

Lodestar

A Lighthouse Community Charter Public School





Affirmations and Assurances

As the authorized lead petitioner, I, Yanira Canizales, hereby certify that the information submitted in this petition for a California public charter school to be named Lodestar: A Lighthouse Community Charter School ("Lodestar" or "the charter school"), and to be located within the boundaries of the Oakland Unified School District ("OUSD" or "the district") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the charter school will follow any and all federal, state, and local laws and regulations that apply to the charter school, and:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).
10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.



9-8-2015

Yanira Canizales,
Lead Petitioner

September 8, 2015

Executive Summary

Introduction

Founded in 2002, Lighthouse Community Charter Public Schools (LCCPS) operates two high-achieving public charter schools, a K-8 and 9-12, collectively serving 750 students in East Oakland. With a vision of transforming our community through powerful, life-changing education, Lighthouse is increasing its impact serving low-income students and their families as we open up a new school in 2016-17 in East Oakland. Our mission is to prepare students for college and the career of their choice. We believe that all students must be held to high expectations, families and the school must work together to serve the whole child, and that teachers must be constant learners. While our schools are focused on K-12, our reach extends to younger students through our pre-K programs and older students through our postsecondary alumni support programs.

We are thrilled to be entering a new chapter. We are doubling-down our efforts to transform our dynamic city by educating its hardest to reach students. We are taking our proven academic program based on the most current educational research and pairing that with our commitment to put the student at the center of all decision-making. We have strategically chosen to open a K-12 charter school (rather than a combination of charters serving grades K-5 or 6-8, etc.) because we believe and have seen evidence of the power of a contiguous K-12 education. We have built a charter around this central idea.

The Need for Lighthouse in Oakland

Our mission of preparing students for college and a career of their choice has never been more important. Trends for the students we serve are grave in our city and nation. The neighborhoods from which our current and future students come, composed predominantly of recent immigrants, can be characterized by high unemployment, poverty, linguistic isolation, and low educational attainment rates.

In Oakland, only 57% of African American students and 59% of Latino students graduate from high school in four years. A disturbing 22% of students drop out before graduation.[1] In addition, only 33% of African American students and 56% of Latino students graduate with the requisite courses to apply to a four-year college, with the remaining graduates unable to attend a four-year college not having taken the proper courses in high school.

Nationwide, only 14 of every 100 Latino students will receive a Bachelor's Degree.[2] Also at the national level, the average African-American 12th grade student reads at the same level as an 8th grade white student.[3]

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[1] Urban Strategies Council's 2014 *Oakland Achieves* report https://goo.gl/4lOr9m
[2] 2010 Census Data. https://goo.gl/7PSmf5
[3] *Too Important to Fail*. http://goo.gl/fgyqfu

At LCCPS, we believe that education has the power to lift generations out of poverty. The students we serve are predominantly low-income students of color who are also language learners – students who achieve at rates far lower than their more affluent peers in our city. In response to our success in raising student achievement and preparing students for college and a career of their choice, the demand for Lighthouse's programs from the Oakland community is great.

For the past four years, the annual waiting list at LCCS has far exceeded the total number of spots available; in 2015-16, LCCS received 560 new applications with 401 students being waitlisted. An analysis of applications over the past four years demonstrates that LCCS primarily draws its applicants from the sections of Oakland south of Fruitvale Avenue and west of Interstate 580, with 50% of all applicants coming from zip codes south of 73rd Avenue (94603 and 94621). Within these zip codes, all but two of the elementary schools students would normally attend hold Academic Performance Index (API) rates from 50 to as much as 200 points below that of LCCPS.[4] The students and families of this region are seeking stronger educational opportunities.

LCCPS has held information sessions and conducted extensive community outreach to confirm interest in the new charter school; more information about this outreach may be found in **Addendum R**. The results have been overwhelmingly positive. Toward this end, LCCPS has collected petition signatures from families who are meaningfully interested in enrolling their children at our new charter school, originally attached directly to the top of this petition and now included as **Appendix 2a** for purposes of submittal.[5] Petition signatures from teachers who are meaningfully interested in working at the charter school are included as **Appendix 2b**. An Informational Flyer used in our recruitment efforts is also included as **Appendix 3**.

Lighthouse has a demonstrated ability to raise the achievement of our students as evidenced by the figures below, which it will bring to bear in the opening of its new charter school.

[4] In the 94603 zip code, application addresses indicate students would attend Brookfield (687), Esperanza (777), REACH (628), or Sobrante/Madison Park (667). In the 94621 zip code, application addresses indicate students would attend Community/Futures (588), East Oakland Pride (668), Greenleaf (818), Markham (749), or Melrose (667). Of these, only Esperanza and Greenleaf hold APIs at levels comparable to LCCPS.

[5] OUSD requires 12 hard copies of the charter petition at time of submittal. As such, the signature pages were removed from the original petition to which they were attached in order to make the 2 copies and collate. They have been moved from the top of the petition to **Appendix 2a** and **Appendix 2b**.

