plan Implementation Tracker ("Buoy"), and schoolwide initiatives prioritize improving attendance outcomes through coordinated systems, family partnership, and student-centered supports aligned to equitable student outcomes, student belonging, and integrated MTSS.

LCPS addresses chronic absenteeism through a MTSS framework that includes attendance monitoring, Coordination of Services Team meetings, Student Attendance Review Team processes, family outreach, attendance coaching, home visits, and connections to community-based resources through LCPS' CCSP. LCPS has also invested in proactive attendance culture initiatives designed to strengthen school connectedness and increase family engagement, including schoolwide campaigns such as Every Day Counts, recognition programs including the "94% Club," attendance incentive initiatives, and ongoing family communication focused on student belonging and engagement in the school community.

To further support students experiencing persistent or chronic absenteeism, LCPS partnered with Oakland Natives Give Back (ONGB) during the 2024–25 school year to launch a targeted attendance inquiry and intervention initiative. Through ONGB and the PACT initiative, LCPS collaborates with families to identify and address barriers impacting school attendance through mentorship, attendance coaching, wraparound support, and resource coordination for students and families requiring more intensive intervention and relationship-based support. As part of its long-term strategic planning, LCPS has established measurable attendance improvement goals, including a Strategic Plan target of reducing chronic absenteeism to below 15% by 2028 through sustained systems improvement, strategic partnerships, and collaborative family engagement.

Supporting Students Not Yet Meeting Learning Outcomes

Universal Screeners & Early Identification

LCCS utilizes universal screeners, curricular and assessment-based measures, attendance data, behavioral trends, wellness indicators, and teacher referral processes multiple times throughout the school year to identify students in need of additional support. Through data systems including EduClimber and Aeries, school teams are able to monitor student progress and develop a comprehensive understanding of student strengths, barriers to learning, and intervention needs across academic, behavioral, social-emotional, and attendance domains.

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

Tiered Intervention Model

LCCS implements a Multi-Tiered System of Supports designed to provide increasingly targeted interventions based on student need. Through ongoing progress monitoring and collaborative problem-solving structures, interventions are aligned to individual student strengths and barriers while maintaining students' access to rigorous, grade-level instruction and positive school community experiences. Tier 1 supports are provided to all students through high-quality instruction, restorative and culturally responsive classroom practices, differentiated learning opportunities, attendance initiatives, and school-wide social-emotional and behavioral systems. Teachers continuously monitor student progress and utilize in-class intervention strategies, small-group instruction, and targeted supports to respond to student needs.

Students requiring additional support may receive Tier 2 interventions, which may include targeted academic intervention groups, behavioral supports, attendance interventions, counseling, mentoring, designated intervention blocks, and expanded learning opportunities. Tier 2 interventions are facilitated by teachers, intervention staff, counselors, MTSS Coordinators, Teachers in Training, and other support staff through both in-class and pull-out intervention structures. Students demonstrating intensive or persistent needs may receive Tier 3 supports, including individualized intervention planning, wraparound services, functional behavior supports, individualized attendance intervention plans, counseling, family support coordination, referrals to outside agencies, and special education assessment consideration when appropriate.

By using assessment data to inform educators' decisions about how best to teach and support the development of their students, our Coordination of Services Team ("COST") provides for the early identification of learning

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

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

This system is a continuum of support. At Lighthouse TK-8, we use more than one intervention within a given level of prevention.

Tiered Interventions

Within MTSS, tiered interventions that build upon each other are leveraged to address identified student needs. Examples of tiered supports under MTSS are provided in [Table 4](#) [Figure A-7](#).

Table 4 [Figure A-7](#) Tiered Interventions

Tier	FocusHow It Works	Students	Examples of SupportsPossible Interventions
Tier 1 Tier 1	• High-quality core Universal prevention curriculum and access to high-quality instruction and school supports • Universal screening • Individual teacher problem-solving • Student progress monitoring • Identify Tier 2 students 6-8 weeks into school	All All	• Close reading in ELA as a Standards-aligned core instruction, differentiated learning opportunities, restorative practices, attendance initiatives, social-emotional learning, positive behavior supports, progress monitoring, intervention within the classroom setting, and family communication and engagement support to understand grade-level texts. • Vocabulary support for all students. • Use of models and manipulatives in math to conceptually understand mathematical ideas. • Discussion routines so that all students are listening and speaking. • Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction.

			• Audio of texts to struggling learners, or vocabulary word work for ELs. • Math fluency block for all
Tier 2	<u>Targeted interventions for students demonstrating emerging academic, behavioral, attendance, or wellness needs</u> • General, targeted interventions created at the school level based on school-wide data • Progress monitoring • Should not exceed 6 weeks	Few, roughly 10 - 20%	• Small-group academic intervention, designated intervention blocks, counseling groups, mentoring, attendance interventions, Check-In/Check-Out systems, social-emotional supports, expanded learning programming, targeted behavior supports, and progress monitoring facilitated by teachers, intervention staff, MTSS Coordinators, counselors, and Teachers in Training • Phonics/Decoding support • ELD support (integrated and designated) • Math fluency support (students that struggle with basic facts and computation)
Tier 3	• Individualized support • MTSS Team • Grade-level meeting • Assistant principal or teacher leader is the facilitator, and holds teachers accountable	<10% students per-grade per year	• Functional Behavior Plan/Behavior Intervention Plan • Behavior contract • One-on-one tutoring • Small-group tutoring • Counseling • Referral to alternative programs within the LEA/district • Referral to professional and/or agencies outside of the LEA/district

ier 3	Intensive and individualized interventions for students demonstrating significant or persistent barriers to success	10% tudents per grade per year	Individualized intervention plans, wraparound supports, functional behavior assessments and behavior intervention plans, individualized attendance intervention plans, individualized counseling support, family support coordination, coordination with outside agencies, intensive academic intervention, SST processes, COST intervention planning, and special education assessment consideration when appropriate
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COST Team

LCSS utilizes multidisciplinaryThe Coordination of Services Team structures to ensure interventions are coordinated, monitored, and responsive to student needs. ("COST teams include administrators, MTSS Coordinators, Education Specialists, counselors, attendance support staff,") consists of 4-5 key stakeholders, including administration and intervention staff, such as Intervention Specialists, Education Specialists and other student mental health support providers as appropriate. LCSS' MTSS Coordinators support site-based teams in facilitating COST processes, monitoring interventions, reviewing student data, and This team is responsible for ensuring consistency in implementation of student support systems. COST teams regularly review academic, behavioral, attendance, and wellness data to identifythat Lighthouse TK-8 is supporting all students requiring additional. The COST Team works to inform intervention groups, monitor student progress, coordinate supports across providers, and determine appropriate next steps for intervention or referral. Through these collaborative structures, monitor school teams work to ensure wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team focuses on school-wide academic, behavioral and social emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.

The families experience integrated, student-centered support rather than disconnected interventions.COST Team utilizes data from this assessment framework to monitor student growth, and any lack of progress is flagged immediately. The COST Team is composed of administrators, Interventionists, and Education Specialists. Through the Tiered Support Model, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. This support is provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1

interventions can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education and related services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Resources Specialist who will develop an assessment plan if appropriate.

Cross-System Collaboration

Students with the highest levels of most critical need may receive support from ,including those with disabilities, are often served by multiple providers both within and outside of school. LCCS collaborates with off campus. Lighthouse TK-8 ensures that expertise and services provided by mental health providers, county, child welfare, and probation agencies, community are seamlessly integrated into a student's school-based organizations, and family-serving organizations to ensure services are coordinated and aligned to student goals.intervention plan. This includes ongoing communication, collaborative intervention planning,providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination of supports for students experiencing significant academic, behavioral, attendance, housing, wellness, or social-emotional barriers on individual cases.

Additional Supports _____

LCCS

Lighthouse TK-8 provides additional opportunities for students to receive academic and social-emotional supports to students who are not yet mastering grade level standards in the following ways:

Intervention classes — Specific blocks of time during the day are set aside to provide additional support beyond the core instructional program. These supports to students. This may include intervention classes, office hours, expanded learning programming, afterschool academic support, summer learning opportunities, attendance recovery programming, counseling services, mentoring, and targeted small-group interventions designed to support student success and engagement in school.

Student with Disabilities

- LCCS operates an inclusive special education model in which we strive to provide the majority of specialized support within the general education classroom. For students who benefit from direct instruction on foundational skills or increased time inside or outside of the general education classroom, we build personalized schedules and may be in the form of a stand-alone support class.

During the 2025-26 school year, over 17% of our students qualified for special education services. Approximately 13% of our students who qualify for special education services at LCCS qualify with more extensive support needs under such categories as intellectual disability and/or autism. To serve

the growing number of students who attend LCCS with more extensive support needs and who benefit from a wide range of services, we are expanding our Education Specialist team from six to seven Education Specialists serving the TK-8 continuum and have nine paraprofessionals. Additionally, we recognize the importance of investing in specialized services and have either directly hired or set up contracts to provide the following services and supports: speech and language therapy, counseling, occupational therapy, physical therapy, deaf and hard of hearing services, augmentative alternative communication consultation, visual impairment services and board certified behavior analyst support.

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

- **Professional Learning Communities & Staff Training:** We launched a professional development series to support our paraprofessional and education specialists to build their capacity to support students with behavior needs as well as provide high quality evidence-based instruction. The Education Specialist focused on utilizing standards to design appropriate modifications, which focuses on how to provide high-quality instruction for all students, in particular students with intellectual disabilities who benefit from heavily modified work. Additionally, our paraprofessional received extensive training on evidence-based practices to support students with autism and engaged in training to become registered behavior technicians. Finally, all staff supporting students with augmentative alternative communication devices will receive ongoing AAC training.

- **Collaboration Structures:** We have strong collaborative practices in place for both TK-5 and 6th-8th grade. These structures focus on instructional planning and leveraging the shared expertise of the general education teacher and education specialist. Additionally, our education specialists frequently collaborate with related service providers to customize supports for students and have strong implementation. For instance, our visual impairment teacher has been instrumental in building out a program for our student with a cortical-visual impairment.

- **Coaching & Team Meetings:** Our program specialists meet bi-weekly with education specialists to provide personalized coaching, which may focus on compliance and/or instructional practices based on the education specialist's professional goals. Additionally, bi-weekly cross-collaborative team meetings led by our program specialists ensure that there is strong coordination between our school psychologist, education specialist, and speech and language pathologist.

- **Investment in Curriculum:** We have invested in Unique Learning Systems at LCCS.

Implementation will focus on our students participating in an alternative curriculum. Additionally, all of our education specialists were recently Orton-Gillingham trained and we will launch a comprehensive roll out during the 2026-27 school year.

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

● **Extensive 30-day/Interim IEP Process:** During the 30-day/interim process, our team undergoes an extensive review of IEPs, particularly for students who are entering from special day classes or more restrictive placements. If needed, we conduct a Specialized Circumstances Instructional Assistance Assessment to determine the level of support a student requires to be meaningfully integrated into the general education program. Additionally, we have opened up assessments for any students who may require designated instructional services, such as occupational therapy, that were not previously identified on their IEP, given the nature of their former placement and the embedded supports and services that were a part of the program.

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

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

For the purposes of Special Education, LCCS is its own LEA and pledges to work in cooperation with its Special Education Local Planning Agency ("SELPA") to ensure that a free appropriate public education is provided to all students with disabilities. LCCS is currently a member in good standing of the El Dorado Charter ("EDCOE") SELPA and will continue to follow all SELPA policies and procedures, to utilize SELPA forms, and to remain in compliance with the provision of special education

instruction and related services, including, but not limited to speech and language therapy, occupational therapy, and physical therapy.

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

- ~~Extended Day~~ — Students who need more support are offered a spot in our after school program to provide them homework help and small group instruction.
- ~~Office Hours~~ — Lighthouse TK-8 offers office hours to students on a weekly basis. During office hours, students have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.

STUDENTS WITH DISABILITIES

Free Appropriate Public Education

~~LCCS~~Lighthouse TK-8 will ensure that a free appropriate public education shall be provided to all enrolled students including children with disabilities and/or those who have been expelled from school. No assessment or evaluation will be used for ~~admission~~admissions purposes. No student will be denied admission to school because he or she needs special education services.

Full Educational Opportunity

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

Least Restrictive Environment ("LRE")

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

Procedural safeguards and confidentiality

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

SELPA

~~LCCSLighthouse TK-8~~ pledges to work in cooperation with its ~~Special Education Local Planning Agency ("SELPA")~~ to ensure that a free appropriate public education is provided to all students with exceptional needs. California law gives charter schools various options on how to deliver special education and related services. ~~Broadly, charter~~ schools may choose to operate either as (1) a public school of the chartering authority for purposes of special education, or, (2) an independent local education agency ~~("LEA")~~ member of a SELPA. ~~LCCSLighthouse TK-8~~ shall be its own local education agency pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. ~~Lighthouse TK-8 is currently a member of the El Dorado Charter SELPA.~~ Finally, LCPS retains ~~LCCS's Lighthouse TK-8's~~ right to operate as a public school of the District for purposes of special education. In this case, a Memorandum of Understanding ("MOU") or similar would be developed between ~~LCCSLighthouse TK-8~~ and the District.