Figure ii.1 - API Overall

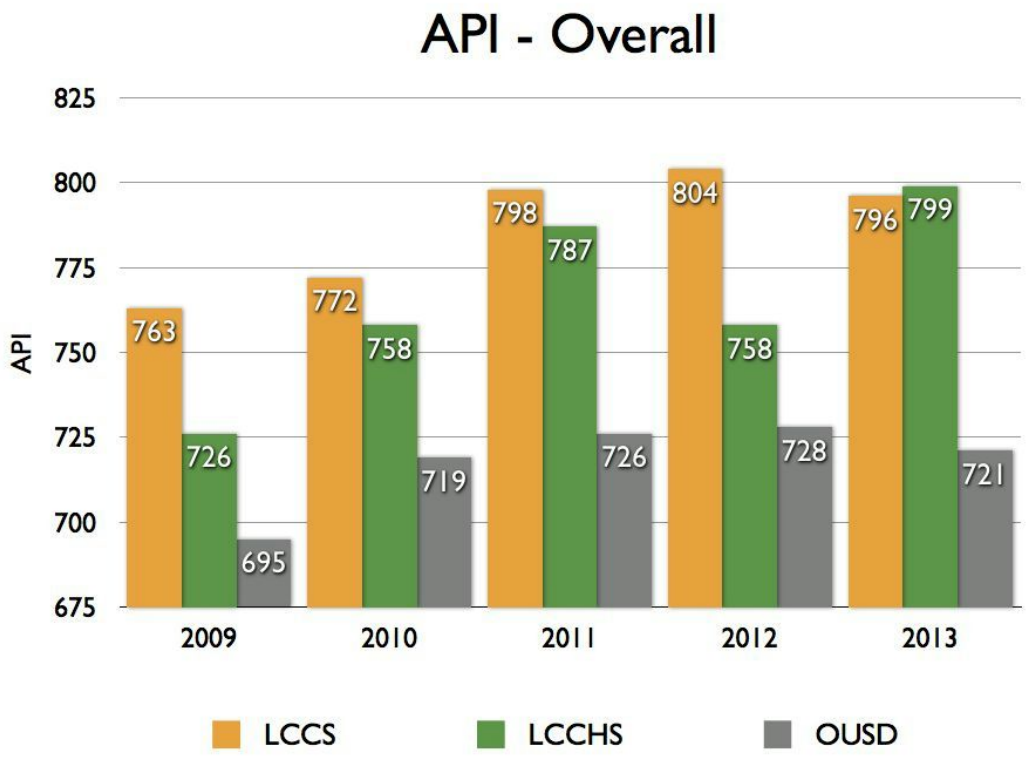


Figure ii.2 - API - Socio-economically Disadvantaged Students

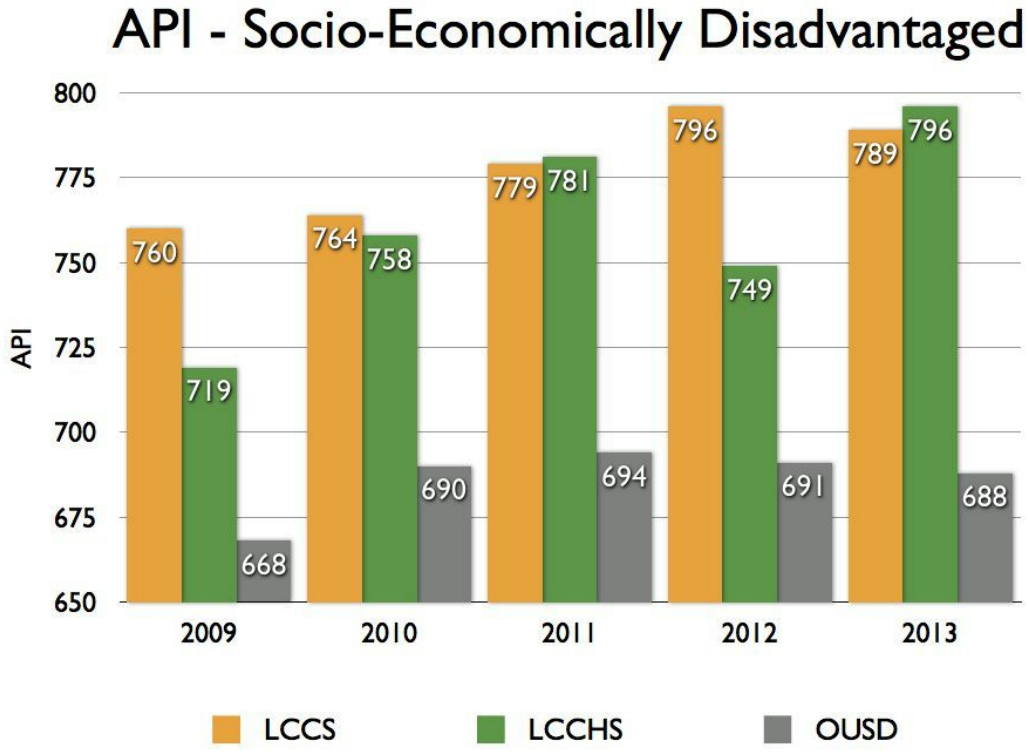


Figure ii.3 - API - English Language Learners

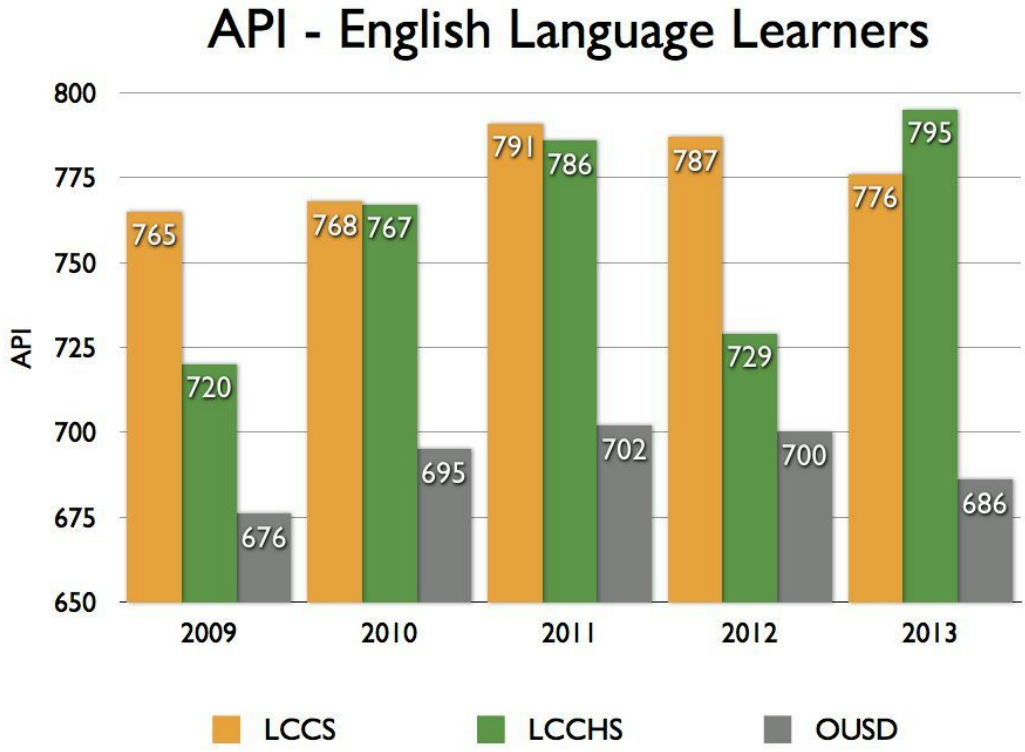
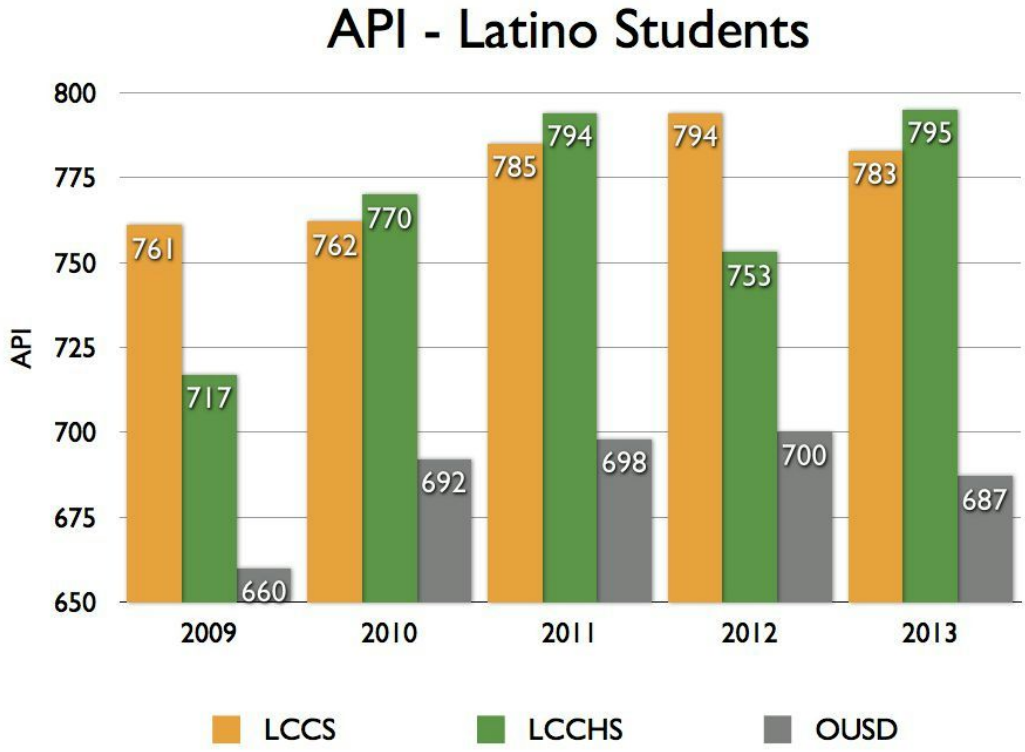


Figure ii.4 - API - Latino Students



Expanding on a Track Record of Success

Over the past 13 years, our community of leaders, teachers, students, parents, and institutional partners has made Lighthouse one of the most successful public school organizations in Oakland and we are applying what we have learned to our new school.

The LCCPS educational model is **academically sound**. Our high-level accomplishments include:

- 93% of our graduates have been accepted to four-year colleges and universities; four receiving the prestigious Gates Millennium Scholarship. With 90% of our students being first generation college students, we are most proud of this statistic.
- 78% of our almost 200 graduates remain in college or have received a Bachelor's Degree.
- Three students have received invitations to present at the White House Science Fair in 2015, displaying the inventions they created in our unique Creativity Lab.
- We received a Title I Academic Achievement Award for grades 9-12 in 2011 and 2012 - one of two schools in the entire state to achieve this two years in a row in those years.

- We were named the 2013 California Charter School of the Year by the California Charter Schools Association.
- We have participated in three federal grants focused on continual improvement: a Teacher Incentive Fund (TIF) grant in partnership with REACH Institute to develop new models of employee development, an Investing in Innovation (i3) grant in partnership with the Seneca Family of Agencies to develop a comprehensive Response to Intervention (RTI) program, and a California Department of Education Dissemination Grant to develop and share best instructional and professional development practices in STEM education.
- Our 10th graders have a CAHSEE pass rate of 95% in ELA and 96% in Math on their first attempt.
- We develop future professionals: Lighthouse has supported 8 educators in earning teaching credentials, 4 educators in earning a Master's of Teaching in Education and 7 educators in earning their administrative credential through our pipeline programs in partnership with the REACH Institute and Teach for America. We have also served as a year-long residency site for 5 Principal Fellows as they earned administrative credentials through the New Leaders program.

In addition, LCCPS is a **fiscally and organizationally sound** institution ready to expand its impact:

- We were named in the top seven of Guidestar/Philanthropedia's Bay Area Top Nonprofits in Education list in 2012.
- We received 560 applications for the 2015-16 school year.
- We have a 25% financial reserve between the two charters as of the end of the most recently audited fiscal year (2013-14), a sound track record of cash management, and clean audits throughout our history.
- We have demonstrated support from the local, state and national community as evidenced in our annual fundraising, which has garnered an average of $1.2M over each of the last three years.
- Our experienced Board of Directors has demonstrated both long-standing commitment from its members and an ability to attract new talent (see bios below for more information)
- We have an experienced and highly effective staff, with 100% of core teaching staff considered highly qualified under NCLB, 3 of 7 founding staff members continuing to work at Lighthouse, a retention rate of 85% for teachers, and an average tenure for teachers of five years. (see bios below for more executive team information)
- We have key partnerships with REACH Institute, the Seneca Family of Agencies, Maker Education, the Rogers Family Foundation, and the Ann Martin Center.

In the fall of 2016, we are beginning with students in grades K-2 and 6, growing over the course of several years to reach full capacity at K-12. Over the 2015-16 school year, a whole year before opening, our founding director and a team of three founding teachers are working alongside our current staff to develop curriculum and programs for our new school. At the

same time, families are already providing input into what their ideal school looks like and are recruiting others to join them at the new school via the coordination of our two part-time community organizers. We are dedicated to ensuring that the families we recruit are those in our community who most need a high quality public education - and have a long list of potential families already! Finally, we have the financial support of the New Schools Venture Fund, the Rogers Family Foundation, and the Irene S. Scully Foundation to support our "Year Zero" work, as well as during several of our start-up years.

Further evidence of our readiness to take on this challenge is the collective expertise and experience of our Board of Directors, our Senior Management Team, and the Charter School's Design Team.

Board of Directors

The LCCPS Board of Directors, along with their professional experience and years of experience on our board are as follows:

- **D'Lonra Ellis, Board President - Associate Corporate Counsel, The Gap, Inc.**
  D'Lonra Ellis is Associate Corporate Counsel for Gap Inc. where she does intellectual property work in support of each of Gap's five brands. She holds her BA from Columbia University and her JD from Stanford Law School. D'Lonra has served on the Board since 2007.

- **Jonathan Velline, Board Vice President - Executive Vice President, Wells Fargo**
  Jonathan Velline manages the Wells Fargo and Wachovia ATM business of more than 12,000 ATMs –the third largest bank ATM network in the United States. Velline began his career with Wells Fargo in 1991 as a financial analyst. He was named Vice President in 1994, and has held a variety of positions responsible for charting Wells Fargo's retail banking and distribution strategy. He was named Senior Vice President and head of ATM Banking and Distribution Strategies in 2000, and added the Store Strategy, Risk and Technology functions in 2006. Velline holds a bachelor's degree in economics from the University of California, Berkeley. Jonathan has served on the board since 2006.

- **Melissa Barnes Dholakia - Executive Director, MBD Partners**
  Melissa Barnes Dholakia is founder of MBD Partners, supporting new and existing charter schools in the areas of school design, charter development, goal setting and monitoring, performance reporting, and grant writing. Prior to this work, Melissa served as co-Director of Lighthouse Community Charter Public Schools for ten years, joining the original founders in year two of operation to grow Lighthouse into an exemplary, urban charter school organization. Prior to entering administration, Melissa worked as a Humanities teacher in Washington State and at a public K-12 bilingual school in Hsinchu, Taiwan. She also spent four years as a Product Manager and Content Producer, developing online Masters in Education programs for Canter & Associates,

via Walden University and Laureate Education. Melissa was a 2002 New Leaders for New Schools Fellow, through which she received her administrative training. She earned her MA from the University of Oregon, where she also held a Teaching Fellowship in the College of Education, and her BA and Teaching Credential from Whitman College.

- **Sarah Chavez - Executive Director, East Oakland Boxing Association**
  Sarah Chavez is the Executive Director of the East Oakland Boxing Association, a non-profit, community-based organization that provides education, enrichment, and health programs for children and youth. Sarah previously worked as a constituent liaison for Oakland City Council member Larry Reid. Sarah was born and raised in Oakland, is a graduate of Castlemont High School, and holds a BA in Political Science and an MA in Public Administration from California State University, East Bay. Sarah has served on the board since 2008.

- **Mike 'JB' John-Baptiste - Co-Founder, Story Of**
  JB (Mike John-Baptiste) is an angel investor in and co-founder of Story Of and also serves as Managing Partner at MK-Ultra, a development agency with a focus on consumer and enterprise mobile apps and websites. Story Of is building a variety of products anchored on the premise that consumers, small businesses and large brands can build more valuable and sustainable connections with each other by creating and publishing personal media along specific themes and stories. Prior to his recent endeavours, JB re-located and incubated Toronto-based startup Peerset to San Francisco (housed in his basement) and launched display ad targeting and brand insights products leveraging big data sourced through a network of social media publishers. Peerset was sold to KIT Digital, a publicly traded video SAAS company and the technology is now the core recommendation engine for IP-based online video streaming deployments around the world. JB spent the first 12 years of his career as a software and digital media banker, followed by various senior roles leading Business Development and Partnerships for a wide range of technology-based businesses both private and publicly-traded. JB has served on the board since 2005.

- **Christina Legg Greenberg - Founder & Principal, Redwood Circle Consulting**
  Christina Legg Greenberg is the Founder and Principal of Redwood Circle Consulting, a practice which focuses on connecting and supporting talent people and organizations in the education reform community. Previously, she spent four years as the Director of Admissions and Strategic Partnerships for New Leaders for New Schools where she was responsible for the recruitment, selection, and placement of Resident Principals for the Bay Area region. She has a B.A. in Political Science from UCLA and a Masters Degree in Public Affairs from the Woodrow Wilson School at Princeton University. Christina has served on the board since 2011.

- **Soo Zee Park - Director of Operations, Leadership Public Schools**
  Soo Zee is the Director of Operations for Leadership Public Schools. Prior to joining LPS, she worked with the non-profit Unity Council and Fruitvale Development Corporation as the project manager for the $68MM mixed-use Fruitvale TransitVillage adjacent to the Fruitvale BART Station. She also worked on a $2MM Fruitvale Streetscape Project with the City of Oakland. Soo Zee has over seven years of experience in architecture and construction administration working on a variety of residential, mixed-use, university and museum projects including the award-winning Tenderloin Elementary School in San Francisco. Soo Zee holds a Bachelor degree in architecture from North Carolina State University and a MBA from John E. Anderson Graduate School of Management at UCLA. Soo Zee has served on the board since 2004 and chairs the Facilities Committee.

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

- **Ingrid Roberson - Professional Expert, Assessment, Alameda County Office of Education**
  Dr. Ingrid Roberson supports 18 districts throughout Alameda County to achieve the vision of Local Control Funding Formula and Local Control Accountability Plan, that is, ensuring that districts deliver a high quality educational program to Alameda County's 220,000 students. She is currently the Director of Research, Assessment and Accountability Partnerships at the Alameda County Office of Education. Ingrid brings significant experience with strategic planning and budgeting in education - by working with 100+ schools in Oakland Unified School District with their Single Plan for Student Achievement and Results Based Budgeting. Ingrid was also the Executive Director of Research, Assessment and Data in Oakland Unified School District and a Senior Researcher in San Francisco Unified School District, conducting and translating research to inform district practices, programs and policies. Ingrid is committed to performance-based budgeting and planning, including simplicity and transparency for all stakeholders in the process. Ingrid has served on the Board since 2013.

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

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

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

- **Robert Schwartz - Senior Advisor, New Teacher Center**
  Rob is the former Executive Director of Level Playing Field Institute, which is a program committed to eliminating the barriers faced by underrepresented people of color in science, technology, engineering and mathematics and fostering their untapped talent for the advancement of our nation. Before joining LPFI, Rob spent three years as Chief Academic Officer for Inner City Education Foundation Public Schools in South Los Angeles, leading the strategic expansion of the academic program from three schools with 500 students to 15 schools with almost 4,000 students and as founding principal of ICEF's flagship high school. As a 1994 Teach for America corps member, Robert spent seven years at his placement site in East Los Angeles and was twice named teacher of the year. Robert graduated cum laude from Binghamton University with a double major in Biology and Classical Languages, and earned his MA in Urban Education Policy Planning and Administration and Ed.D. in Urban Educational Leadership from the Rossier School of Education at USC. In 2009, Robert was named to the African American Achievement Commission by the California State Board of Education. Robert has served on the board since 2012.

- **Delphine Sherman - VP of Finance, Aspire Public Schools**
  Delphine Sherman is the VP of Finance at Aspire Public Schools. She is responsible for the financial management of Aspire which has an operating budget of $130M and currently serves over 13,000 students. Prior to joining Aspire, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. In fact, while at EdTec, Delphine was the Client Manager for Lighthouse Community Charter Schools, and she fell in love with the school leaders and the sense of community surrounding the school. Delphine is a graduate of Dartmouth College and has an MBA from UC Berkeley. She has also served

on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine has served on the board since 2013.

- **Lisa Zuffi - Senior Vice President/Relationship Manager, Presidio Bank**
  Lisa Zuffi is the Senior Vice President and Relationship Manager at Presidio Bank where she is responsible for supporting a portfolio of small business, middle market, and nonprofit clients to meet their banking needs. Prior to joining Presidio, Lisa held Senior Vice President roles at both One PacificCoast Bank and Bank of America. Prior to her 25 years in banking and business development, Lisa served in the Peace Corp in Togo, West Africa. She earned her BA from UC Berkeley, Lisa has served on the Board since 2013.

- **Wayne L. Delker - Retired Senior Vice President and Chief Innovation Officer, Clorox Company**
  Wayne L. Delker has spent more than 30 years in business leading innovation organizations and developing innovation processes, capability and culture. He recently retired as senior vice president & chief innovation officer of The Clorox Company and was appointed to the company's executive committee in June 2009. Delker, who previously held the title vice president -- global research & development since joining Clorox in 1999, served as the company's chief technical and innovation executive. He led worldwide R&D for all of the company's products, providing technical and scientific guidance within the operating divisions and other staff functions, and oversaw the company's stewardship activities, ensuring the health, safety and environmental benefits of Clorox products. During this time Clorox achieved a record level of growth from innovation, was recognized by Forbes Magazine as one of the top 100 global innovators and won the Corporate Innovator of the Year Award from the Product Development and Management Association in 2013. Delker is currently building on this foundation to successfully apply the lean innovation methods developed by start-up companies to large enterprises in the profit and nonprofit sector. These practices enable the acceleration of innovation as well as allow companies to build bigger and better ideas.

Lighthouse Community Charter Public Schools has strategically assembled this board to provide the expertise necessary to open and operate its schools. A matrix of provides visual representation of this expertise in **Figure ii.5**.

Figure ii.5 Matrix of Expertise

Functional Expertise of LCCPS Board of Directors								
Member	Educational Program	Finance and Fundraising	Human Resources	Governance and Law	Facilities	Community Outreach and Advocacy	School Administration and Operations	Technology and Innovation
D'Lonra Ellis			X	X				
Jonathan Velline		X						
Sarah Chavez						X		
Melissa Barnes Dholakia	X		X	X			X	X
Mike "JB" John-Baptiste		X						
Christina Greenberg			X				X	
Soo Zee Park				X	X		X	
Kristin Richmond				X				
Ingrid Roberson	X							
Brian Rogers		X			X	X		
Robert Schwartz	X						X	X
Delphine Sherman		X			X			
Keith Spears		X				X		
Lisa Zuffi		X						
Wayne L. Delker		X						X

Senior Management Team

The charter school's management team brings a wealth of experience in urban education reform, across the sectors of educational program, development and fundraising, finance, and student services. Together, these members have a proven track record of operating schools in Oakland that accelerate academic achievement for students, are fiscally and institutionally sound, and serve the unique needs of all learners including students from low-income families, students with special needs and English Language Learners. These members include:

- **Yanira Canizales, Founding Head of School**
  Yanira Canizales has thirteen years of experience in urban education and has been a Director of Instruction where she was responsible for the curriculum, pedagogy, teacher coaching, culture, and overall educational well-being of K - 4 students at LCCS. She has also served as the Head of School at Lighthouse Community Charter School; overseeing school operations, academic program, fundraising, and other

related activities. She transitions to the Founding Head of School at Lodestar in the fall of 2015. Having immigrated to the United States from Nicaragua with her family, Yanira experienced the power of education - and the inequity that can come with being a Spanish-only speaking student of color - at a young age. Dedicated to ensuring all students have the opportunity to an excellent and equitable education, Yanira has worked in urban education in preschool, elementary, and high school charter and traditional public schools as a classroom teacher and Dean of Instruction since 2002. She received her Administrative Credential through the New Leaders Program during which time she was a resident principal at Melrose Leadership Academy in Oakland. In addition to having a decade of teaching experience, Yanira served as the Director for the Emerging Leaders Program (ELP) of New Leaders helping recruit and develop teacher leaders interested in the principalship. She holds a Masters in Teaching and BCLAD Multiple Subject Teaching Credential from the Center of Social Justice at the University of San Francisco and was a Teacher for the Advancement of a Multicultural Society (TEAMS) Fellow. Yanira also holds her Bachelor's in Social Welfare with a minor in Education from the University of California, Berkeley where she graduated as a first generation college student on a full scholarship. When Yanira isn't busy steering the ship at LCCPS, she enjoys time with her four children and family in Oakland.