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

State and Federal Law

~~LCCSLighthouse TK-8~~ recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. ~~LCCSLighthouse TK-8~~ will not discriminate against any pupil with a disability in the admission ~~admissions~~ process or any other aspect of operation. ~~Lighthouse TK-8 will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights ("OCR").~~ Facilities

Facilities ~~LCCS~~

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

Services

~~LCCSLighthouse TK-8~~ hires and supports a well-qualified staff at the ~~Charter School~~~~school~~ site to provide both tiered interventions and Special Education services in conjunction with the general education faculty. In addition, ~~LCCSLighthouse TK-8~~ contracts with Non-Public Agencies certified through the California Department of Education~~Seneca Family Services~~ to provide specialized services for students.

Special Education Students and Tiered Support

~~LCCSLighthouse TK-8~~ provides a full suite of supports for students with ~~disabilities~~~~special needs~~. At the core of the program is the Multi-Tiered System of Supports Support Model described earlier in this charter in Element 1. The Director of Special Education collaborates with the Senior Managing Director of Academics~~assists us~~ to integrate Special Education into ~~this larger Tiered Support framework as well as our~~ instructional practices and larger schoolwide assessment framework to ensure all student needs are being addressed through systematic planning. The schoolwide assessment framework, described in **Element 2** of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress across grade levels and disciplines.

The ~~LCCSLighthouse TK-8~~ Special Education program is designed specifically for students to receive educational benefit and to support to accelerate a student's growth in all identified target areas, including, but not limited to, social-emotional, behavioral, academic, communication, and transition,~~and~~ and ensure access to that student's ability to succeed in the general education setting to the maximum extent possible, both academically and socially. A student with an Individualized Education Plan ("IEP") will have access to all of the interventions available schoolwide as required by their IEP. ~~LCCSLighthouse TK-8~~ Education Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at ~~LCCSLighthouse TK-8~~ to inform the development of the IEP.

~~Child Find~~Search & Serve Process

~~LCCSLighthouse TK-8~~ understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. ~~LCCSLighthouse TK-8~~ shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic ~~review methods~~ of data through the COST/MTSS process as well as f utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs

that cannot be met through the general instructional program without special education services. Parents will be informed that special education and related services are provided at no cost to them. The ~~Child Find~~Search ~~and Serve~~ Process will be overseen by the Principal and District-Wide MTSS Coordinator under the direct supervision of the LCPS Director of Special Education.

No assessment or evaluation will be used for admission purposes. ~~If a student enrolls with an existing IEP, Lighthouse TK-8 will notify the SELPA within 5 days.~~ An IEP meeting will be convened within 30 days of enrollment.

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

Referral for Assessment Process

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

Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Any such referrals will be responded to in writing by ~~LCCSLighthouse TK-8~~ within 15 calendar days.

If ~~LCCSLighthouse TK-8~~ concludes that an assessment is appropriate, the parent will receive a written Assessment Plan and a copy of their "Procedural Rights and Safeguards" within 15 days. Parents will be informed via the Education Specialist that special education and related services are provided at no cost to them. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process

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

~~In~~ addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Standardized Individual Assessment;
- Observations;

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

Unless conflicting with SELPA policies and procedures, ~~LCCSLighthouse TK-8~~ will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

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

A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. ~~LCCSLighthouse TK-8~~ 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 ~~LCCSLighthouse TK-8~~ will have an IEP that documents assessment results and eligibility determination for special education services. ~~LCCSLighthouse TK-8~~ will ensure that all aspects of the IEP and school site implementation are maintained. ~~LCCSLighthouse TK-8~~ will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the

general education teacher. Students at ~~LCCSLighthouse TK-8~~ who have IEPs will be served in the ~~Least Restrictive Environment ("LRE.")~~. Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

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

~~LCCSLighthouse TK-8~~ views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. ~~LCCSLighthouse TK-8~~ will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, ~~LCCSLighthouse TK-8~~ will ensure ~~their~~~~his/her~~ participation using other methods, such as conferencing by telephone, ~~teleconferencing~~, or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies.

Upon the parent or guardian's written consent, the IEP will be implemented by ~~LCCSLighthouse TK-8~~. The IEP will include all required components and be written on SELPA forms.

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

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

pupil on state and district assessments; and

- For students 16 years of age, or upon their entry to high school, if deemed appropriate by the IEP team, and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (~~"ITP"~~) is required at the appropriate age;
- When ~~LCCSLighthouse TK-8~~ seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of theirhis/her disability or a failure to implement the student's IEP.

In cooperation with the parent or guardian, the IEP will be implemented by LCPS and ~~LCCSLighthouse TK-8~~.

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 theirhis/her needs and make appropriate updates. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress and continued eligibility. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the ~~Charter School, school~~. Once the request is received, ~~LCCSLighthouse TK-8~~ will have thirty days to hold the IEP meeting or fifteen days to respond to the request for assessment.

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

In addition, ~~LCCSLighthouse TK-8~~ shall comply with the EDCOE SELPA. ~~LCCS will have a representative attend#~~
~~is Lighthouse TK-8's understanding that it shall represent itself at~~ all mandatory SELPA meetings, ~~including~~
~~participating in the SELPA-led Professional Learning Network meetings.~~ ~~LCCS-Lighthouse TK-8~~ understands
that it will be subject to the Allocation Plan of the SELPA. The ~~Director of Principal and the~~ Special Education
~~manages 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.

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

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

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

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

For students transferring to ~~LCCSLighthouse TK-8~~ from another school within a different SELPA,
~~LCCSLighthouse TK-8~~, pursuant to Education Code Section 56325(a)(1), shall continue to provide services
comparable to those described in the existing approved IEP for a period of up to 30 school days, by which time
~~LCCSLighthouse TK-8~~ shall adopt the previous IEP or, in consultation with parents/guardians, develop and
implement a new IEP that is consistent with federal and state law.

For students transferring to ~~LCCSLighthouse TK-8~~ from a school outside of California, ~~LCCSLighthouse TK-8~~
shall provide the student with a free appropriate public education, including services comparable to those
described in their existing IEP, until ~~LCCSLighthouse TK-8~~ conducts an assessment pursuant to Section 1414 of
Title 20 of the United States Code, if determined to be necessary by ~~LCCSLighthouse TK-8~~, and develops a new

IEP, if appropriate, in accordance with federal and state law.

Non-Public Placements/Non-Public Agencies

LCCS

~~Lighthouse TK-8~~ shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. ~~LCCSLighthouse TK-8~~ shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to ~~LCCSLighthouse TK-8~~ and no student shall be denied admission nor counseled out of ~~LCCSLighthouse TK-8~~ due to the nature, extent, or severity of ~~their/his/her~~ disability or due to the student's request for, or actual need for, special education services.

State Assessments

~~LCCSLighthouse TK-8~~ will ensure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the ~~California Assessment of Student Performance and Progress ("CAASPP")~~ and California Science Test ~~and ELPAC ("CAST")~~.

Professional Development for All Staff

The Education Specialists and other team members participate in the professional development opportunities provided by the ~~school site, special education department, and SELPA, as appropriate.~~ ~~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 ~~coach~~ ~~personalized professional learning plan~~ that will ~~collaboratively~~ identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, ~~Special~~ Education ~~Specialist~~ ~~teachers~~ receive training to ensure they have research-based instructional strategies specific to supporting ~~Special Education~~ students ~~with disabilities – science of reading, evidence-based practices for supporting students with autism, – strategies like the Slingerland Approach, 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 support the areas impacted by supporting their disability~~ ~~disabilities~~.

Dispute Resolution

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

Complaint Procedures

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

Due Process

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

Reporting

~~LCCSLighthouse TK-8~~ will collaborate with the authorizer to collect and maintain information required by IDEA for students including but not limited to: age, grade, type of disability, EL status, number of students receiving services, number of students receiving and types of test modifications and exemptions, settings of service, suspension data, and reasons for charter exiting, if applicable.

SELPA Representation

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

Excess Costs

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

Staffing

~~LCCSLighthouse TK-8~~ is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at ~~LCCSLighthouse TK-8~~ will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by ~~the California's~~ Education Code and the IDEA. LCPS and ~~LCCSLighthouse TK-8~~ will contract with Non-Public Agencies certified by California~~Seneca~~ to provide any targeted services that LCPS is unable to provide by directly hired employees. The ~~LCCS Head of School and Senior Lighthouse TK-8 Principal,~~ Director of Special Education and Special Projects, and the ~~Director of School Partnerships, Seneca Family of Agencies~~ will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Providing Section 504 Services

~~LCCSLighthouse TK-8~~ recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. ~~Any~~ student, who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is

regarded as having such an impairment, is eligible for protections under Section 504. ~~LCCSLighthouse TK-8~~ is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free ~~and~~ appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by ~~LCCS's Lighthouse TK-8's~~ professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that ~~they review~~~~he/she reviews~~ the 504 Plan.

with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Please see ~~Appendix A.8~~ for LCPS' 504 Board Policy, ~~Appendix A.9~~ for 504 Administrative Regulation, and ~~Appendix A.10~~ for the 504 Parents' Rights Statement.

Serving English Learners

~~LCCSLighthouse TK-8~~ is committed to supporting English Learners, ~~("EL")~~ including ~~Long-Term~~~~long-term~~ English Learners ~~and/or~~ English Learners at risk of becoming long-term English Learners. ~~LCCSLighthouse TK-8~~ holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice. _

Our EL program, described below, addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our English Learners. ~~LCCSLighthouse TK-8~~ will comply with applicable federal, state, and District requirements regarding EL education including long-term English Learners or English Learners at risk of becoming long-term English Learners and re-designation of EL students. In addition, ~~LCCSLighthouse TK-8~~ will meet all requirements of federal and state law regarding providing equal access to the curriculum for English Learners.

Identification, Designation & Notification

~~LCCSLighthouse TK-8~~ will determine the home language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the Charter School, if this is their first enrollment in a California public school. In compliance with the Office for Civil Rights ~~("OCR") of the U.S. Department of Education~~, if a parent affirms on the Home Language Survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of enrollment or 60 days prior to first enrollment, ~~LCCSLighthouse TK-8~~ will assess the English proficiency of all students who do not have a previous EL Classification in the State of California and whose primary home language may not be English using the ~~English Language Proficiency Assessments for California ("ELPAC")~~ Initial Assessment ("IA") ~~("ELPAC")~~.

Upon receipt of initial scores, students will be designated as either an English Learner or as fluent in English. The IA is administered only once during a students' time in the California public School System. The IA performance levels are Initially Fluent English Proficient ("I-FEP") or Intermediate English Learner or Novice English Learner. Should the State of California change its recommendations for classification of EL and I-FEP

during the term of this charter, ~~LCCSLighthouse TK-8~~ will adopt the state recommendations and this change will not be considered a material change of the charter.

Families will receive notification of ~~how~~ their child’s ELPAC results and initial language designation within 30 days of receipt of these results, as well as information on how their child’s learning needs are being addressed by ~~LCCSLighthouse TK-8~~. In addition, they will be invited to ~~LCCSLighthouse TK-8 for an information session~~ to review these results in detail and discuss ways to support their child’s English language development. ~~LCCSLighthouse TK-8~~ will report the number of EL students attending ~~LCCSLighthouse TK-8~~ to the District and the State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

~~LCCSLighthouse TK-8~~ will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the ELPAC Summative Assessment (“SA”) annually to determine growth in English language proficiency until they are reclassified. In accordance with the guidance from the State of California, there are four components to reclassification: the ELPAC, an academic measure, teacher recommendation and parent consent. ~~LCCSLighthouse TK-8~~ will follow the ELPAC Language Classification process as outlined in ~~Table 5~~ ~~Figure A.8~~ to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, ~~LCCSLighthouse TK-8~~ will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

~~Table 5: English Learner~~ ~~Figure A.8: Reclassification Criteria~~

State Requirement	Measure	Threshold
Assessment of English Language Proficiency	ELPAC	4 Overall No sub-scores of 1
Comparison _____ of Student Performance with _____ English Proficient Students	SBAC ELA (tested grades) -OR Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”)	Met or Exceeded Standards -At Grade Level Benchmark - Above 50th percentile
	<u>NWEA MAP</u>	<u>Above 40th percentile</u>

Teacher Evaluation	<u>OPTEL-Aligned Form</u> English-Grade	<u>Agree</u> Meeting
Parent Opinion and Consultation	Parent Notification Letter	Notice to parents or guardians and parent's or guardian's opportunity to participate in the reclassification process.

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as fluent English proficient ("RFE") using the guidance in ~~Table 6~~Figure A-9. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Table 6: Figure A-9 *Reclassification Criteria for ELs with Disabilities*

State Criteria	<u>LCCS</u> Lighthouse <u>TK-8</u> Policy
Assessment of English Language Proficiency	The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability and significant disproportionality. <u>The IEP team must also indicate if the Summative Alternate ELPAC is to be administered.</u> <u>Students must</u> Student Services Team: Score at Somewhat Developed (Level 3 on the Summative Alternate ELPAC 2) Overall (to be reclassified, modified by IEP teams based on student's disability)
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified

<u>Teacher Evaluation</u>	<u>Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance.</u>
<u>Parent Opinion and Consultation</u>	<u>Parent receives notice of reclassification eligibility and is given an opportunity for input to indicate if they disagree that the student be reclassified.</u>

Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

UnderstandingThe IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability/significant disproportionality of SLD/EL in our network. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.