- **Stephen Sexton, LCCPS Founder**
  Stephen Sexton is a Founder of Lighthouse Community Charter Public Schools. He got his start in teaching through Teach for America in 1995 where he taught science for two years in Watts. After a short stint teaching in a one-room schoolhouse in Upstate New York, Stephen continued his teaching career under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter School outside of Boston. In addition to teaching, Stephen was the Curriculum Director for Teach for America where he authored TFA's teacher education curriculum. Stephen received his Bachelors of Science Degree from the University of Utah, having majored in Mechanical Engineering and minored in Nuclear Engineering.

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

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

- **Valerie Todd, LCCPS Director of Development**
  As LCCPS's Director of Development, Valerie builds relationships with the community members, philanthropists, and foundations whose support makes our exceptional outcomes possible. Before coming to Lighthouse, Valerie spent nine years as the founding Executive Director of Amani Children's Center in Tanzania, East Africa, which runs a nationally recognized independent school for homeless children. After that, she pioneered a philanthropy program at First Place for Youth in downtown Oakland, which helps young adults coming from foster care continue their education. Valerie is a graduate of Duke University and has a postgraduate diploma in organizational development.

- **Anna Martin, LCCPS Director of Talent**
  Anna Martin joined Lighthouse in 2014 as the Director of Talent. Anna began her teaching career as a Teach for America corps member in 2004 in Alum Rock Unified School District in San Jose, California, at Lee Mathson Middle School. She spent 8 years working at Lee Mathson Middle School in San Jose as a Lead Humanities Teacher and later as a Professional Learning Facilitator, responsible for leading professional learning for the entire staff. During that time she achieved her National Board Certification in Early Adolescent History and Social Science and worked with the Center for Teaching Quality researching and advocating for teacher leadership and teacher voice in education policy and leadership. After that, she served as a Leadership and Instructional Coach in Oakland Unified School District as part of a Transformational Coaching Team, providing coaching to teachers and leaders and building a teacher leadership cohort to spread distributed leadership at Oakland middle schools with School Improvement Grants. Anna was born and raised in Oakland, attending public schools there until 8th grade and has experienced and witnessed the inequities of public education in Oakland and the Bay Area. As an undergraduate in New York City, she became the Program Director of a college access program for the only all-girls public school in the country and became passionate about educational equity work. She received her Bachelor's in Comparative Literature from Barnard College and her teaching credentials through San Jose State University. She now works

as a talent strategist committed to building the systems needed to ensure that historically underserved students receive an excellent, equitable, and empowering education.

- **Tamarah Tilos, LCCPS Director of Intervention Services**
  Tamarah received her BA in Community Studies from the University of California, Santa Cruz. She has since completed her Ed. Specialist Credential, received a Master's in Special Education, and is working toward an Ed.D in Organizational Leadership. Tamarah started her path in education as a Mental Health Counselor and Special Education Teacher at a Non-Public School (NPS). She then became an Academic Intervention Specialist who implemented Response to Intervention (RtI) models at a variety of schools. Tamarah returned to the NPS to supervise teachers and oversee the academic program. Today, Tamarah works as Lighthouse's Director of RTI.

- **Jeannie Bruland, LCCPS Director of Language Programs**
  Jeannie Bruland has almost 20 years of experience in Bay Area education, with a focus on serving English Learners. She started her career as a Spanish bilingual teacher, spending most of her time teaching in the primary grades. In 2002, she was a founding teacher at Lighthouse Community Charter School, teaching middle school Spanish and Spanish home language. At Lighthouse, she developed the Home Language program, a unique K-4 language program that supports Spanish heritage speakers in developing academic language and literacy in their first language while teaching non-Spanish speakers Spanish. Jeannie attended Macalester College in St. Paul, Minnesota, where she studied Urban Development and Spanish before attending San Francisco State University to attain her BCLAD multiple subject credential and the Reach Institute for School Leadership for her administrative credential and master's in school leadership. She has been a Key Trainer for Guided Language Acquisition Design (GLAD), as well as Systematic ELD. Jeannie lives in Oakland with her husband, the Director of the Lighthouse Creativity Lab, and her daughter, a first grader at LCCS.

The Charter School's Design Team

Our curriculum, instruction, and assessment are being developed during our "year zero" (from August 2015 to August 2016) by our charter school design team. The charter school design team is made up of four members who are working as paid, full-time employees: our Founding Head of School, Yanira Canizales, and three School Design Teacher Fellows. Their work is supported by two 0.5 FTE Community Organizers. More information on the charter school's Design Team may be found in **Element A**. Collectively, these team members have close to 50 years of urban education experience along the K-12 continuum and across disciplines.

- **Yanira Canizales, Founding Head of School**
  Please see Yanira's bio above.

- **Laura Einhorn, School Design Teacher Fellow**
  Laura taught history and social studies for six years at KIPP: King Collegiate High School in San Lorenzo, CA. She authored and delivered a range of courses including humanities, ancient and modern world history, "race, class, gender, and sexuality", and dance. Laura served as the faculty adviser for the social justice club, the #blackandbrownlivesmatter club, and the DREAM club - a student-led group that supports undocumented students and their allies. She also planned and facilitated community service opportunities and service learning. As a grade-level chair, she helped to design and implement systems for supporting struggling students as well as protocols for student-led conferences. She is the recipient of a Margot Stern Strom Innovation Grant from Facing History and Ourselves, was selected to participate in the National Academy of Advanced Teacher Education (NAATE) 350 hour professional development institute, and has presented at regional and national conferences about her work supporting students to develop DREAM clubs. Prior to teaching, Laura worked in public policy at the Tobin Project and the Carr Center for Human Rights Policy; both in Cambridge, MA. Laura earned her BA from the University of Toronto in International Relations and her teaching credential through the MATCH Teacher Residency. Laura lives in East Oakland with her husband.

- **Robbie Torney, School Design Teacher Fellow**
  Robbie has been a kindergarten teacher for 5 years, 4 of which he spent at LCCS. As a kindergarten teacher, Robbie has consistently demonstrated what high expectations and being known well can do for our youngest students, with particular focus on 21st century skills: making, design thinking, programming, and self-directed learning. He has taken on leadership in the K-4 and beyond, serving as loop level and inquiry group leader, hosting student teachers, coaching peers, helping lead LCCS through its WASC reaccreditation, and helping to redesign our teacher compensation model. Robbie received his BA from Stanford University in Political Theory and his MA from the Stanford Graduate School of Education in Elementary Education. He is a GO Teacher Policy Fellow and an America Achieves Teacher Fellow. Robbie lives in Oakland with his wife and cats.

- **Bri Zika, School Design Teacher Fellow**
  Bri Zika comes to Lodestar with extensive experience in EL schools. In her role as a Professional Development Specialist with EL Education, Bri develops and implements Common Core-aligned institutes and coaching for novice ELA teachers and school leaders through a federally-funded Investing in Innovation (i3) research trial. Through this work, she has also coached teachers and leaders in the implementation of the EngageNY ELA curriculum modules through New York State's Network Teams Institutes (NTI), and authored a series of professional development institutes aimed at supporting teachers in the use of student work to measure progress on mastery of the Common Core Standards. A classically trained musician and strong advocate for the arts in schools, Bri also consults with arts organizations who are undertaking the

important work of aligning their educational materials and professional development to the Common Core standards and shifts. Bri is a nationally recognized educator, receiving "Honor Roll" status for the Fishman Prize for Superlative Classroom Practice, based on her work teaching middle school humanities at Capital City Public Charter School in Washington, DC, where she taught for 5 years and served on the Instructional Leadership Team. She received her Master's degree in Teaching Secondary English from Trinity Washington University, where her research focused on supporting English Language Learners in an inclusion setting. Bri has undergraduate degrees in Music and American Studies from Northwestern University.

- **Maritza Ortiz, Lodestar Community Organizer (0.5 FTE)**
  Maritza has been working at LCCS in various roles since 2005, including High School secretary, Home Language Teacher, and most recently as the High School Office Manager and Family Liaison. Maritza is a first generation Mexican American born and raised in Oakland. Having gone through the Oakland Public School system, she was inspired by the work and care LCCS placed on each child, something she did not have access to. Witnessing Oakland students from her neighborhood graduate and go to college, as a single mom and full time employee, she decided to go back and complete her college education and graduated with an AA in Early Child Development from Merritt College and BA in Psychology from Mills College in 2012. As the family liaison for LCCS, she coordinates family programs, events, workshops, communication, and parent classes. She has a daughter that attends LCCS and is dedicated and passionate about helping families become more involved in schools, empowering parents to grow as leaders, and creating community.