1. Nearly Met Standard level (Level 3)2) or higher on the ELA California Alternate AssessmentSBAC.
2. Nearly Met Standard level (Level 2) or higher on the ELA Interim

The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III).


LCCS

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

Identifying and Monitoring Long-Term English Learners

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

Students will be monitored using the following criteria:

- **Annual English Language Proficiency Growth:** Progress on the ELPAC will be analyzed annually to ensure students are making adequate gains toward reclassification. Students who demonstrate stagnation in growth will be flagged for additional support and closer monitoring.
- **Academic Performance in Core Content Areas:** EL students' performance on benchmark assessments, NWEA MAP, SBAC, and course grades will be reviewed to evaluate access to and mastery of grade-level standards in ELA, Math, Science, and Social Studies. Particular attention will be given to students who are performing below grade level despite extended time in U.S. schools.
- **Years in Program:** Students who have been classified as English Learners for four or more years without meeting reclassification criteria will be identified as at risk for LTEL status. The Charter School will use a longitudinal tracking system to monitor students' duration in EL status and plan accordingly.
- **Rigorous and Culturally Relevant Curriculum:** LCCS ensures that students at risk of becoming LTELs have access to high-quality, culturally responsive ELD instruction. Middle school students (grades 6–8) engage with Vista Higher Learning programs such as *Bridges* and *Get Ready!*, while high school students receive targeted support through the *EDGE* ELD curriculum. These curricula are designed to accelerate language acquisition while connecting with students' backgrounds and academic needs.

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

Strategies for Supporting English Learners

Academically, ~~LCCSLighthouse TK-8~~ will meet the needs of its English Learners through a combination of Integrated and Designated ~~ELD, English Language Development~~. Like all students at ~~LCCSLighthouse TK-8~~, all English Learners will be held to clearly articulated high expectations, provided access to the ~~Charter School's~~ rigorous curriculum, and offered personalized support as needed. English Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At ~~LCCSLighthouse TK-8~~, we believe that holding English Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach ~~their~~his/~~her~~ highest potential and given the opportunity to attend college.

Integrated ELD & Designated ELD Instruction

All teachers will use Integrated ELD strategies to support English Learners to access, participate in and demonstrate knowledge of the content. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of .

content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English.

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

At LCCSLighthouse TK-8, our Designated ELD Program will adjust to meet the needs of our student learner profiles and will include courses such as:

- **Academic Language Development Class for LTEs** In this course, students develop all modes of academic language, with a particular focus on reading and writing, as well as learning strategies to support academic success.
 - **Newcomer Class** (Students in the US fewer than 3 years) In this class, the focus is on filling in academic and language gaps to transition to mainstream program or postsecondary education.
- The course is designed for development of conceptual, analytic, and language practices simultaneously. It includes regular use of all modes of language and highly individualized programs and lessons.

Teacher Qualifications and Professional Development

All core teachers ~~of English Learners~~ at LCCSLighthouse TK-8 are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development (“CLAD”) Certification or or other valid CTC recognized EL authorization required for their assignment. In addition, LCCSLighthouse TK-8 will provide stipends to teacher’s base salaries to assist in recruitment of teachers who:

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

In addition to the supports above, all LCCSLighthouse TK-8 will provide professional development to all administrators and teachers, both core and non-core, on effective Designated ELD instruction aligned to adopted curriculum or resources and Integrated ELD Strategies for all staff.

Program Assessment and Monitoring

Metrics to assess the progress of LCCSLighthouse TK-8 EL program include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are classified as proficient in English in five to seven years, or less and/or make at least 1 ELPI level of growth annually.
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams

- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students
 - Annual percentage of LTEL students continuously decrease through reclassification

If ~~LCCSLighthouse TK-8~~ finds that students are not making sufficient academic progress as indicated through ELPAC results and the above data, it will modify the EL program as needed.

Conclusion

The instructional program outlined in Element 1

Supporting Socio-economically Disadvantaged Students

~~The Lighthouse TK-8 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. Lighthouse TK-8 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 support students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

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

Serving the Whole Child

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

Involving Families

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to supporting college and career readiness)

Monthly

- ~~Weekly~~ “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers ~~two~~^{three} times a year to discuss progress and individual goals for their child

Cultivating Teaching Excellence

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

In addition, ~~LCCS~~^{Lighthouse TK-8} regularly disaggregates its assessment data to look at the achievement of this sub-group as compared to the ~~Charter School~~^{school} at large and non-disadvantaged peers. If data indicates that the group is struggling, adjustments in program and instruction will be made. If data indicates that a student within this subgroup is struggling, this triggers the COST process described in depth above and the corresponding support services as needed to ensure the child closes any gap and is able to meet our mission of college and the career of their choice.

Supporting Students Achieving Above Grade Level/Gifted Students

~~Lighthouse TK-8 is committed to supporting all students in excelling in its program. Academically high achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, Lighthouse TK-8 will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Student Led Conferences where goals are crafted to meet the specific growth goals of each individual student. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level coursework at local universities, community colleges, and/or online courses as appropriate for each student's needs.~~

~~Supporting~~ Charter School Goals and Actions to Achieve the State Priorities

~~Unsheltered Students~~

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

GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code ~~Sections~~Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's~~Lighthouse TK-8 has identified~~ annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), can be found in the Charter School's~~and specific annual actions to achieve those goals. These priorities include:~~

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

~~Lighthouse TK-8's pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve these goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve these additional goals.~~

~~Lighthouse TK-8 acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula, as they may be amended from time to time, which include the requirement that Lighthouse TK-8 shall annually submit a Local Control and Accountability Plan ("LCAP") Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. /annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Lighthouse TK-8 shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Lighthouse TK-8 shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Lighthouse~~

~~TK-8 “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils” in developing the annual update. (Ed. Code § 47606.5(d).)~~

The current LCAP is on file with the District and is also available in the Appendix as Appendix A. It is also available on our website at <https://lighthousecharter.org/local-control-accountability-plans-lcap/>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Element 2 (Measurable Pupil Outcomes) and
Element 3 (Method of Measuring Pupil Outcomes)

02. Measurable Student Outcomes

District Required Language

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

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

Increases in Student Academic Achievement, Overall and by Subgroup

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

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

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The overall and student group outcomes are aligned to the goals described in Appendix A. The LCAP is incorporated here by reference.

ELA Student Group Goals	Overall	SED	EL	LTEL	SWD	Latino	African American
2025 Dashboard Color	Orange	Red	Orange	Orange	Orange	Red	NA
2025 DFS	73.6	74	87.1	112.7	129.5	75	86.4
2025 Change	+3.4	+2.6	+6.6	19.4	+6.9	+1.6	+22.4
Student Group Goals Aligned to LCAP							
Dashboard Color Goal (in alignment with cut off scores for low/very low with increased growth)	Yellow	Yellow	Orange	Orange	Orange	Yellow	Orange
DFS yearly point growth (in alignment with increased/significantly increased on 5x5)	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points
Dashboard ELA Growth (in alignment with Dashboard Growth model)	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated

Math Student Group Goals	Overall	SED	EL	LTEL	SWD	Latino	African American
2005 Dashboard Color	Orange	Orange	Orange	Orange	Red	Orange	NA
2025 DFS	102.5	103	110.8	160	162.1	103	112.1
2025 Change	+4.8	+5.9	+6.8	+8.5	+0.1	+5.9	+1.6
Student Group Goals Aligned to LCAP							
Dashboard Color Goal (in alignment with cut off scores for low/very low with increased growth)	Yellow	Yellow	Orange	Orange	Orange	Yellow	Orange
DFS yearly point growth (in alignment with increased/significantly increased on 5x5)	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points	3 - 15 points
Dashboard ELA Growth (in alignment with Dashboard Growth model)	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated	Average to Accelerated

ELP Student Group Goals	Overall	EL	LTEL
2025 Dashboard Color	Orange	Orange	Red
2025 % Progress	42.1%	42.1%	44.6%
2025 Change	-2.5%	-2.5	-12.3
Student Group Goals Aligned to LCAP			
Dashboard Color (in alignment with cut off scores for medium to high performance levels; 45% to 65%)	Yellow or higher	Yellow or higher	Yellow or higher
% Progress Goal (in alignment with LCPS LCAP Goal)	60%+	60%+	60%+
% Change Goal (in alignment with increased/significantly increased on 5x5)	2 - 10%	2 - 10%	2 - 10%

Methods for Measuring Pupil Progress Toward Outcomes:

Formative Assessment

LCCS, a Lighthouse Community Public School, provides students with access to opportunities for success in future endeavors. To establish a foundation for success, LCCS ensures students will attain the following skills:

- Mastery of Knowledge and Skills: Master at least grade level competency in three core subjects: mathematics, science, and English Language Arts (including as aspects of the scarborough reading rope, not exceeding reading, writing listening and speaking)
- Character: treat others well and stand up for what is right exhibiting empathy, integrity, respect and compassion as well as put their learning to use to improve communities.
- High Quality Student Work: demonstrate original thinking, apply their learning to real world experiences, analyze, evaluate and synthesize complex ideas and consider multiple perspectives.

Progress Monitoring

Throughout the year, LCCS analyzes student work and assessment data to measure student outcomes.

Table 7: LCCS Annual Assessment Plan

<u>Content Area</u>	<u>Assessment Type</u>	<u>Grade Level</u>	<u>How Often</u>	<u>Purpose</u>
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<u>ELA/Math</u>	<u>Formative Assessments (Mid and End of Module Assessments)</u>	<u>TK-8</u>	<u>4-6 cycles not done when a summative assessment is scheduled such as IAB,</u>	<u>Formative assessments are grade level, curriculum and State Standards based that provide more frequent progress monitoring opportunities</u>
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			<u>ICA</u>	
<u>Early Literacy</u>	<u>mClass Dibels</u>	<u>K-2</u>	<u>3 times per year</u>	<u>Administer state mandated dyslexia screener (formerly used Aimsweb+), early literacy intervention and monitoring</u>
<u>Early Literacy/Early Numeracy</u>	<u>AimswebPlus</u>	<u>TK</u>	<u>3 times per year</u>	<u>Early literacy and numeracy intervention and monitoring</u>

<u>ELA/Math/Science</u>	<u>Smarter Balanced Interim Assessments: Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)</u>	<u>3-8</u>	<u>IABs Annually ICAs Annually</u>	<u>While SBAC is summative, our interim and benchmark assessments provide additional opportunities for SBAC like practice and progress monitoring.</u>
<u>ELA/Math/Science</u>	<u>CAASPP/CAST/CAA</u>	<u>3-8</u>	<u>Cycle 5 or 6</u>	<u>SBAC measures student proficiency for ELA/ Math. CAST measure proficiency for Science both are for grade level Common Core Standards. CAA is the alternate assessments for students with significant cognitive disabilities.</u>
<u>English</u>	<u>ELPAC</u>	<u>K-8</u>	<u>Initial/ Newcomers / Summative</u>	<u>ELPAC is mandated and measures English level proficiency for our English Learners</u>

<u>ELA/Math</u>	<u>NWEA MAP</u>	<u>K-8</u>	<u>Twice a year</u>	<u>To measure program efficiency and give multiple opportunities for EL students to reclassify during the year</u>
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Application of Education Code section 47607.3

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

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that:
 - 1) the charter school has failed, or is unable, to implement the recommendations of the California

Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Goals, Actions ~~LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS OUTCOMES~~

~~LCPS Organizational Objectives and Measurable Outcomes Aligned with Key Results (OKR) drive long and short term goals for continuous improvement at LCPS and at Lighthouse TK-8.~~

	Objectives	LCPS Key Results
QUALITY	1. <u>Our students are at school and engaged every day.</u>	A) <u>Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.</u>
	2. <u>Our students are learning, equipped with social-emotional skills, and meeting growth/performance targets to succeed in college.</u>	A) <u>Meet 50% proficiency across SBAC (or equivalent on MAP/ANET)ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.</u>
	3. <u>We grow and develop in service to our students.</u>	A) <u>100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.</u>
CULTURE	4. <u>We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</u>	A) <u>Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.</u> B) <u>70% positive responses on Family Survey questions on Panorama across all student sub groups</u> C) <u>Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.</u> D) <u>Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)</u> E) <u>50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx</u>
IMPACT	5. <u>We guarantee our commitment to Oakland children and families.</u>	A) <u>Successfully renew charters at Lighthouse TK-8 and Lighthouse TK - 8.</u> B) <u>Increase student retention year-</u>

		<u>over-year to 90% across sites and for all student groups, specifically our African American students.</u>
	6. <u>We have a sustainable financial model.</u>	A) <u>Enroll 100% of budgeted seats every day.</u> B) <u>Finish 2020-21 with a 3.2% contribution to reserves.</u>

~~Lighthouse TK – 8 OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES~~

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

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

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

~~Lighthouse TK – 8 will comply with all requirements pursuant to California Education Code Sections §47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's including developing annual goals, actions and measurable outcomes, both for all pupils (i.e. schoolwide) and for each subgroup of pupils, in and aligned with the Eight State Priorities as described identified in California Education Code Section § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided).~~

~~Furthermore, Lighthouse TK – 8 acknowledges and agrees that it must comply with necessary additional supports made possible by additional funds from all applicable laws and regulations related to AB 97~~

~~(Local Control Funding Formula). Lighthouse TK – 8 will comply with all elements of the Local Control~~ Funding Formula.

~~The current Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP is on file with the District and attached as Appendix A. It is also available on our website at~~
<https://lighthousecharter.org/local-control-accountability-plans-lcap/> The Charter School shall annually ~~or~~
LCAP update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use, ~~as~~
appropriate, to OUSD and the LCAP Alameda County Superintendent of Schools on or before July 1 of

each year pursuant to California Education Code § 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education. The Charter School, as it may be changed from time to time. As set forth in Education Code § 47606.5(a), the annual update shall include:

- ◆ ~~A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions Lighthouse TK – 8 will make as a result of the review and assessment.~~
- ◆ ~~Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.~~

Lighthouse TK – 8 reserves the right to establish additional and/or amend, school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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

Lighthouse TK – 8’s outcomes are detailed in **Figure B.1** below, which align with the state priorities and the charter school’s goals and actions to achieve the state priorities, as identified in Element A of the charter.

Figure B.1. Lighthouse TK – 8 LCAP Measures, Goals, and Actions

Goal 1: Lighthouse TK – 8 Students are academically proficient. <i>This work is aligned to state priorities 1, 2, 4 and 8 and LCPS OKRs Objectives 1 and 2.</i>	
Measures	Growth Goals

50% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups. 50% of students meet grade level proficiency in Math as measured by the SBAC, overall and in each of the significant subgroups. - The percent of students who are high-achieving or high-growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.	- Percent of students who are level 3 or 4 in ELA will increase by 5% by 2022 and 10% by 2025 above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. - Percent of students who are level 3 or 4 in math will increase by 5% annually on average above a
- The percent of students who are high-achieving or high-growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.	baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. - The percent of students who are high-achieving or high-growth on the ELA NWEA will grow by 1% annually, overall and for significant subgroups - The percent of students who are high-achieving or high-growth on the Math NWEA will grow by 1% annually, overall and for significant subgroups - The percent of English Learners making annual progress toward fluency will increase by 10% annually.
Actions	

- a. ~~Develop plan for high school, to launch in 2020-21, that ensures all students have access to and meet A-G requirements~~
- b. ~~Utilize grade-level and standards-aligned ELA and math curricula in all classrooms~~
- c. ~~Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.~~
- d. ~~Provide targeted interventions for students identified as needing additional support through MTSS~~
- e. ~~Develop individual student schedules that allow for grade-level ELA and math instruction, high-quality learning expeditions, and targeted interventions.~~
- f. ~~Action not continuing~~
- g. ~~Leverage technology to provide additional student math and reading practice.~~
- h. ~~Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.~~
- i. ~~Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.~~
- j. ~~Implement interim assessments and bi-weekly data meetings to assess student mastery of CCSS in ELA and math.~~
- k. ~~Roll out modified MTSS structures in order to identify students in need of additional academic supports~~
- l. ~~Quarterly Professional Development Institutes support teachers to develop the EL Core Practices~~
- m. ~~Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.~~

- n. ~~Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.~~
- o. ~~Use growth targets for English Language Proficiency that lead to reclassification~~
- p. ~~Provide professional development for teachers on understanding ELPAC scores and ELPAC growth~~
- q. ~~Develop and implement a portfolio assessment system.~~
- r. ~~Align passage structures to Graduate Profile~~
- s. ~~Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups~~
- t. ~~Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.~~
- u. ~~Support student academic proficiency through increased Instructional Aide support.~~
- v. ~~Closely monitor SBAC test completion to ensure all students take the test.~~

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

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

Measures

Growth Goals

• 2% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. • Fewer than 5% of students are Chronically Absent, according to state definitions, overall and within each of the significant subgroups. • 70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the SCAI, overall and in each of the significant subgroups.	• Reduce suspension to 2% for the school year, overall and within the significant subgroups. • Reduce chronic absenteeism by 2% every year from baseline, overall and within each subgroups until 5% CA rate is attained. • Increase student positive responses on eh SI and AC SCAI Dimensions by 5% each year until goal is attained.
Actions	
a. Utilize crew as a venue in which students are supported socially, academically, and emotionally b. Incorporate community fieldwork and service learning into the curriculum. c. Develop opportunities for student leadership d. Provide healthful universal breakfast e. Refine and utilize data management systems to track student culture and behavioral data	
f. Utilize a Restorative Justice model to provide social, emotional and behavioral support through Deans of Students. g. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS, including an expansion of counseling services. h. Train all teachers in the use of Restorative Justice practices in the classroom. i. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions. j. Roll out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports	
Goal 3: Lighthouse TK – 8 Families are connected to the school and each other as partners in their children’s education. <i>This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.</i>	
Measures	Growth Goals

Annual growth toward the following targets: 95% of families participate in their child's Student Led Conferences at least one time during the school year. 70% positive responses to Winter Family Survey connection questions. 70% positive responses to family partnership questions on Winter Family Survey.	
Increase positive responses on family survey by 5% annually until goal is attained	
Actions	
- Use crew to provide a small venue in which students are supported socially, emotionally, and academically - Hold Student Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals - Provide opportunities for families to advise school through formal and informal leadership structures. - Principals hold twice yearly "State of the School" meetings with families around areas of school focus to share data and get input. - Hold parent learning events based on parent interest, need, and school goals. - Provide Spanish translation at all parent meetings and Student Led Conferences. - Utilize family portal to better keep families informed of student progress and school events.	
Goal 4: Lighthouse TK – 8 Staff are engaged members of the school community. <i>This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.</i>	
Measures	Growth
Annual growth toward the following targets: 75% of LCPS staff are engaged on the Q12. 85% of LCPS staff are satisfied with their total compensation package.	Increase staff engagement on the Q12 by 3% each year
Actions	

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

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

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

Measures

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

Actions

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

Collective MPOs

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

Collective MPOs for K–5	
1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision making.	
MPO	Target (%)
2. Each year, at least 70% percent of families positively rate school safety.	70%; yearly growth of 3% until target is reached
3. Each year, at least 70% percent of families positively rate academic instruction.	70%; yearly growth of 3% until target is reached
4. Each year, at least 70% percent of families positively rate their voice in school decision making and/or opportunity for feedback.	70%; yearly growth of 3% until target is reached

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

Additional Site-Based MPOs	
MPO	Target (%)
Each year, 95% of families will attend their child's student-led conference meetings.	95%
Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community.	90%

Student Outcomes

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

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

More information on these Student Outcomes may be found in “What It Means to be an Educated Person in the 21st Century” in **Element A**. Methods for assessing student mastery of academic content performance standards are detailed in **Element C**.

03. ASSESSMENT METHODS

District Required Language

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

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Vision for Assessment

VISION FOR ASSESSMENT

As a school that has adopted EL Education as its school model, ~~LCCS Lighthouse TK-8~~ provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At ~~LCCS Lighthouse TK-8~~, we believe that assessment practices should motivate students to become leaders of their own learning and clearly communicate progress to students and families. Students track their progress toward State Standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction.

All assessment tools used at ~~LCCS Lighthouse TK-8~~ are aligned to the ~~State Academic and Performance Content Standards~~ described in ~~Elements 1A and 2B~~. Assessment takes place in all grades and across all subjects. Grades 3 through 8 use the ~~California Smarter Balanced Assessment of Student Performance and Progress in both English Language Arts and Mathematics Consortium (SBAC)~~ as adopted by the State of California; ~~NWEA MAP~~ a nationally normed assessment is utilized ~~coherent assessments that build toward the knowledge and skills assessed by SBAC are used~~ in K-8. LCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of ~~college and career ready standards~~ ~~the CCSS~~, providing both reinforcement and accountability for our program.

Students regularly present evidence of their achievement and growth through student-led family conferences, passage ~~or EXPO~~ presentations, and celebrations of learning. Because of ~~LCCS's Lighthouse TK-8's~~ expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment

data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level.

All assessment tools used at ~~LCCSLighthouse TK-8~~ align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. ~~(See **Appendix A.1**). Assessment will take place in all grades and across subjects, as well as in the area of character development.~~ Assessment will be used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflecting on student achievement and to design professional development that supports to meet the needs of all students.

Student assessment at ~~LCCSLighthouse TK-8~~ will include:

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

Through data-based inquiry and guided reflection, assessment practices and outcomes at LCCSLighthouse TK-8 will also be used to improve the educational program at the Charter School~~school~~ by:

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

Forms of Assessment

FORMS OF ASSESSMENT

In order to ensure that all students within LCCSLighthouse TK-8 are achieving the student outcomes detailed in **Elements 1 and 2**, assessment will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies. It will also serve a critical role in reporting student and school achievement and progress to caretakers.

Learning Targets & Mastery Based Grading

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

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

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

Curriculum Embedded Assessments

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

Presentation of High Quality Student Work

Portfolios

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

Passage Presentations

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

Student Led Conferences & Goals

Each student at ~~LCCS~~Lighthouse TK-8 has individualized goals based on their Student Led Conferences. ~~("SLCs")~~. Parents, students, and teachers come together ~~two~~three times a year, once to develop the SLC goals and a second ~~and third~~ time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary.

Diagnostic and Growth Measures

At the beginning of each school year, ~~LCCS~~the Lighthouse TK-8 will conduct diagnostic assessments of each student to establish baseline levels of mastery. The NWEA MAP, ~~ANET suite of assessments~~, or internally developed tools will be used to establish ~~established~~ baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below). ~~The ELPAC will measure~~

~~students' English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State's objectives and priorities.~~

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

English Language Development Assessments

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

State Assessments

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

- ~~California Assessment of Student Performance and Progress and California Alternate Assessments for ELA and Mathematics~~
- ~~Smarter Balanced Assessment Consortium~~
- California Science Test
- English Language Proficiency ~~Assessments~~ Assessment for California
- California Physical Fitness Test

Assessment Methods Across Content Area & Subject

Matters

Table 8

~~ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS~~

~~Figure 3.1~~ provides a matrix of the internal and external assessment methods used across content areas and subject matters connected to our graduate profile.

~~Table 8:~~ Figure 3.1 *Assessment Methods across Content Area and Subject Matter*

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
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LCPS Graduate Profile Academic Knowledge	<u>ELA</u> English Language <u>Arts</u>	• Tests and quizzes • Focus paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Presentations and performances • Simulations • Interim Assessments • Research Paper	<u>CAASPP/CAA ELA</u> <u>CAASPP</u> <u>ICAs/IABs</u> <u>SBAC</u> NWEA MAP ELPAC <u>DIBELs/AimswebPlus</u>
	Mathematics	• <u>Tests and quizzes</u> • <u>Focus Paragraphs</u> • <u>Complex mathematical problems (problems of the week / day)</u> • <u>Interim Assessments</u> • <u>Seminar, debate and discussion</u> • <u>Group Work</u> • <u>Presentations</u>	<u>CAASPP/CAA</u> <u>Mathematics CAASPP ICAs/IABs</u> <u>NWEA MAPSBAC</u>
	<u>Social Studies</u>	• <u>Tests and quizzes</u> • <u>Focus paragraphs</u> • <u>Seminar, debate, and discussion</u> • <u>Presentations and performances</u> • <u>Research projects and papers</u> • <u>Simulations</u>	<u>AP and Dual Credit (HS)</u>

		• Focus Paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Seminar, debate, and discussion • Group Work • Presentations	NWEA MAP
	<u>Science</u> Social <u>Studies</u>	• Tests and quizzes • Focus paragraphs • <u>Scientific Inquiries</u> • <u>Lab Reports</u> • <u>Posters</u> • <u>Research projects</u> • Seminar, debate, and discussion • Presentations and performances • Research projects and papers • <u>Simulations</u>	<u>CAST</u> None

	Visual Arts	• Tests and quizzes • High Quality Work reviews • Art reviews Focus paragraphs • Scientific Inquiries • Lab Reports • Posters • Research projects • Seminar, debate, and critiques discussion • Gallery exhibitions Presentations	N/A
	Science		None

LCPS Graduate Profile Purposeful & Self-Aware	• Habits of Work & Learning Grades • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship reflections	None
LCPS Graduate Profile Relationship Builders	• Passage Presentations • Habits of Work & Learning Grades	None
LCPS Graduate Profile Committed to Service & Justice	• Passage Presentations	None
LCPS Graduate Profile Lifelong Learner	• Passage Presentations • Habits of Work & Learning Grades	None

As indicated in the introduction of Element 3, our broad variety of assessments will be used across grade levels and subject areas. ~~Table 9~~ **Figure 3.2** is provided below to ~~visually~~ capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Table **9:**

Figure 3.2 Assessment Scope and Sequence with aligned performance level

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
ELPAC Measure English Learners' mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	TK-8	ELD Across-Subject Area Settings	Upon enrollment in California schools Annually until reclassified	Level 4 (Well-Developed) Or, growth at a rate that will achieve Well-Developed within 5 to 7 years of introduction to the language
External Coursework & Content Assessments Measure standards mastery	TK-8	ELA Math Science Social Studies Art Spanish Pathway	Ongoing and at the end of each unit of study	70% mastery
Early Literacy Assessment/Dyslexia Screeners (AimswellPlus/mClass DIBELS) Student Work and Portfolio Demonstrate student mastery of grade-level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	TK-5-8	Literacy ELA Math Science Social Studies Art Pathway Graduate Profile Domains	3x/Year Ongoing	Nationally Averaged Literacy Levels or High Growth 70% of standards to date have evidence of mastery