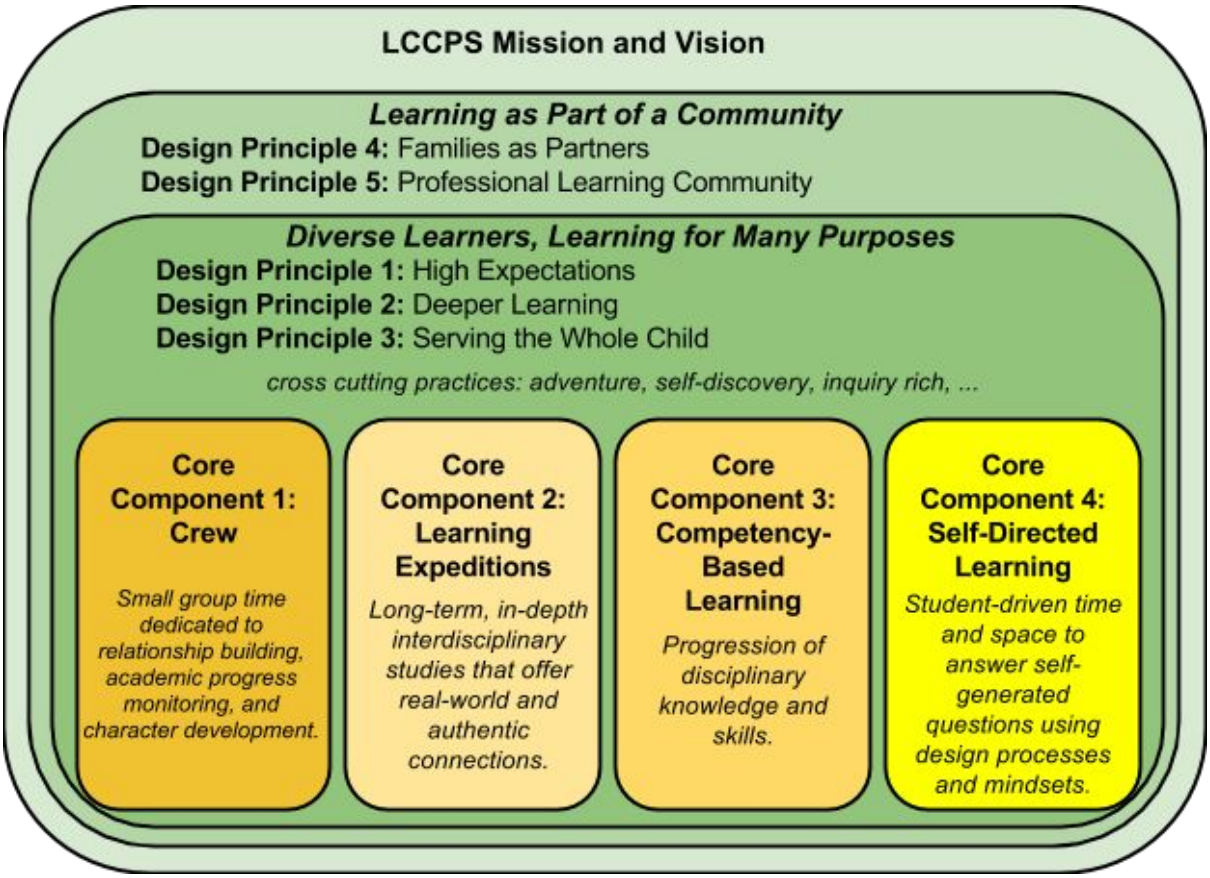
- **Antinnea Skipwith, Lodestar Community Organizer, 0.5 FTE.**
  Having grown up as a student in Baltimore's inner city schools, Antinnea's passion for education inequity could not be stronger. During her sophomore year of high school, luck of the draw and a mentoring program provided her with a scholarship to a private boarding school. Living the social and academic privileges of America's elite firsthand both frustrated and motivated her to make change. After receiving a B.A. in strategic communications from Temple University, she spent two years both studying education at Johns Hopkins University, and giving back to the youth of her hometown as a high school English teacher. Her passion for community building and education equality is evidenced in her strong community bonds and in her designation as a regional semi-finalist for the Sue Lehman excellence in teaching award. In addition to her community organizer role, she is the communications and development associate for LCCS. She is eager to build strong relationships with families and work hard to create access and opportunity for the children of East Oakland.

Highlights of the Charter School's Educational Model

With a laser-like focus on our mission and vision, the charter school's model distills LCCPS's best practices derived from our proven track record of success in East Oakland and combines them with principles of next-generation learning. This combination can empower the young people of Oakland — the most potent raw material on Earth — to transform their community and lead meaningful lives in college, in careers, and in their K-12 years as well.

Our innovative model grows from LCCPS's mission and five design principles. This model is visually represented in **Figure ii.6**: The Charter School's Model.

Figure ii.6: The Charter School's Model



Highlights of this model include:

- **A mission and vision rooted in humanity and community.** Our school communities exist in service of our mission and vision. All decisions, from overarching design principles to everyday lesson plans and interactions are guided by our purpose and our philosophy as outlined in our mission and vision statements. These mission and vision statements, included in full in **Element A**, are deeply rooted in community and center

on preparing our diverse student population for college and the career of their choice. We believe this work is urgent and that our students each carry with them enormous potential to affect positive change for themselves and their community.

- **Opportunities for Diverse Learners to Learn for Many Purposes.** Driven by our mission and vision is the recognition of our students' individual passions, needs, and learning styles. To best serve our student population, we start from the premise that our students need to access their education in different ways in order to best meet the high expectations we hold for each of them. Highlights include:
  - **Crew** – Our 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. The structure of Crew allows for relationship building, academic progress monitoring and character development. Crew allows students to be well known and supported by adults, and as such, are small groups. Students loop with their Crew leader, and their Crew leader is the primary advocate for his or her Crew as individuals and as a collective.
  - **Learning Expeditions** – Learning Expeditions make content come alive for students. These long-term, in-depth studies offer real-world connections that inspire students towards higher levels of academic achievement. Learning Expeditions involve students in original research, critical thinking, problem solving, and they build character along with academic skills. All Learning Expeditions focus on building literacy skills in students, particularly the reading and writing of nonfiction text. Learning Expeditions are interdisciplinary; they happen in diverse and inclusive contexts where students learn from and with peers of a variety of academic levels. Students engage in Learning Expeditions in self-contained, looped settings.
  - **Competency-based Learning** – Students need to master disciplinary skills and knowledge, and they need to develop at their own optimum rate. We allow them to do this by using flexible assessment, flexible groupings, computerized learning, and by allowing for variations in learning *path*, the *people* students learn from and with, the learning *pace*, and the *place* where students learn. Academic and social services are flexibly deployed to help all students achieve at or beyond grade level. Competency-based groupings are homogenous by competency, but may be heterogeneous and flexible in other ways, including by age, size, and number of adults.
  - **Self-directed Learning** – Students need time and space to learn about things that they are interested in, as they respond to the question: "What problem do you want to solve today?" Through a learning process that includes goal setting, work plan development, reflection, adult support, and public sharing of learning, students can choose to learn about things they want to learn about. This time gives students voice in and direction over curriculum, and may be

done in support of, or completely separate from, the other components of the day. Self-directed Learning times are heterogeneous and multi-age.

- **Learning as Part of a Community.** We know that first and foremost, our students, staff, and families need to be part of a tight-knit and supportive community that meets their basic needs. Our charter school model emphasizes the building and maintenance of trusting relationships, the explicit development of student character, the close involvement of families in our school community, and the ongoing education of our staff as learners themselves. Highlights include:
  - **Families as Partners** – For learning to best occur, families need to be key partners. Staff members work to make families feel welcome, know them well, and engage them actively in the life and community of the school. We recognize that families care about their children's education, bring strengths, and add value to our community. We know that regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings, passage presentations, and school-wide celebrations of learning ensure that all families are involved in their children's education.
  - **Professional Learning Community** – Leaders at the charter school focus on improving student achievement by developing quality teachers that continuously learn from and contribute to a professional learning community. A strong community of adult learners is characterized by relational trust, and fostered by data-driven professional development structures and shared leadership opportunities. Leaders establish and communicate high expectations of staff and align professional development, feedback, and coaching with evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.

In Conclusion

The LCCPS educational model works as evidenced by the results we have produced year over year. A need for more high quality educational choices still exists in East Oakland, and our skilled and experienced team is committed to being part of the solution. We are thrilled to submit a charter petition to the Oakland Unified School District as we seek to deepen the impact that Lighthouse Community Charter Public Schools has made in our remarkable city.

Lodestar Charter Petition
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Element A: Educational Program

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

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

Mission

The mission of Lighthouse Community Charter Public Schools (LCCPS) and of Lodestar is to prepare a diverse, K-12 student population for higher education and the career of their choice by equipping each child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

To achieve this mission at Lodestar, and for each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement. 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;
- Every child must be supported in meeting these expectations at his or her individual, optimum rate;
- Learning must be active, challenging, meaningful, public, and collaborative, and as such, must allow students to learn in different ways and for different purposes (including opportunities to pursue individual interests, to learn with others about engaging topics, and to serve and impact students' community and world);

- Our school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child; and
- Our teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

Vision

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

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

We are dedicated to carrying out our mission in the complex and vibrant city of Oakland, California, but 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.

Students

Age, Grade, and Student Enrollment

Lodestar serves K-12th grade students who live throughout Oakland and has a particular focus on the neighborhood of East Oakland in which high percentages of students live in poverty. The school intends to open during the 2016-17 school year with an initial enrollment of 48 students each in Kindergarten, 1st Grade, and 2nd Grade and 72 students in 6th Grade, for a total enrollment of 216 students. Each subsequent school year, 48 new students are enrolled in Kindergarten and 72 new students in 6th Grade (120 students total). For a Year 1 staffing model that describes how students are split into classes, please see the section “Staffing to Support Lodestar’s Model” on Page A.64 of **Element A**.

Two new grade levels are added each year as existing students matriculate to the next grade. The school grows to serve 692 students in Kindergarten through 10th Grade by the end of its first charter term in 2020-21, and reaches its full capacity in 2023-24 with an anticipated enrollment of 800 students. We believe that this slow growth model enables us to cultivate a strong school culture, and to ultimately reach our mission of preparing students for higher education and the career of their choice.

LCCPS is exploring the community need, funding allocations, and long term legislative expectations for the offering of Transitional Kindergarten (TK). Should funding of this program

continue to be available and there is expressed community need, LCCPS reserves the right to add a TK to its program and develop a modified LCAP for Element B to reflect this addition and inclusion of these grades. If Lodestar receives apportionment for students in a TK program, it shall ensure that it admits into TK children who have their fifth birthday between September 2 and December 2. Lodestar's TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Lodestar adheres to Education Code Section 48000(c)(3)(B) for TK students whose birthdays fall after December 2.

If TK is added, it may be added in the 2018-19 school year, to allow the K-4 program to become fully enrolled and to learn from best practices at LCCS. Proposed enrollment numbers are 20 TK students, allowing Kindergarten enrollment for both students from TK (September-December birthdays) and students born in January-August.

The school day calendar for TK would remain the same as it would for other students based on LCCPS's experience designing developmentally appropriate, full day programs for young students. Offering TK would come with the assurance that TK curriculum is aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education in accordance with SB 858, Chapter 32, Statutes of 2014. Lodestar will comply with all applicable requirements regarding TK.