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Student-Led Conferences Reflect on student strengths and areas for growth- Identify specific goals and strategies to achieve goals- Measure growth on goals	TK-8	ELD ELA Math Science Social Studies Art Pathway	Triennial	Mastery of at least one goal
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		Graduate Profile Domains		
ELPAC <u>Measure English Learners Passage Presentations</u> Demonstrate student mastery of <u>ELD grade-level standards, including listening, speaking, reading and writing</u> Provide <u>criterion-referenced data on - evidence of student mastery - in the form of authentic projects, products, and - performance tasks</u>	K, 2, 4, 6, 8	ELD- ELA Across Subject Area Settings Math- Science- Social- Studies- Art Pathway Graduate Profile Domains	<u>Annual Upon enrollment in California schools</u> <u>Annually until reclassified</u>	<u>Level 4 (Well Developed)</u> <u>Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language</u> <u>70% of standards have evidence of mastery</u>
CAASPP & CAASPP ICAs/IABs Smarter-Balanced-Assessment Continuum (SBAC) Measure student's mastery of grade level ELA and Mathematics standards Provide <u>-criterion-referenced data on</u>	3 - 8	ELA Math	<u>2x/year Triennially</u> (Interims and Final Summative <u>once</u>)	<u>Standard Standards Met, Standard Exceeded, and categorical growth</u>

student mastery of grade level standard				
<u>CAA ELA and Math</u> <u>Provides a measure of what students know and can do using alternate achievement standards for those with significant cognitive disabilities.</u>	<u>3-8</u>	<u>ELA</u> <u>Math</u>	<u>Annually</u> <u>once a year</u>	<u>Understanding (3)</u>
<u>NWEA MAP</u> Measure of Academic Progress Measures students growth on Reading and Math	K - 8	Reading Math	<u>2x</u> 3x /year	High Achieving or High Growth
<u>CAST</u> <u>Measure student's mastery of grade level science standards</u>	<u>5, 8</u>	<u>Science</u>	<u>Annually</u>	<u>Standard Met, Standard Exceeded</u>

Physical Fitness Test Measure student's physical fitness	5, 7	Physical Education	Annually	Physically fit in at least 4 of 6 areas
<u>Internal Measures</u>				

<u>Coursework & Content Assessments</u> <u>Measure standards mastery</u>	TK-8	<u>ELA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Spanish</u> <u>Pathway</u>	<u>Ongoing and at the end of each unit of study</u>	<u>60% mastery (70% starting with the class of 2023)</u>
<u>Presentation of High Quality Student Work</u> <u>Demonstrate student mastery of grade level standards</u> <u>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</u>	TK-8	<u>EL</u> <u>D</u> <u>EL</u> <u>A</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Pathway</u> <u>Graduate Profile</u> <u>Domains</u>	<u>Ongoing</u>	<u>70% of standards to date have evidence of mastery</u>
<u>Student Led Conferences</u> <u>Reflect on student strengths and areas for growth</u> <u>Identify specific goals and strategies to achieve goals</u> <u>Measure growth on goals</u>	TK-8	<u>Crew/</u> <u>All</u> <u>Subjects</u>	<u>Triennial</u>	<u>Mastery of at least one goal</u>

Teacher and School Use of Data

TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes at ~~LCCSLighthouse TK-8~~ will be used to maximize student learning, inform teacher practice, and improve the educational program at the ~~Charter School, school~~. To achieve this goal, ~~LCCSLighthouse TK-8~~ collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving

outcomes of our Graduate Profile. Some ~~of~~ examples of our best practices include:

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

Student & Family Use of Data

~~LCCS~~STUDENT & FAMILY USE OF DATA

~~Lighthouse TK-8~~ strives to continuously inform families about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Student Led Conferences, Expositions of Student Work, and Passage as detailed in ~~Table 10~~~~Figure 3.3~~. Reports are user-friendly and provided in the families' native language. Parents have access to performance tasks, content assessments, and ~~high quality work products~~~~portfolios~~ upon request and at SLCs and EXPOs of student work.

~~Table 10~~~~Figure 3.3~~ *Formal Reporting to Caretakers*

Type	Purpose	Frequency
Online Gradebook and Student Information System	◆ Assessment Data ◆ Attendance Data ◆ <u>Curriculum/Internal Assessment Data</u> ◆ 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	<u>Ongoing</u> Updated every two weeks (Always accessible)

Mailings & Information Sessions	● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, CAASPPSBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights	Ongoing
<u>Student Led Conferences</u>	● <u>Develop and revisit academic and personal goals</u> ● <u>External Assessment Data</u> ● <u>Review student work and measure progress toward mastery of learning targets, and ultimately, passage.</u> ● <u>Share student performance and progress on external and internal assessments</u> ● <u>Develop ownership of learning and goal setting for both the student and family</u> ● <u>Develop student presentation skills</u> ● <u>Clearly articulate student progress toward passage</u>	<u>Biannual</u>
<u>Expositions of Student Work</u>	● <u>Share student mastery of key projects and products from the semester</u> ● <u>Make public classroom learning within the Charter School, with families, and with the broader community</u> ● <u>Develop student presentation skills and ownership of learning</u>	<u>Annual</u>

LCCS

Student Led Conferences	● Develop and revisit academic and personal goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills ● Clearly articulate student progress toward passage	Triannual
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Expositions of Student Work	• Share student mastery of key projects and products from the semester • Make public classroom learning within the Charter School, with families, and with the broader community • Develop student presentation skills and ownership of learning	Biannual
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~~Lighthouse TK-8~~ maintains our online student information system and gradebooks so all parents, students, and teachers will have constant access to real time Learning Target percentages as well as specific assessment information.

School, District and State Use of Data

Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element 1A** of this charter. Pursuant to Education Code Section 47606.5, ~~the on or before July 1, 2021, and each year thereafter,~~ The Charter School will annually produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve the goals identified in Element **1A** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the ~~District charter authorizer~~ and ~~County Superintendent of Schools~~ county annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

School Accountability Report Card

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

Element 4 (Governance)

~~04. GOVERNANCE~~

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

Operation by or as a Nonprofit Public Benefit Corporation

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

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

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

Indemnification of District

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

Governing Board Operation

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

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act.

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

Charter School acknowledges the District's statutory right to appoint, at the ~~District~~District's sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

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

Charter School Records

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

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a

reasonably timely manner upon request ~~under Education Code section 47604.3.~~

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter.

School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, “Ombudsperson”, is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual’s name and contact information should be clearly articulated in the Charter School’s student and family handbook or distributed widely.

Governance Overview

Lighthouse Community Public Schools (~~LCPS~~) is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Charter School (TK-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Charter Public School (~~TKK-12~~). See Appendix CD-1 for ~~an~~the ~~LCPS~~ organizational chart.

The governance structure of ~~LCCS~~LCPS and ~~Lighthouse TK-8~~ includes the following:

- LCPS Board of Directors
- LCPS Chief Executive Officer (~~“CEO”~~)
- LCPS Chief ~~Operating~~Academic Officer (~~“COO”~~)
 - LCPS Chief of Staff (“COS”)
- LCCS Head of School ~~Lighthouse TK-8 Principal~~ & Other Administrators

Instructional Leadership Teams

- ~~Instructional Leadership Teams~~ LCCS Parent Advisory Committee
- ~~Lighthouse School Site Council & ELAC~~ (Family Leadership Group)

Board members, school administration, faculty, and families are involved in the decision-making process at ~~LCCS~~Lighthouse TK-8. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO, COO, and Chief of Staff~~CAO~~ to oversee LCPS’s development and organization; one Head of School~~a Principal~~ who manage the LCCS’s~~Lighthouse TK-8’s~~ operations, academic program and related activities; the LCCS’s~~Lighthouse TK-8’s~~ Instructional Leadership teams whose purpose is to integrate teacher

and staff voice into decisions and to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment, and culture; and the LCCS Parent Advisory Committee~~Lighthouse Family Leadership Group (FLG) that serves as the Site Council & ELAC~~ which communicate the recommendations of the parents directly to the Head of School~~Principals~~ and LCPS leadership.

California Nonprofit Public Benefit Corporation

Lighthouse Community Public Schools, ~~(LCPS)~~, a California nonprofit public benefit corporation, pursuant to California Law, operates LCCS~~Lighthouse TK-8~~. LCPS is governed pursuant to the Bylaws adopted by the

Incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Lighthouse Community Public Schools' Articles of Incorporation are included in [Appendix D.2](#), Bylaws are included in [Appendix D.3](#), and Conflict of Interest Code as [Appendix D.4](#), which complies with the Political Reform Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. LCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

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

The Board of Directors includes between ~~three (3)~~~~seven (7)~~ and fifteen (15) members. In accordance with Education Code Section 47604(c), the Oakland Unified School District may appoint a representative to sit on the Lighthouse Community Public Schools Board of Directors. All directors shall be appointed by the Board, except for the authorizer representative, if any.

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of ~~LCCS Lighthouse TK-8~~. In an effort to diversify and ensure the board has a purview into the issues facing students and families, ~~the LCPS shall make efforts to ensure that it has will reserve~~ seats on its board for LCPS alumni. ~~See Appendix D.5 for the Board Roster.~~

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

- [Academic program management](#)
- [Curriculum and instruction](#)
- [Special education](#)
- Fiscal management
- Fundraising
- Facilities
- ~~Special education~~
- Technology
- ~~Curriculum and instruction~~
- Public health care
- Legal issues in education
- Oakland Unified School District
- Non-profit corporation [governance and](#) management

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Meetings

The Board of Directors of LCPS will meet regularly, at least every other month. All meetings shall be called, held, and conducted in accordance with the ~~Brown Act and the~~ Corporate Bylaws, the Ralph M. Brown Act ("Brown Act") (~~"Brown Act"~~), ~~California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation, including but limited to SB126~~ and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

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

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

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

Board Duties

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

- Hire, supervise, discipline, evaluate, dismiss, and determine the compensation of the CEO; • Approve all contractual agreements above \$50,000;
- Approve and monitor the implementation of general policies of the Charter School,school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the Charter School'sschool's annual budget and budget revisions; •
- Act as a fiscal agent, including the receipt of funds for the operation of the Charter School,school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School,school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices; •

- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;_
- Involve parents and the community in school-related programs;_

- Execute all applicable responsibilities provided for in the California Corporations Code; _
 - Engage in ongoing strategic planning;
 - Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary; _
- Approve charter amendments as necessary and submit material revisions as necessary for District Granting Agency consideration; _
- Approve annual fiscal audit; and performance report
- Approve Annual Review and Revisions of the Local Control and Accountability Plan (LCAP); _
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions; _

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the LCSS's website and at the LCSS site. Our parent engagement with our Board of Directors includes multiple touchpoints such as: regular board meeting attendance opportunities, periodic parent presentations to the board (PAC representatives presenting their perspectives), parent surveys, and coffee chats with Board members. Lighthouse TK-8's website and at the Lighthouse TK-8 sites. The LCPS Board meets every other month at one of the school sites whenever possible to support ease of access for all community members. The minutes of each governing body will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

Board Committees

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

• ~~Governance Committee~~

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

The Board of Directors may elect to add or remove committees, or to change their meeting schedule.

• Finance Committee

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

- **Academic ~~Accountability~~ Committee**

The Academic ~~Accountability~~ Committee meets at a minimum quarterly and reviews all pertinent student achievement data. This committee also reviews and assesses the Charter School's academic program, and makes recommendations for on-going development and refinement of the Charter School's curricula and instructional practices.~~school's academic program,~~

~~and makes recommendations for on-going development and refinement of the school's curricula and instructional practices.~~

- **Audit Committee**

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

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, [ethics \(AB 2158\)](#), [public school finance \(AB 640\)](#), Conflicts of Interest, the Political Reform Act, Government Code Section ~~10901090~~ et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or CEO shall undergo such training within 90 days of taking the position with the Charter School.

In addition, the Board of Directors will collaborate with the CEO and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

Family & Staff Leadership Bodies that Inform School Governance & Decision Making

Instructional Leadership Teams

Instructional Leadership Teams

~~LCCSLighthouse TK-8~~ has ~~two~~ formal Instructional Leadership Teams (~~"ILT"~~): ~~one for Grades TK-5 and one for Grades 6-8. ILTs are~~. ~~ILT is~~ comprised of administrators and teacher leaders. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses on deep dives on instructional topics (benchmarks, curriculum, etc.) to inform their work with departments. This is the team that is primarily focused on driving student growth and achievement.

School Culture ~~Teams~~ Team

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

Family Leadership Group: Parent Advisory Committee ~~School Site Council and ELAC~~

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

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

In addition, the ~~PAC Family Leadership Group~~ provides opportunities for families to advise and provide input to school leadership on programs and services for English learners through the English Learner Advisory Committee, develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Leadership Roles

The following is a summary of key leadership roles within LCPS and at LCCS. ~~Lighthouse TK-8~~. Detailed job descriptions made available upon request ~~can be found in Appendix 4.6~~.