Lodestar's proposed enrollment plan for the initial charter term is outlined in **Figure A.1**, which is followed as state and federal funding and our parent community needs allow.

Figure A.1 Proposed Enrollment Plan

Grade	School Year				
	2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3		48	48	48	48
4			48	48	48
5				72	72
6	72	72	72	72	72
7		72	72	72	72

8			72	72	72
9				72	72
10					72
Totals	**216**	**336**	**456**	**600**	**672**

Desired Student Population and Need

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

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

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

> *"Only 17% of all students in OUSD graduate on time having successfully completed the A-G college preparatory curriculum. And the achievement gaps are even more devastating—only about 12% of African-American and 13% of Latino 9th graders in Oakland will graduate with A-G. That means the vast majority of Oakland's black and brown students that do graduate cannot even apply for admission to the UC and CSU systems. Worse still, without A-G, students will be hard-pressed to secure living wage employment. In today's and tomorrow's economy, A-G means ready for college and career."*[1]

LCCPS and Lodestar's commitment is that every student enrolled must receive a college-preparatory experience in Kindergarten through 12th grade, enabling 100% to complete A-G requirements upon graduation. To date, 95% of LCCPS graduates have been accepted into four-year colleges.

While our K-12 model and insistence on A-G for all have impacted students in OUSD more broadly, LCCPS and Lodestar have a special commitment to students in the East Region of Oakland who have been educationally underserved. By examining *who* goes to school in the

[1] "A Snapshot of High Schools in the Oakland Unified School District" http://goo.gl/axsXAO

East Region and *where* they go to school, there is continued demonstrated need for quality public schools such as this charter school in the East Region, especially quality 6-8 and 9-12 programs. The following analysis and data come from OUSD's 2014-15 Strategic Regional Analysis.[2]

What do we know about students in the East Region of Oakland?

The East Region is OUSD's largest region with 49% of all OUSD students attending East Region schools. Of these students, about 25% are enrolled in a district charter school. The East Region is majority Latino, though there are neighborhoods with substantial concentrations of students of other ethnicities. As an example, in the 94603 zip code, 54% of families are African American. The East Region has high concentrations of students who are often considered vulnerable on the basis of language and poverty − 42% of students are English Learners and 85% of students qualify for free/reduced lunch, the highest percentage of any region.

Given that Lodestar seeks to counter trends of educational inequity among students in Oakland, and that the population of students in the East Region is large and vulnerable, East Oakland remains Lodestar's region of focus.

What do we know about schools in the East Region of Oakland?

Schools in the East Region experience medium to very high levels of environmental stress compared to other regions. Further, students in the central part of the East Region experience higher levels of environmental stress than elsewhere in the region. In terms of quality, a mere 7 of the 50 schools in the East Region are "green" (including LCCS) or "blue." The modal school in the region is "orange." There are 13 "red" schools. As a result, only 17% of students living in the East Region attend a "green" or "blue" school, among the lowest rate compared to other regions.

Setting students up for success beyond high school requires relationships, skills, and knowledge developed in previous years: quality middle and high schools grow out of quality elementary schools, and LCCPS's K-12 model is uniquely poised to create continuous, quality school experiences that support students from Kindergarten all the way to and through college. Our program offers a proven track record of success that can address the particular need for quality middle and high schools in the East Region. In grades 6-8, between 15% and 20% of students attend a "green" or "blue" school. In grades 9-12, 10% of students attend a "green" or "blue" school, and while this is the highest rate in all of the regions for high school students, it is still too low to make college anything more than an unattainable dream for the vast majority of the region's high school students. This is reflected in attrition numbers and the highest rate of students transitioning to charter schools of all regions. Between grades 5 and 6, 35% of students leave East Region schools (29% for a district-authorized charter and 9% for another type of school). Between grades 8 and 9, 28%

[2] OUSD 2014-15 Strategic Regional Analysis. http://goo.gl/er9ME1

of students leave East Region schools (12% for a district-authorized charter school and 16% for another type of school).

While there is demonstrated need for quality schools in the East Region in general, there is also specific demand for another LCCPS charter school in the East Region from East Region families. For the past four years, the annual waiting list at LCCS has far exceeded the total number of spots available; in 2015-16, LCCS received 560 new applications with 401 students being waitlisted. An analysis of applications over the past four years demonstrates that LCCS primarily draws its applicants from the sections of Oakland south of Fruitvale Avenue and west of Interstate 580, with 50% of all applicants coming from zip codes south of 73rd Avenue (94603 and 94621). Within these zip codes, all but two of the elementary schools these students would normally attend hold Academic Performance Index (API) rates from 50 to as much as 200 points below that of LCCPS.[3] The students and families of the East Region are actively seeking and demanding the educational opportunities offered by Lodestar.

While open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, Lodestar seeks to counter trends of educational inequity among students in Oakland and as such actively recruits students from the East Region who are educationally underserved. This includes but is not limited to students of color, English Learners, and students of low socioeconomic status from Oakland's flatland neighborhoods. For far too long, college and a career of one's choice has been an unattainable dream for the vast majority of these students. At Lighthouse Community Charter Public Schools' existing two charters, that dream is not only a possibility, but has become a reality. LCCPS seeks to expand that opportunity to more students in this impacted neighborhood through the opening of this charter school. Lodestar's Recruitment and Enrollment Plan is included as **Appendix 17**, detailing our efforts to recruit and enroll our target population.

While Lodestar will actively recruit in the East Region, Lodestar is also committed to building a community of learners, representing the diversity of Oakland and providing educational opportunities to underserved children. To reflect these values, admission to Lodestar gives preference and a weighted advantage to students zoned to attend underperforming schools in the Oakland Unified School District.

For complete admissions requirements, preferences, and definition of terms, please see **Element H**.

[3] In the 94603 zip code, application addresses indicate students would attend Brookfield (687), Esperanza (777), REACH (628), or Sobrante/Madison Park (667). In the 94621 zip code, application addresses indicate students would attend Community/Futures (588), East Oakland Pride (668), Greenleaf (818), Markham (749), or Melrose (667). Of these, only Esperanza and Greenleaf hold APIs at levels comparable to LCCPS.

Attendance

School Year

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

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

The proposed calendar for 2016-17 includes 178 instructional days, 3 more than the required 175 days for charter schools.[5] Teachers of LCCPS and Lodestar have an additional 16 days of professional development and 6 days of conferences with families built into the school year on an annual basis, for a total of 200 contracted days. There are an additional five days of stipended professional development in the first year of operation for all teachers, and for teachers new to the school on an annual basis. **Figure A.2** provides the proposed school calendar, which Lodestar intends to adhere to as state and federal funding allows. LCCPS and Lodestar retain the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Figure A.2 2016-17 Proposed School Calendar

Lodestar - 2016-17 Draft Calendar

July						November						March				
				1			1	2	3	4				1	2	3
4	5	6	7	8		7	8	9	10	11		6	7	8	9	10
11	12	13	14	15		14	15	16	17	18		13	14	15	16	17
18	19	20	21	22		21	22	23	24	25		20	21	22	23	24
25	26	27	28	29		28	29	30				27	28	29	30	31
August						**December**						**April**				
1	2	3	4	5					1	2		3	4	5	6	7
8	9	10	11	12		5	6	7	8	9		10	11	12	13	14
15	16	17	18	19		12	13	14	15	16		17	18	19	20	21
22	23	24	25	26		19	20	21	22	23		24	25	26	27	28
29	30	31				26	27	28	29	30		25	26	27	28	29

[4] If TK is offered, for students in TK: 36,000 instructional minutes.
[5] *California Code of Regulations*, Title 5, Section 11960.

September						January						May					
			1	2		2	3	4	5	6		1	2	3	4	5	
5	6	7	8	9		9	10	11	12	13		8	9	10	11	12	
12	13	14	15	16		16	17	18	19	20		15	16	17	18	19	
19	20	21	22	23		23	24	25	26	27		22	23	24	25	26	
26	27	28	29	30		30	31					29	30	31			
October						**February**						**June**					
3	4	5	6	7				1	2	3					1	2	
10	11	12	13	14		6	7	8	9	10		5	6	7	8	9	
17	18	19	20	21		13	14	15	16	17		12	13	14	15	16	
24	25	26	27	28		20	21	22	23	24		19	20	21	22	23	
31						27	28					26	27	28	29	30	

Special Dates		
August 15th - 19th: Professional Development Institute August 22th: Instruction Begins September 5th: Labor Day (Holiday) October 17th-21st: Professional Development (No instruction) and Individual Learning Plan (ILP) meetings	November 11th: Veteran's Day (Holiday) November 23rd-25th: Thanksgiving Break December 19th-30th: Winter Break January 2nd-6th: Professional Development (No instruction) and Individual Learning Plan (ILP) meetings January 9th: School Resumes January 16th: Martin Luther King Day (Holiday) February 17th & 20th: President's Day (Holiday)	March 27th-30th: Professional Development (No instruction) and Individual Learning Plan (ILP) meetings March 31st: Cesar Chavez Day Observed April 3rd-7th: Spring Break May 26th-29th: Memorial Day (Holiday) June 16th: Last day of instruction June 19th-20th: Professional Development

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

Summary of Days	
178	Days of Instruction
15	Days of Professional Development
6	Days of Conferences

School Day

The instructional day at Lodestar is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Kindergarten through 8th Grade, the school day for students is 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday and Friday (360 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (240 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 59,040 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 p.m. on Monday, Tuesday, Thursday and Friday (405 instructional minutes

per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 65,100 minutes of annual instructional time (not including lunch and passing times). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through 8th grade and exceed those for 9th through 12th grade as well.

What it Means to be an Educated Person in the 21st Century

To be an educated person in the 21st century demands nothing less than global citizenship.[6] Our students are entering a world undergoing technological, cultural, linguistic, climatic, economic, and social disruption. The world students face when they graduate looks dramatically different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate questions of justice and morality while grappling with the most complex problems facing our world, including climate change, economic inequities, and international terrorism and conflict.