LCPS Family of Schools Leadership

Chief Executive Officer ~~(CEO)~~

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

The CEO will have the following core responsibilities:

- Oversight of LCPS operations, including academic programs, fundraising, budget, personnel
- Lead, manage and mentor a senior team to ensure all students, teachers, and staff have the resources

they need to increase achievement and college readiness for all students;

- Supervise LCPS senior staff;
- Oversee the execution of a strategic fundraising program, which raises money for current and future ~~LCCSLighthouse TK-8~~ needs and ensures a healthy financial future for the organization;
- Raise the visibility of LCPS to education reform advocates and leaders;

- Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members

Chief ~~Operating~~ ~~Academic~~ Officer (~~CAO~~)

The Chief ~~Operating~~ ~~Academic~~ Officer at Lighthouse Community Public Schools is a key member of the CEO's Cabinet Team. The COO is responsible for managing the teams charged with delivering exceptional school-based operational excellence, impactful people & talent functions, and information technology with impeccable customer service across LCPS. The COO is charged with executing on the strategic vision for the organization and managing multiple teams to sustain efficiency in all aspects of operations including facilities and maintenance, human resources and talent, child nutrition, safety, family engagement and enrollment, and information technology.

The COO will have the following core responsibilities:

- Strategic Planning and Execution, Organizational Project Management, and Leadership
- Leading our People Strategy, HR Functions, and Performance Management
- Systems Development & Oversight for Operations and Information Technology

Chief of Staff

The Chief of Staff at Lighthouse Community Public Schools is a key member of the CEO's Cabinet Team. The Chief of Staff leads the facilitation and monitoring of LCPS's strategic planning and develops agendas for and facilitates strong cabinet, board, and other leadership team meetings. The Chief of Staff oversees LCPS's government affairs and policy work and leads internal communication strategy and systems, including developing and supporting CEO and other departments to execute on timely, transparent, and consistent communication to stakeholders. The Chief of Staff also leads LCPS's advocacy efforts and leads the planning and development of key governance structures, including LCPS Board of Director meetings.

Senior Director of Teaching and Learning

The Senior Director of Teaching and Learning ("SDTL") at Lighthouse Community Public Schools is the instructional leader for the organization. The ~~SDTL~~ ~~CAO~~ is a part of the senior leadership team for LCPS. ~~The SDTL supports LCCS's Head of School~~ ~~The CAO manages Principals~~ and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. The ~~SDTL~~ ~~CAO~~ reports to and partners closely with the CEO to lead the instructional vision of the organization.

The ~~SDTL~~ ~~CAO~~ will have the following core responsibilities:

- Oversight of ~~LCCS~~ ~~Lighthouse TK-8~~ Academic Program, including professional development, curriculum and instructional model

- ~~Oversight of~~Oversees development of master schedule and bell schedule to ensure programmatic outcomes
- Lead, manage and mentor academic team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Selection and supervision of the Principal

Senior Director of Finance

The Senior Director of Finance at Lighthouse Community Public Schools is part of the senior leadership team. The Senior Director of Finance is responsible for administrative control and supervision of all business and financial operations of ~~the organization (LCPS)~~ and LCCS, Lighthouse TK-8. Oversight responsibilities in this role include Budget Development, Forecasting and Multi-Year Projections, Payroll, External Compliance and Reporting. The Senior Director of Finance reports to and partners closely with the CEO to ensure the financial health of the organization.

Senior Director of Operations & Enrollment

The Senior Director of Operations and Enrollment at Lighthouse Community Public Schools is a part of the senior leadership team for LCPS. The Senior Director of Operations & Enrollment is the operational leader for the organization. The Senior Director of Operations & Enrollment oversees LCCHS's operations, facilities, technology, food service, custodial services and enrollment. The Director of Operations reports to and partners closely with the ~~COO/CEO~~ to ensure smooth and efficient operations.

Senior Director of ~~Talent and~~ Human Resources (“(HR)”)-

The Senior Director of ~~Talent and~~ HR is part of the senior leadership team for LCPS. The Senior Director of ~~Talent and~~ HR oversees LCPS Hiring, Recruitment, Talent Pipeline, Career Pathways, Human Resources and Employee Growth and Development. The Senior Director of ~~Talent and~~ HR reports to and partners closely with the ~~COO/CEO~~ to ensure a robust talent strategy for LCPS. The Senior Director of ~~Talent and~~ HR supports the LCCS Head of School/Lighthouse TK-8 Principal in ensuring that well-qualified staff are hired, developed and retained.

Senior Director of ~~Student Services &~~ Special Education and Special Projects

The Senior Director of ~~Student Services and~~ Special Education and Special Projects at Lighthouse Community Public Schools oversees the Special Education and counseling program at LCPS. The Senior Director of ~~Student Services and~~ Special Education and Special Projects oversees all Response to Intervention strategy, intervention services and partnerships, and compliance with all special education functions. The Senior Director of Special Education and Special Projects~~Student Services~~ reports to and partners closely with the ~~CEO/CAO~~ to ensure the needs of all students are met.

Senior

Director of Technology

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

Director of Student Services and Community Schools

The Director of Student Services and Community Schools at Lighthouse Community Public Schools is a district-level leader responsible for overseeing student support systems that ensure students and families have equitable access to academic, behavioral, social-emotional, enrichment, athletics, and community-based resources. The Director leads MTSS, attendance, restorative practices, behavioral response systems, student safety and crisis response, formal behavioral investigations, Expanded Learning, athletics, family engagement, and Community Schools initiatives across the LCPS Family of Schools. The Director of Student Services and Community Schools reports to and partners closely with the Senior Director of Teaching and Learning, Principals, and Shared Services leadership teams to ensure strong alignment between student support systems, school culture, compliance, and student outcomes.

Director of Assessment & Performance Management

The Director of Assessment & Performance Management at Lighthouse Community Public Schools oversees the assessment infrastructure and instructional data at LCPS. The Director of Assessment &

Performance Management ensures quality testing structures, enables strong data-driven practices, and works with other leaders to assist with strategic planning around assessment data. The Director of Assessment & Performance Management reports to and partners closely with the COS and Principals to ensure data remains accessible and actionable, while compliance needs are met.

Site Based Leadership Roles

LCCS Principal

Working in partnership to create a cohesive TK-12an exemplary school experience forpreparing students and families, two~~for the rigor of high school, a TK-8 Principal manages~~ Lighthouse Principals, one for TK-5 and one for 6-12, manage the8's operations, academic program and related activities. At LCPS, the Principals'Principal's primary role is that of the instructional leader, and ~~the Principal~~ holds primary responsibility for ensuring the high academic achievement of all students. The Principals'Principal's primary responsibility is to manage the Charter School'sschool's academic program and develop and supervise teachers and other staff. The Principals arePrincipal ~~is~~ also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The Principals arePrincipal-is accountable for student and staff outcomes across grades TK-12-8, accelerating achievement for all students. The TK-8 Principal works closely with the 9-12 Principal of Lighthouse Community Charter High School to create a cohesive TK-12 experience for its students.

LCCS Assistant Principals of InstructionPrincipal

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

LCCS Assistant Principals of Culture

Assistant PrincipalsDean of Students

A Dean of Culture ("APC") ~~oversee~~Students-oversees and support LCCSsupports Lighthouse TK-8 school culture. By bringing LCCSLighthouse TK-8 values of community, integrity, love, social justice, and agency to life, the APCDean of Students supports the creation of a community where students are prepared for success in school and life, including college and career of their choice. The APCDean of Students primary responsibility is developing and supporting restorative practices and systems to ensure that all students are developing as upstanders within their community who are able to repair harm and find solutions to problems. The APCDean of Students is central to creating and upholding a positive school culture where all students belong and develop as lifelong learners and community changemakers.

LCCS Teacher Leaders

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

Element 5 (Employee Qualifications)

05. EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity and Nondiscrimination

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

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

The

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

A Commitment to Quality Staff & Their Ongoing Development

~~A COMMITMENT TO QUALITY STAFF & THEIR ONGOING DEVELOPMENT~~

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

Overall Qualifications

OVERALL QUALIFICATIONS

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

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

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

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

~~LCCSLighthouse TK-8~~ maintains on file current copies of:

- Teacher credentials, as required by assignment

- Documentation of TB risk assessment or examination
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance

- Criminal background summaries, which will be maintained by the Charter School in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

Finally, in compliance with Education Code [Section](#) 44050 all employees must adhere to LCPS's adopted employee code of conduct on employee interactions with pupils, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Student and Family Handbook. This information is also posted on the LCPS website.

For detailed employment eligibility requirements as they pertain to health and safety of students and staff, please see **Element 6F** of this petition.

Selection Process

SELECTION PROCESS

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

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

- Request resumes, cover letters and written responses to prompts
- Conduct a brief phone or video interview for initial screening
- Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities
- Verification of credentials, past employment, and professional and personal reference checks
- Make selection and provide verbal offer
- Finalize employment agreement and extend offers of employment, ~~conditioned~~[dependent](#) on passing of state and federal background checks and verification of prior employment and other pre-boarding requirements

Employee Qualifications

EMPLOYEE QUALIFICATIONS

At ~~LCCSLighthouse TK-8~~, we have three categories of educators – administrators, instructional staff (teachers, education specialists, and other certificated staff), and non-certificated instructional staff (paraprofessional instructional and student support aides, and extended learning program~~day~~ staff —), and all other staff. We expect all of our employees, regardless of their position, to have:

- An expressed and evidenced commitment to the mission of the Charter School~~school~~ and the core values of the organization
- Experience with diverse, urban populations, including an expressed commitment to anti-racist practices

- Met the expectations of state and federal requirements as they relate to their specific teaching, other certificated, or classified position
- Demonstrated they are multi-faceted, life-long learners
- Experience and success working collaboratively with others
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- Alignment to the overall philosophies and ways of working at LCPS

Administrators & District Leadership

Administrator & District Leadership Competencies

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

- **Inspire a shared vision** of college and career readiness by making high-impact decisions, setting clear academic priorities, and developing strategic plans.
- **Ensure an exceptional education for all** by articulating, fostering, and monitoring an academic program and by facilitating data-driven and equity-focused teams.
- **Encourage the heart** by promoting and courageously leading a joyful organizational & school culture that attends to the needs of the whole child and adult.
- **Empower and engage the community** by mobilizing families, students, staff, and other community stakeholders as partners to achieve our vision.
- **Enable others to act** by ensuring processes and systems of development and distributed leadership are in place that result in the recruitment and retention of a diverse and high-performing staff.
- **Innovate and problem solve** by exhibiting persistence, creativity, flexibility, motivation to make change, and the ability to imagine new approaches and opportunities for impact.
- **Model the way** as a leader for equity through skilled and culturally competent collaboration, communication, and relationship-building.
- **—Embody LCPS' core values** of community, integrity, love, social justice, and agency
- **Bring passion to LCCS the founding of a new school** as a dependable, organized, solutions-oriented, and optimistic founding leader committed to both starting up and staying.

Principal Qualifications

The LCCS Head of School ~~Lighthouse TK-8 Principal~~ will have the following qualifications:

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

Assistant Principal of Instruction Qualifications

LCCSLighthouse-TK-8 Assistant Principal(s) will have the following qualifications:

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

Assistant PrincipalDean of CultureStudent Qualifications

LCCSLighthouse-TK-8 Dean(s) of Students with the following qualifications:

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

Instructional Staff

Teachers

Teacher Core Competencies

- Be a visionary, innovative, culturally responsive, and equity-focused urban educator
- Facilitate deeply engaging student-centered learning
- Demonstrate a keen ability to create, collect and analyze authentic data to drive student learning and outcomes for all students
- Be a strong community builder and team collaborator
- Model and foster a growth mindset with agency, persistence, and flexibility
- Be a collaborative and responsible professional educator

Teacher Responsibilities include:

- Builds and maintains classroom culture that is supportive and learning-centered, undergirded by strong management, efficient procedures and systems, but most evident in the full inclusion of African-American boys, students with trauma, and students with IEPs in the social and learning community.-

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

Teacher Qualifications

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

The minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code ~~Section~~Sections 47605(l) ~~and 48000(g)~~).

The Charter School shall ensure that credentialed teachers who are assigned to a Transitional Kindergarten classroom have one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Certificated Clinical Staff and Instructional Support Service Providers

LCCS may also employ certificated clinical staff and instructional support service providers, including: occupational therapists, speech language pathologists, school psychologists, and counselors, and a broader category of designated instructional services providers. Such staff must possess professional experience and expertise in their field, have attained valid licensure, and demonstrated the capacity to provide services to students at a high level of competence. All certificated clinical and certificated instructional support service providers and consultants, who are not certificated teachers, must demonstrate the abilities necessary to effectively carry out their responsibilities and must maintain valid applicable licensure and/or credentials specific to the employee's/consultant's role and responsibilities as set forth in their job description or service agreement and as required by the appropriate licensing board for their specialty area, and are the employee's/consultant's sole responsibility to maintain.

Non-Certificated Instructional Staff

LCCS

~~Lighthouse TK-8~~ may also employ non-certificated instructional support staff, such as paraprofessionals, instructional aides, and student support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve students' work assignments. A paraprofessional shall perform only duties that, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils.