To be prepared for this complex and changing world, students need agency, which we define as both the *inclination* and the *ability* to act, to both proactively and reactively engage with their world. In order to achieve the school mission of college and career of choice, an educated person who graduates from Lodestar must have:

1. Fundamental competency (knowledge and skills) in all disciplines, both those that have been traditionally included in schools (English Language Arts, Mathematics, Science, Social Science, World Languages, Visual/Performing Arts, Physical Fitness, and Academic Electives) and those that are driven by the demands of the future (e.g., Engineering, Computer Science, Design Thinking). Disciplinary competency gives students the *ability* to engage with their world.
2. Mastery of Lodestar's College Readiness Skills, giving students the *ability* to continue and complete their education after graduation.
3. A Community of Learning that creates conditions of safety, collective responsibility for learning, and inclusiveness of all students, giving students the *ability* to meaningfully engage in their education.
4. Performance character (e.g., presentation, perspective-taking, persistence), relational character (e.g., collaboration, inclusion, problem-solving), and mindsets (e.g., growth, curiosity, interdisciplinary) that gives students both the *ability* and *inclination* to be self-motivated, competent, lifelong learners.

[6] For a synthesis of current research on what learning looks like, what's worth understanding today and tomorrow, and how and where learning thrives, see HGSE''s Project Zero Perspectives on Learning: http://goo.gl/mxxrHL

5. Personalized and relevant learning opportunities,[7] allowing students to learn with purpose by giving them (1) voice in what they learn about; (2) control over the pace, place, and people with which they learn; and (3) learning worth doing for its own sake and in service to our community, giving our students the *inclination* to learn and an understanding that there are many ways to learn.

These five characteristics are necessary to produce learners with these qualities. We detail the following five conditions, addressing an expanded definition of student achievement (including skills and knowledge, student character, and high-quality student work), below and in **Element B** of this charter:

1. Academic Content and Performance Standards
2. College Readiness Skills
3. Community of Learning
4. Character and Mindset Development
5. Principles of Personalization and Relevancy

Academic Content and Performance Standards

At LCCPS and Lodestar, we ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS) students achieve appropriate age or grade level mastery of:

- **Language Arts** - Students are able to read, write, speak and listen for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
- **Mathematics** - Students are able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- **History and Social Science** - Students are able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Science and Engineering** - Students are 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 experimentation, data collection and analysis, and problem solving.
- **Visual and Performing Arts** - Students demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.
- **World Languages** - Students are able to communicate effectively in reading, writing, and speaking a world language other than English.

[7] For a synthesis of current research and neuroscience on motivation, see Daniel Pink's *Drive: The Surprising Truth About What Motivates Us* http://www.danpink.com/drive/

- **Academic Electives** - Students demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take.

College Readiness Skills

Given our K-12 student population, we have tremendous opportunities to help students develop College Readiness Skills starting in Kindergarten. Our students have the mindset and belief that they are going to college from an early age, in addition to explicit development of the technical skills needed to get to and persist in college. We also support families in developing the technical skills that they need to support students in enrolling in and persisting in college.

Drawing extensively on David T. Conley's *Four Keys to College and Career Readiness*[8], Lodestar prepares students to become college ready lifelong learners in the 21st Century through instruction in:

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

Community of Learning

Learning requires a community that brings out the best in students and staff. The school climate is characterized by safety, kindness, joy in learning, and positive leadership by staff and students. The school has universal expectations for student character and behavior founded in a commitment to self-directed learning as a member of an inclusive, diverse community. Adults model these mindsets, behavior and character traits for students, explicitly teach them during Crew, and support them school-wide through clearly articulated expectations, intentional celebrations of character, and proactive systems to hold teachers and students accountable for meeting behavior expectations. Through Restorative Justice practices, students are given structured opportunities build and trust their community, reflect on their behavior, communicate their needs, and repair relationships with their learning community. In this way, student misbehavior is treated as an opportunity to learn, reflect, and strengthen the community.

[8] Conley, David. *Four Keys To College Readiness*. Jossey-Bass, 2012.

Clearly Articulated Expectations for Behavior and Character

The school has universal expectations for student character and behavior founded in a commitment to self-directed learning as a member of an inclusive, diverse community. School-wide norms are adopted across grade levels, posted visibly in community spaces and classrooms, shared with families, and reinforced through conversations, presentations, modeling, and celebrations. School-wide norms support students in embodying the character and mindsets necessary for safe and successful participation in self-directed activities, such as transitioning between spaces, working independently towards learning goals, using technology, contributing respectfully to a student-run conversation, or flexibly adapting to new playlist elements.

Expectations for student behavior are also established within each learning space and community. Guided by the school-wide norms, teachers use elements of positive behavior intervention programs, such as Responsive Classroom and Developmental Designs, to engage students in the process of designing their own community agreements. Teachers actively solicit student voice in describing their needs from the community and their agreements to their community then publicly post a shared commitment to the community agreements.

Explicit Character and Culture Development

The community of learning is explicitly developed and reinforced through a character education program and a vibrant set of traditions and ceremonies that celebrate the community. Students participate in an explicit, living character education program in Crew (detailed in the next section). Character and mindset targets are shared, tracked, and reflected upon in this supportive learning community. As one of the Dimensions of Student Achievement, character is explicitly taught, supported, assessed, and celebrated. Students share their progress on meeting character and mindset targets with parents in quarterly ILP (Individualized Learning Plan) meetings, using work samples and reflections on character and community agreements as evidence of their growth. These meetings also serve as opportunities for students to set character goals, which allows students to take ownership and have agency in the way they master their character targets. The school implements consistent traditions and rituals to foster and celebrate character, such as community meeting; students play an active role in building, implementing, and maintaining school traditions and acting as leaders.

Systems to Support Student Behavior

The school-wide system to support student behavior is both proactive and restorative. Teachers are empowered to use the first six weeks of school to reinforce school-wide norms and solicit student voice in creating agreements to guide behavior in each learning community (such as a Crew or an Expedition cohort). Once agreements are created, teachers share clear steps that a community member will follow to repair a relationship in the case of misbehavior or a broken agreement. In this way, student misbehavior is treated as a learning opportunity, with logical, consistent, and clearly communicated consequences, as well as structured ways to reflect and repair the relationship with their learning community. Some of these steps include reflection, taking a break, and following a logical consequence for one's behavior. Teachers are trained in using Restorative Justice practices to build trust in their learning

communities, establish procedures for solving conflict, and create space and opportunities for repairing relationships with the community.

Teachers track student progress on meeting character and mindset targets and openly share this information with Crew leaders, who act as advocates for their Crew members and main points of contact for families. This proactive, data-driven approach to character allows teachers to support students that may struggle with behavior. By tracking students' progress towards meeting character and behavior targets, teachers, in collaboration with families, are able to identify trends in student behavior, conduct focused observations to identify structures and spaces that support successful student behavior, and design personalized goals and intervention plans to meet student needs in mastering behavior targets. In this way, behavior plans like academic playlists are personalized and data-driven, though all students are working towards mastering the same targets.

While a community of learning as described above is important at any school, it is particularly important at Lodestar given that our model reflects the self-directed nature of learning, allowing students to explore and discover sometimes on their own, sometimes with others, and sometimes at their own pace. Without a positive school climate, children cannot engage in independent exploration and discovery that reflects Lodestar's focus.

Character and Mindset Development

Mastering disciplinary and interdisciplinary content gives students knowledge they need for college and career. Explicitly teaching character and mindsets gives students the skills and inclination to apply that knowledge in the world. Students who have developed their character and mindsets mature into self-motivated, competent, life-long learners with the personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At LCCPS, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their society in a way that is meaningful to them.

Lodestar explicitly teaches and supports students in the development of character and mindsets.[9] We believe a student's character has two facets − performance character and relational character. Performance character skills (e.g., habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavors (e.g., organization, perseverance, craftsmanship). Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Both types of character are essential for success in school and in life, and therefore play a central role in the model. Lodestar is also guided by the notion of "mindsets for agency" which capture the abilities and inclinations needed to interface and interact with human made systems.

[9] See Camille Farrington's research on non-cognitive factors in student learning.

It is easy to imagine guiding principles that grow out of these factors. They may include, but are not limited to, creativity, autonomy, growth mindset, persistence, collaboration, responsibility, discovery, empathy, and service. Our character and mindset curriculum and structures are guided by student-friendly learning targets, taught explicitly throughout a student's day, assessed by performance-based assessments with explicit rubrics, and capture the competencies needed to have audacious and wonderful ideas and to see those ideas into the world. These resources are being developed during the planning year by the Lodestar design team, using strong models from our professional development partners.

Principles of Personalization and Relevancy

For students to be motivated learners, our school design must reflect autonomy, mastery[10], and purpose − the conditions under which learners, and indeed humans, are passionate and productive.[11]

Principles of Autonomy

- We need time and space to learn about things that we are interested in. Our voices can and should drive content.
- We need time to learn alone: to explore our own thoughts, to make our own connections, and to share our reflections with others.
- We need to master fundamental skills that allow us to pursue our interests.

Principles of Mastery

- We should master content as we are ready for it. When logical, we should progress through content on the basis of competency rather than cohort.
- We learn at different paces, on different paths, with different people, and in different places. We need personalized learning opportunities with regard to pace, path, people, and place to support us in meeting and exceeding performance expectations for grade-level Academic Content and Performance Standards.
- Deep learning (mastery) is preferable to coverage.

Principles of Purpose

- Humans learn for many reasons and in many ways. We sometimes pursue knowledge for its own sake; we sometimes learn with others or in service of others.
- Our learning should impact ourselves, our families, our school community, East Oakland, California, our nation, and our world.
- We are responsible for our own individual learning and our collective learning.
- Learning should be worthwhile. We learn about real, relevant, topics.