After School/Extended Learning Program Staff

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

Minimum Qualifications for Non-Certificated Instructional Staff and After School/Extended Learning Program Staff are as follows:

- High school diploma AA degree or the equivalent, and
 - Two years of college (48 units), or
 - A. A. degree (or higher), or
- Pass a local assessment of knowledge and skills, years' experience in assisting in instruction. LCPS accepts either passage of the CBEST or passage of an approved district or county paraprofessional assessment. Candidates for employment or their hiring manager who are not sure if they meet these requirements should consult with a member of the HR team to ensure they have met these requirements prior to hire or placement in an instructional support role, a similar position preferred
- Spanish bilingual, preferred

All Other Staff

All non-instructional staff possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and personnel policies.

Professional Development

~~Lighthouse TK-8~~ seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development Plan described in Element 1A which may include but is not limited to the following highlights:

- 5 days of paid summer professional development for all employees new to LCPS schools.
- 5 full days of all LCPS professional development before the start of each year for all employees,
- 65 full days for planning and other professional development experiences throughout the school year
 - 2 full days and 2 early release days to prepare for and hold student-led conferences with all

families throughout the year

- Students have an early-release day every Wednesday so teachers can have ongoing professional development for 3 hours weekly

Element 6 (Health and Safety)

06. HEALTH AND SAFETY REQUIREMENTS

DISTRICT REQUIRED LANGUAGE:

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

- (i) ~~(i)~~ That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) ~~(iii)~~ That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)*

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the ~~following~~ topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

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

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and

scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

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

Employee Training

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

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

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School

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

Tuberculosis Screening

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

~~HEALTH & SAFETY INTRODUCTION~~

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

Student & Staff Health and Safety Provisions

~~STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS~~

Procedures for Background Checks

LCPS and ~~LCCSLighthouse TK-8~~ will comply with all applicable state and federal laws regarding the background checks and clearance and all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. ~~LCCSLighthouse TK-8~~ shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of ~~Talent and~~ Human Resources shall monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee ~~or supervised for more than seven (7) days if a community member and more than ten (10) days if a parent or guardian,~~ shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a teacher's certificated assignment
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a

confidential secured file separate from personnel files, as required under the law, if applicable

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- ~~1-9~~ Proof of authorization to work in the United States~~American citizenship form~~ with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Complete W4 & DE4~~W-4 & DE-4~~ Income Tax forms
- Proof of Tuberculosis risk assessment or examination

~~Role of Staff as~~ **Mandated Child Abuse** ~~and Neglect Reporting and Training~~ **Reporters**

All ~~LCCS~~~~Lighthouse TK-8~~ employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will including non-certificated and certificated staff, shall be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with Education Code Section 44691.

Workplace Violence Prevention Plan

-

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade~~As of July 1, 2024,~~ the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, establish, implement, and maintain, at all times in all work areas, an ~~effective workplace violence prevention plan~~ consistent with the requirements of Education~~Labor~~ Code Section 48980.4 and Health and Safety Code Section 120336.6~~401.9~~.

Medication in School

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

Medication in School

LCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Emergency Epinephrine Auto-injectors

~~The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time. Per AB 1651, the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law.~~

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

School Safety Plan

The Charter School shall adopt a School Safety Plan, attached as Appendix G, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. Child abuse reporting procedures
- b. Routine and emergency disaster procedures
- c. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. A discrimination and harassment policy consistent with Education Code Section 200
- f. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. A safe and orderly environment conducive to learning
- i. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- j. Procedures for conducting tactical responses to criminal incidents
- k. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this

topic is covered in the School Safety Plan

l. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School

m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

n. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the Charter School confirms the presence of immigration enforcement on the schoolsite.

o. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Head of School and, if there is merit to the concern, the Head of School shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood-Borne Pathogens

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

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

Drug Free / Smoke Free Environment

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LCPS and ~~the Charter School~~~~Lighthouse TK-8~~ are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LCPS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. ~~The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in the appendices.~~

Suicide Prevention Policy

LCPS has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 6.1. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevent policy to incorporate best practices identified by the California Department of Education's model policy, as revised.~~The Suicide Prevention Policy can be made available upon request.~~

Emergency Preparedness

LCPS has adopted an extensive Emergency Preparedness Handbook that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes administrators and counselors. LCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually. Emergency plans are maintained on file and available for inspection. LCPS adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies and is available upon request.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through ~~812~~ of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the ~~Charter School's school's~~ restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6~~this section~~ in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified.~~available and accessible, free of cost, pursuant to this~~

~~section-~~ This notice shall include the text of Education Code Section 35292.6 and contract~~this section and~~
~~contact~~ information, including an email address and telephone number, for a designated individual
responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its ~~school sites~~schools that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

~~Nutritionally Adequate Free or Reduced-Price Meal~~

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

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

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

~~Except~~As of the 2024-25 school year and ~~except~~ where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses ~~instructions~~instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the ~~school site~~schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

Bullying Prevention

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

Supporting LGBTQ Students

~~Through the~~ Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one~~1~~ hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Facility Safety

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

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

The Charter School shall conduct fire drills as required under Education Code Section 320001.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing

the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

~~FACILITY SAFETY~~

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

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

Transportation Services

~~The~~

~~Effective July 1, 2025, the~~ Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections~~Section~~ 39875, 39877, 39878, and 39879, as(e), if applicable, relating to background checks,~~and~~ testing, and other requirements for individuals providing transportation services for students.~~."~~

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate standardized guidelines developed by the CDE.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

07. MEANS TO ACHIEVE A BALANCE OF STUDENTS

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

LCCSLighthouse TK-8 aims to serve a diverse student population and offer a program that attracts the families of students who are racially and ethnically diverse, who have special needs, unhoused students, and who are English Learners, including redesignated fluent English proficient pupils, and Newcomer students who will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District. In order to ensure that there is a balance of students at LCCSLighthouse TK-8 reflective of the general population residing within the territorial jurisdiction of the District, LCCSDistrict, Lighthouse TK-8 has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
 - An enrollment priority for unhoused students.
- Distribution of promotional and informational materials in English and Spanish.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and ~~community~~ events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, ability, linguistic, and interest groups of the Districtdistrict.
- ~~Meetings with district 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.

LCCSLighthouse TK-8 shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Element 8 (Admissions Policies and Procedures)

~~08. ADMISSIONS POLICIES AND PROCEDURES~~

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

Documentation of Admissions and Enrollment Processes

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

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

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

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

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

~~Education Code Section 47605(d)(2)(B)(iii), as listed above, per Education Code section 47605(e)(2)(B)(iii).~~

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-

enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

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

Parent Engagement

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

Admission

LCCS ADMISSIONS

Lighthouse TK-8 will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

LCCSLighthouse TK-8 will actively recruit a diverse student population who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Admission to the Charter School shall be open to any resident of the State of California, although preferences will be given to students as detailed below.

LCCSLighthouse TK-8 will ~~admit~~accept all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or ~~their~~his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a

criterion for admission or continued enrollment.

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

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

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

Admission & Enrollment Timeline

By October 1 of each year and/or when the District releases the open enrollment period dates, ~~LCCSLighthouse-TK-8~~ will notify the District in writing of the application deadline and proposed lottery date. The ~~Charter School's~~~~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. ~~LCCSLighthouse-TK-8~~ will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and ~~admission~~~~admissions~~ preferences and requirements consistent with approved charter.

The table below provides an estimated application, public random drawing, and admission schedule and process. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the Charter School's website.

Table 11. Proposed ~~Admission~~Admissions and Enrollment Timeline

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

June - August	Family/Student orientations held
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Admission~~Admissions~~ Process

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

- Optional school tour
- Attendance at an enrollment meeting to understand the ~~LCCS's Lighthouse TK-8's~~ mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. **(optional)**
- Completion of an application, which consists of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences). Applications are available on-line or in hard copy form in both English and Spanish.

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

Admission Priorities

Students will be given ~~preference~~^{preference²⁰} in ~~the LCCS Lighthouse TK-8~~ random public drawing ("lottery") if their parents desire and they are:

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

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

The Charter School and the District agree to adhere to the requirements related to admission preferences set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Process

If more applications are received than there are available slots, ~~LCCS holds~~~~Lighthouse TK-8 will hold~~ a public, random lottery moderated by a neutral third party ~~software program, currently,~~ Schoolmint, in a public location to determine the following school year's ~~admission~~~~enrollment~~. The process will be transparent and fair, and parents/guardians need not be present to participate but are ~~welcome~~~~welcomed~~ to attend...
~~Applicants will receive lottery results via the Schoolmint platform and through a letter. Communication about~~

both offers and waitlist status are communicated along with additional information on a families next steps to ensure their spot if a family was accepted. Once admitted, students need not apply each year, however, if students should leave Lighthouse TK 8, the student will need to enter the lottery process again.

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

Separate lotteries shall be conducted for each grade level in which the number of eligible applicants exceeds available capacity. Prior to the lottery, all eligible applicants will be grouped according to the Charter School's approved admission priorities. Admission shall occur in priority order, meaning applicants in a higher-priority category will be considered before applicants in lower-priority categories.

Within each priority category, no weighted preference shall apply and all applicants will have an equal opportunity for selection. If the number of applicants within a priority category is less than or equal to the number of available seats, all applicants in that category will be offered admission and the Charter School will proceed to the next priority category. If the number of applicants within a priority category exceeds available seats, a random drawing conducted through SchoolMint will determine which applicants receive enrollment offers within that category. The lottery process will continue through each admission priority level until all available seats have been filled.

Lottery outcomes will be communicated electronically and through written notification. Families will receive information regarding admission offers, waitlist placement (if applicable), and next steps required to secure enrollment. Students offered admission must complete enrollment requirements within the stated timeline in order to retain their seat.

Once enrolled, students are not required to reapply annually to continue attending LCCS. However, students who withdraw or leave LCCS must submit a new application for admission to be considered for future enrollment.

Waitlist

Each year, ~~LCCSLighthouse TK-8~~ will begin collecting applications during ~~LCPS'sOakland's~~ open enrollment window. A lottery is held within the ~~LCPSOakland Enrolls~~ lottery window within approximately 30 days of the application deadline. Only one lottery is held for applications submitted by the due date. Late applications are considered after the application deadline, and are held in abeyance for subsequent lotteries, as needed~~automatically placed on the waitlist if the number of applications surpasses the number of spaces available.~~

Should ~~seats become available~~~~spaces open~~ either ~~prior to~~~~before~~ the start of the new school year or during the course of the school year, LCCS will extend enrollment offers in accordance with the Charter School's

established admission priorities and waitlist procedures through its enrollment management platform, SchoolMint. The enrollment team at Lighthouse TK-8 will contact families in the order determined by applicable admission priorities and waitlist placement.

Families receiving an enrollment offer will generally be required to appear on the waiting list. Students are asked to accept or decline the offer~~spot~~ within seventy-two (72) hours of notification in order to secure enrollment.

Applications and waitlist positions are ~~only~~ valid only for the applicable~~one~~ school year and will expire in February~~May~~ of each ~~existing~~ school year. Applications and waitlist positions will ~~and shall~~ not carry forward into subsequent enrollment cycles, and families seeking enrollment in a future~~over to the following~~ school year must submit a new application.

After Admission~~Acceptance~~

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

- Proof of Immunization and Physical Exam
- Proof of Oral Exam (Kinder only)
- Proof of minimum age requirements
- Proof of Withdrawal from Previous School (if applicable)
- Completion of general intake form to include student and family information
- Home Language Survey
- Completion of Emergency Medical Information Form
- Optional applications to School based programs (After School Program, School Meals Program)
- Release waivers for technology, fieldwork, media release
- Student/Family Handbook (including annual notifications and school policies)
- Release of Records will not be required until a family has accepted a spot at LCCS¹⁶

¹⁶ In accordance with Education Code Section 47605(e)(4)(B), the Release of Records²¹

²¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9 (Independent Financial Audits)

09. FISCAL AUDITS

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

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

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

The Audit ~~Committee~~ committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and ~~report issue an acceptance of the findings~~ audit to the Board of Directors along with recommendations on how these will be resolved. Finally, the Senior Director of Finance will create a formal report that addresses any exceptions or deficiencies and submit this report to the District including a description of how the exceptions or deficiencies have or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of ~~LCCS Lighthouse TK-8~~ is public record and will be provided to the public upon request. Money is allocated in the annual ~~and five year~~ budget to cover the cost of audits.

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

10. SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

Student Due Process Protections

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

(i)

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

(ii)

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

(i)

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

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

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

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

Required Notifications

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

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are

incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Overall Vision of Discipline

OVERALL VISION OF DISCIPLINE

The overall goal of discipline at ~~LCCSLighthouse TK-8~~ is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include identifying personal strengths and challenges, ~~conflict~~conflict resolution and _

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

To ensure clarity and fairness, ~~LCPS Lighthouse Community Public Schools~~ has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in ~~LCPS's Lighthouse TK-8's~~ Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The ~~LCPS Lighthouse TK-8~~ Student and Family Handbook will be made available on request.) Each student and ~~their~~ ~~his or her~~ parent/guardian will be introduced to the Charter School's discipline policy during parent/~~guardian~~ and student orientation prior to the start of the school year. Parents/~~guardians~~ and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

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

Policy

~~SUSPENSION AND EXPULSION PROCEDURES~~

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and ~~wellbeing~~ ~~well-being~~ of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the ~~offenses~~ ~~offenses~~ for which students at ~~noncharter~~ ~~non-charter~~ schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of ~~offenses~~ ~~offenses~~ and procedures for suspensions, expulsions, and involuntary removal. The language that follows ~~is largely consistent with~~ ~~closely mirrors~~ the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, ~~modification~~ ~~modification~~ of the lists of ~~offenses~~ ~~offenses~~ for which students are subject to suspension, expulsion, or involuntary removal ~~as long as not materially different from this charter petition in accordance with applicable law.~~

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and

involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School ~~staff~~~~staff~~ shall enforce disciplinary policies and procedures fairly and consistently among all students. This ~~policy~~~~Policy~~ and its ~~procedures~~~~Procedures~~ will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal _

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

The Charter School administration shall ensure that students and their parents/~~guardians~~¹⁷~~guardians~~²² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

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

A student ~~identified~~identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the ~~IDEA~~Individuals with Disabilities Education Improvement Act of 2004 or who is ~~qualified~~qualified for services under Section 504 ~~of the Rehabilitation Act of 1973~~ is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law ~~requires~~mandates additional or ~~different~~different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student ~~identified~~identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise ~~qualified~~qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than ~~five~~five (5) school days before the ~~effective~~effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder~~, and shall inform the student, ~~and~~ the student's parent/guardian, ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent/~~guardian's~~guardian, ~~or educational rights holder's~~ right to request a hearing to challenge the involuntary removal. If a student's parent/~~guardian, or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures ~~specified~~specified below for expulsions, before the ~~effective~~effective date of the action to involuntarily remove the student. If the

¹⁷ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable county social worker have the same rights as a student's parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and Procedures, the term "parent/~~guardian~~" shall include these parties.

~~student's parent/guardian, or educational rights holder~~ requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a ~~final~~^{final} decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

~~²²The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.~~

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

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at ~~any time~~~~anytime~~ including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or ~~off~~~~off~~ the Charter School~~school~~ campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated ~~Offenses~~~~Offenses~~

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force ~~or~~~~of~~ violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the ~~influence~~~~influence~~ of any controlled substance, as ~~defined~~~~defined~~ in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
 - d. Unlawfully ~~offered~~~~offered~~, arranged, or negotiated to sell any controlled substance as ~~defined~~~~defined~~ in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic ~~files~~~~files~~ and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic ~~files~~~~files~~ and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully ~~offered~~~~offered~~, arranged, or negotiated to sell any drug

paraphernalia, as ~~defined~~defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic ~~files~~files and databases.
- l. Possessed an imitation ~~firearm~~firearm, i.e.: a replica of a ~~firearm~~firearm that is so substantially similar in physical properties to an existing ~~firearm~~firearm as to lead a reasonable person to conclude that the replica is a ~~firearm~~firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

n. Unlawfully ~~offered~~offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is ~~officially~~officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p. Made ~~terroristic~~terrorist threats against school ~~officials~~officials and/or school property, which includes but is not limited to, electronic ~~files~~files and databases. For purposes of this ~~policy~~section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the ~~specific~~specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and ~~specific~~specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic ~~files~~files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as ~~defined~~defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 ~~to~~ 8, inclusive.

r. Caused, attempted to cause, ~~threatened~~threaten to cause or participated in an act of hate violence, as ~~defined~~defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

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

1) ~~“Bullying” means any severe or pervasive physical or verbal act or conduct, including~~

~~communications made in writing or by means of an electronic act, and including one or more acts~~

~~committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:~~

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

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

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

- a) A message, text, sound, video, or image. _

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

- a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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

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

~~ii. Creating a credible impersonation of another actual student for the purpose~~

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

- ~~iii. i.~~ Creating a false ~~profile~~profile for the purpose of having one or more of the ~~effect~~effects listed in subparagraph (1) above. “False ~~profile~~profile” means a ~~profile~~profile of a ~~fictitious~~fictitious student or a ~~profile~~profile using the likeness or attributes of an actual student other than the student who created the false ~~profile~~profile.

ii). An act of cyber sexual bullying.

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

- ~~i.~~ For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more

~~of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.~~

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

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

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

- ✦ A student who aids or abets, as ~~defined~~defined in Section 31 of the Penal Code, the ~~infliction~~infliction or attempted ~~infliction~~infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim ~~suffered~~suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (31)(a)-(b).
- ✦ Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a ~~certificated~~certificated school employee, with the Principal, CEO, or designee’s concurrence.

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

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

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

- a. ~~—Caused, attempted to cause, or threatened to cause physical injury to another person.~~
- b. ~~—Willfully used force of violence upon the person of another, except self defense.~~

- ~~c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.~~
- ~~d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.~~
- ~~e. Committed or attempted to commit robbery or extortion.~~
- ~~f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.~~
- ~~g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.~~
- ~~h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.~~
- ~~i. —Committed an obscene act or engaged in habitual profanity or vulgarity.~~
- ~~j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.~~
- ~~k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.~~
- ~~l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.~~
- ~~m. a. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.~~
- ~~n. —Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.~~
- ~~o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.~~
- ~~p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so~~

unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. ~~Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.~~
- r. ~~Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.~~
- s. ~~Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.~~
- t. ~~Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.~~

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

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

- 2) ~~“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:~~
- ~~i) A message, text, sound, or image.~~
 - ~~ii) i) A post on a social network Internet Web site including, but not limited to:~~
 - ~~a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.~~
 - ~~b) a) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.~~
 - ~~c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.~~
 - ~~iii) i) An act of cyber sexual bullying.~~
 - ~~a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.~~
 - ~~b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.~~
- 3) ~~1) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.~~
- u. ~~—A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)–(b).~~

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

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

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

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

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, ~~(E) mine, or (F) device similar to any of the devices described in the preceding clauses.~~

(E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, ~~CEO~~, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, ~~CEO~~, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be ~~notified~~ notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(j)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~Penalties shall not. No penalties may~~ be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School ~~officials~~ officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed ~~five~~ five (5) consecutive

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to ~~8-12~~, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a

~~final~~~~final~~ decision whether to expel. The hearing shall be held in ~~confidential~~~~closed~~ session (complying with all student ~~confidentiality~~~~confidentiality~~ rules under ~~the Family Educational Rights and Privacy Act~~~~FERPA~~) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

~~days prior to the date of the scheduled hearing.~~

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. ~~An explanation of the~~The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. ~~An explanation of the~~The right to inspect and obtain copies of all documents to be used at the hearing;
7. ~~An explanation of the~~The opportunity to confront and question all witnesses who testify at the hearing;
8. ~~An explanation of the~~The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five ~~(5) calendar days'~~days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they ~~believe~~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 ~~hearing room~~courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. ~~The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.~~

J. Written Notice to Expel

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

1. Notice of the specific offense committed by the student as well as the duration and term of the student's expulsion; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.-

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence upon finality of the expulsion. This notice shall include the following: (a) - This notice shall include the following: The student's name; and (b) the specific expellable offense committed by the student. In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

The student's name Upon request, the Charter School will provide the student's school district of residence a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

~~1-~~

~~2- The specific expellable offense committed by the student~~

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' Board's decision to expel shall be final.-

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as

developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission ~~as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.~~

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. ~~The process will be completed in a timely manner at the conclusion of the expulsion period.~~ The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

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

K. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedure set forth herein.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim~~

~~alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.~~

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

conditions exists:

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

If the Charter School knew or should have known the student had a disability under any of the three

~~-(3)~~ circumstances described above, the student may assert any of the protections available to ~~IDEA~~IDEIA-eligible children with disabilities, including the right to stay-put.

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

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

Element 11 (Employee Retirement Systems)

~~11. EMPLOYEE RETIREMENT SYSTEM~~

~~“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)~~

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

Element 12 (Pupil Attendance Alternatives)

~~12. ATTENDANCE ALTERNATIVES~~

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

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13 (Employee Rights of Return)

~~13. EMPLOYEE RIGHTS OF RETURN~~

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

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 (Dispute Resolution)

14. DISPUTE RESOLUTION PROCEDURE

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

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 et seq. The complaint procedures shall~~that~~ address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and ~~either~~either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

-Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical.

disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

(1)

To LCCS,, c/o Shain Hurley

Lighthouse Community Charter School TK-
8, c/o Rich Harrison: Lighthouse TK-8
444 Hegenberger Road
Oakland, CA 94621

To Director, Office of Charter Schools:

-1011 Union Street #947

Oakland947Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts

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

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

~~(3)~~(1) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

~~(4)~~(2) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Intent

~~INTENT~~

The intent of the Lighthouse Community Public Schools Dispute Resolution Process is to:

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

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

Public Comments

LCPS staff, the LCPS Board of Directors, and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes

until the matter has progressed through the dispute resolution process.

Internal Disputes

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

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

LCPS ~~maintains a general complaint policy, as well as Uniform Complaint Policy and Procedures and Title IX~~~~has established~~ complaint procedures, ~~as required by state and federal that address both complaints alleging discrimination or violations of law, respectively, and complaints regarding other areas.~~ LCPS will not, at any time, refer complaints regarding the Charter School to the District.

The Charter School's complaint procedures will include ~~the~~ clear information with respect to the response timeline of the Charter School, whether the Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

~~Element 15 (Closure) CPS Uniform Complaint Procedures [REDACTED] will be made available upon request.~~

15. SCHOOL CLOSURE PROCEDURES

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

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

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

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written

notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure

1. notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
 2. The retirement systems in which Charter School's employees participate. Within fourteen
5. {14} calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

~~1. The effective date of the closure of Charter School~~

1. The effective date of the closure of Charter School

~~2.1.~~ The name(s) and contact information for the person(s) handling inquiries regarding the closure

~~3.2.~~ The students' school districts of residence

~~4.3.~~ How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

~~1. The effective date of the closure of Charter School~~

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
2. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written

~~3.~~ -verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
- ~~3.~~ Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home .

school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

~~4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.~~

5. 3. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

1. 1. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of ~~employment~~employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS

6. 4. immediately upon the transfer of Charter School's employee records to the designee.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. 5. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- ~~1.~~ Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of .

the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

1. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

~~3. The return of any grant and restricted categorical funds to their sources according to the~~

~~2. -~~

~~3.1. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.~~

~~4.2.~~ The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

~~5.3.~~ The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

- a. Name and contact of person(s) handling the liquidation;
- b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
- c. An identification number that corresponds to a tag on that item;
- d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. -

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by

the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

1. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not

3. -limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.-

ADDITIONAL **PROVISIONS** INFORMATION REQUIRED

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars (\$1,000,000) per occurrence, and two million dollars (\$2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars (\$1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety

agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities

compliance and provide such documentation to OCS upon request.

All facilities the Charter School shall occupy are listed as follows:

Facility Address	Maximum Capacity
444 Hegenberger Road, Oakland, CA 94621	2329

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, [and Education Code section 47604.3](#), to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,

- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business ~~days'~~days-notice to Charter School. In extreme circumstances when 30 business ~~days'~~days-notice may defeat the purpose of the audit, the District may conduct the audit upon 24 ~~hours'~~hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan and update
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies ~~);~~
Any other reports and data as requested.

Additionally, ~~the~~ Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

ADMINISTRATIVE SERVICES

Governing Law: ~~The manner in which administrative services of the charter school are to be provided."~~

Education Code Section 47605(h).

~~The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.~~

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: ~~Potential civil liability effects, if any, upon the charter school and upon the school district.~~

Education Code Section 47605(h).

~~The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).~~

~~Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.~~

~~The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.~~

~~As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.~~

~~The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.~~

FINANCIAL PLAN

Governing Law: ~~The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).~~

As detailed in Element 9, the Charter School practices sound financial planning, as see in the following documents attached in the required documents which reflect the best data available to the Charter School at the time of submission:

- ◆ Annual operating budget
- ◆ 3-year cash flow statement and financial projections
- ◆ Backup and supporting documents and budget assumptions

The Charter School understands its responsibility to, and therefore shall, provide financial reports to the Authorizer and the County Superintendent of Schools, in accordance with Education Code Section 47604.33.

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide additional fiscal reports as requested by the Authorizer and/or as required by law, including but not limited to the following:

- ◆ California Basic Educational Data System (CBEDS)
- ◆ Actual Average Daily Attendance reports
- ◆ All financial reports required by Education Code Sections 47604.33 and 47605(m)
- ◆ The School Accountability Report Card (SARC)
- ◆ The Local Control and Accountability Plan (LCAP)

EXCLUSIVE PUBLIC EMPLOYER

Lighthouse Community Public Schools (LCPS) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"), Government Code 3540 through 3540.2. LCPS shall comply with the EERA. Employees are not required to engage in collective bargaining, but they have that right if they choose to do so.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's

insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A -/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. ~~COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.~~
2. ~~COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.~~
3. ~~WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.~~

FACILITIES

~~**Governing Law:** The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. California Education Code Section 47605(h)~~

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

Lighthouse will be located at 444 Hegenberger Road in Oakland, California. As stated above, the school will hold and maintain appropriate certificates of occupancy.

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations.

CHARTER TERM

By approving the renewal of this charter, Lighthouse Community Charter School, OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of

law to encourage the creation of charter schools. Furthermore, the renewal of Lighthouse Community Charter School is in the best interest of its students and families.

The Charter School is eager to continue working independently, yet cooperatively with OUSD to establish the highest bar for what a charter school can and should be. The term of the charter renewal shall be July 1, 2021 through June 30, 2026, extended by operation of law through June 30, 2027 (Education Code Section 47607.4).