[10] Bloom, Benjamin "The 2 Sigma Problem." *Educational Researcher*. Vol. 13, No. 6. (1984): 4-16.
[11] For a synthesis of current research and neuroscience on motivation, see Daniel Pink's *Drive: The Surprising Truth About What Motivates Us* http://www.danpink.com/drive/

Educational Philosophy

LCCPS's mission and the five Design Principles that guide this mission define Lodestar's educational philosophy. The five Design Principles are:

1. **High Expectations** – We start with the belief that every child deserves to reach their fullest potential and that they can meet the school's high expectations, expansively defined as skills and knowledge, student character, and high-quality work. The entire school community (e.g., teachers, parents, support staff, etc.) rallies behind each student to achieve clearly articulated academic and character goals.
2. **Deeper Learning** – We are uniquely positioned to strategically meet the needs of our students over their K-12 careers. Deep and meaningful learning experiences that allow students to apply what they've learned result in authentically engaged students. We provide full access to a rigorous curriculum for all students, including those with identified special needs and language learners, leading to student mastery of standards. We focus on authentic assessment of student learning; guiding principles that emphasize collaboration, curiosity, and reflection; and a pedagogical approach that vertically aligns instructional practices, content, skills, and assessments. Our curriculum emphasizes depth over breadth and includes formative and summative assessment designed to measure deep learning.
3. **Serving the Whole Child** – We know that 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 supports that enable their success. 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 believe that this combination makes it possible for students to see college as their reality.
4. **Families 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.
5. **Professional Learning Community** – High quality teaching is the most powerful in-school contributor to student achievement. We believe that all teachers, administrators, and staff in the school community have a critical role to play in achieving our mission. We prioritize the cultivation of a robust professional learning community, because we believe that an organization in which the adults are deeply engaged in their own learning leads to increased student learning. We are committed

to building a strong and diverse professional team that engages in enduring practices for collaborative and individualized growth. Teachers in particular are supported on a continuum of growth from novice to experienced via coaching, and are encouraged and supported to take on greater leadership as they grow. Our compensation system is designed to align to our mission and values and promotes development along this continuum of growth.

LCCPS schools are members of the EL Education school reform network. As part of this partnership, LCCPS schools have access to EL curriculum, EL professional development, and direct support services, including an EL School Designer that spends a contracted number of days a year in direct service of each LCCPS school. As such, Lodestar's educational philosophy is shaped by EL Core Practices. Specific EL Core Practices that support the development of our curriculum, instruction, and assessment systems are described as part of the section on Curriculum, Instruction, and Assessment detailed later in **Element A**.

How Learning Best Occurs

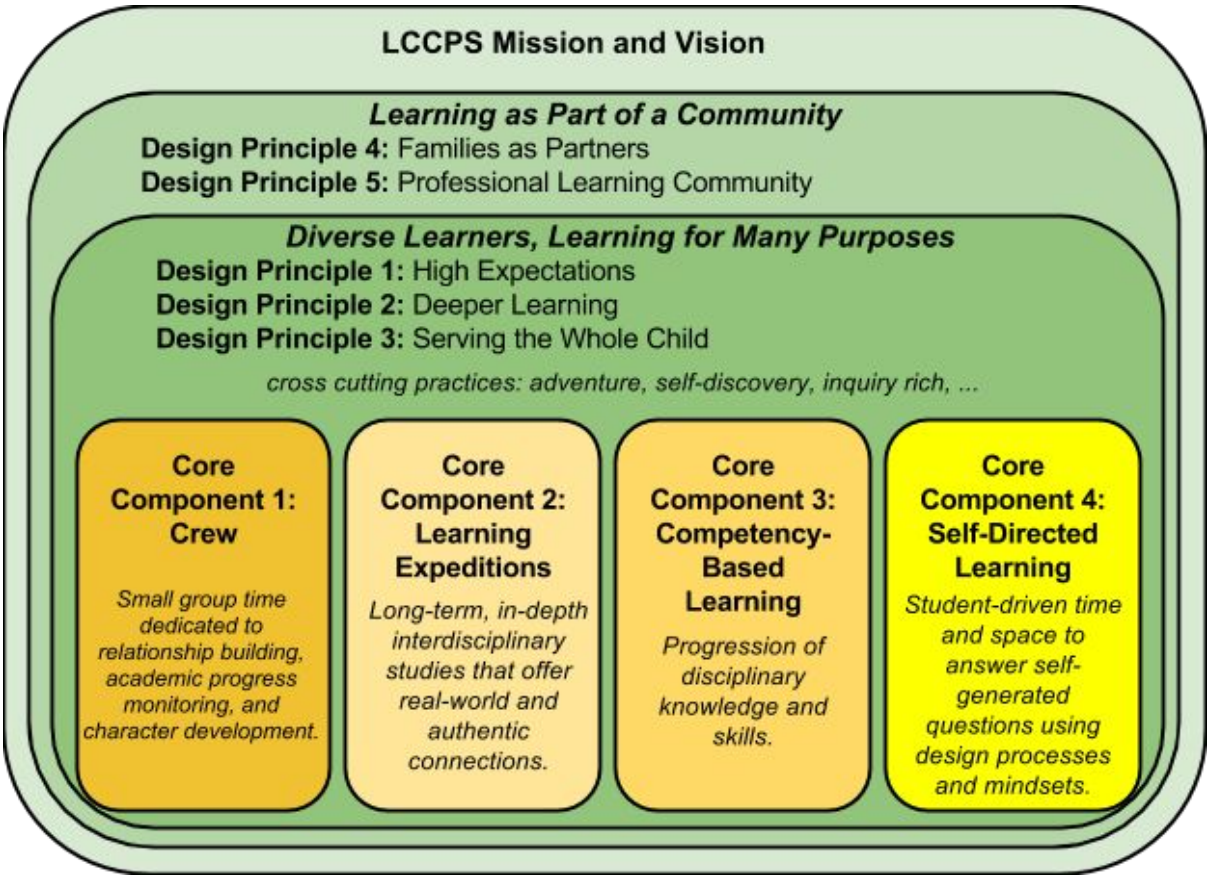
We have outlined above "What it Means to Be an Educated Person in the 21st century" and the five conditions that produce such learners: Academic Content and Performance Standards, College Readiness Skills, Community of Learning, Character and Mindset Development, and Principles of Personalization and Relevancy. In addition, we have outlined our "Educational Philosophy," which is squarely rooted in the LCCPS Design Principles of High Expectations, Deeper Learning, Serving the Whole Child, Family as Partners, and Professional Learning Community.

In this section, we outline how the core components of Lodestar's model live as a cohesive whole in accordance with the LCCPS Mission and Design Principles and in service of our student outcomes. This section is broken into two parts.

- **Diverse Learners, Learning with Many Purposes** - First, we address Design Principles 1-3, detailing the components of Lodestar's model that allow diverse learners to learn for many purposes. We highlight Cross-Cutting Practices that allow learning to best occur across and within each of these components.
- **Learning as Part of a Community** - Second, we address Design Principles 4 and 5, detailing how parent and staff communities are leveraged to provide the conditions under which learning best occurs. We highlight Cross-Cutting Practices that promote family participation and a professional learning community that allow learning to best occur.

A visual representation of this nesting and cohesion is provided in **Figure A.3**.

Figure A.3: Core Components in the Context of LCCPS's Mission and Design Principles

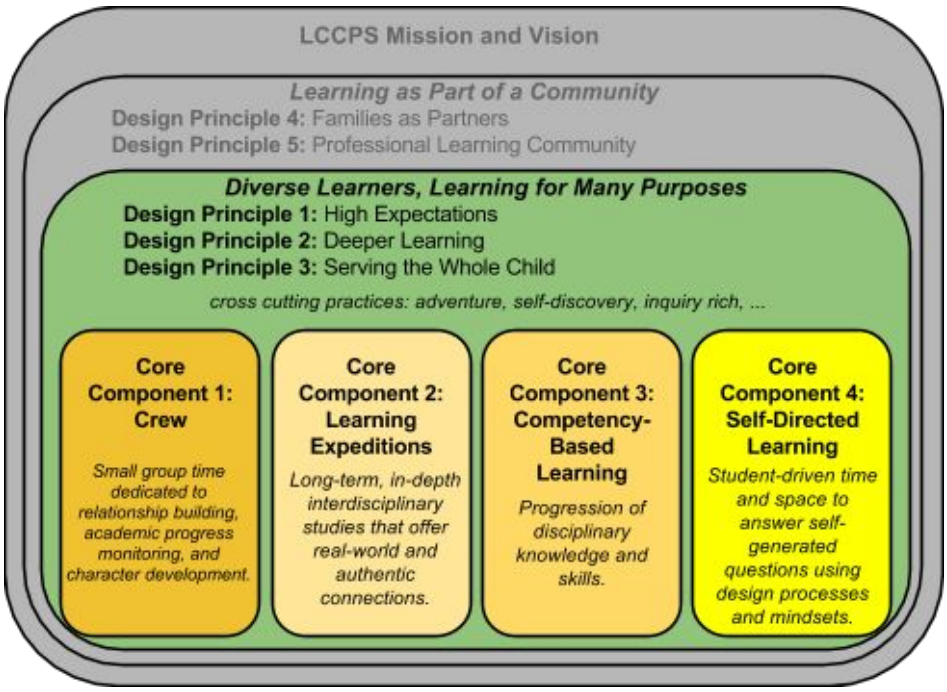


Diverse Learners, Learning for Many Purposes

Learning occurs best when it is designed in service of diverse learners, learning for many purposes. Our model is designed to be flexible and responsive to student needs while building student agency. Each day, students receive their own individualized "**playlist**" for the day; a schedule of their learning experiences. Following their playlists, students move between the Core Components in various configurations; selecting the pace, place, people, and path to drive their own optimal growth, picking projects that interest them, transitioning between group and individual learning, and receiving intervention and extension support as needed.

Students' playlists are anchored in our four Core Components that support high expectations, deeper learning, and serving the whole child (Design Principles 1-3) as highlighted in **Figure A.4**. While these components are described separately, they are fluid and coherent − students will move between these components, and each complements the others. In addition, the model is supported by a selection of Cross-Cutting Practices that are used across all content areas and within specific areas of study.

Figure A.4 Core Components in the Context of Diverse Learners, Learning for Many Purposes



Core Components

The four core components of the Lodestar model are:

1. **Crew** − Our 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. The structure of Crew allows for relationship building, academic progress monitoring and character development. Crew allows students to be well known and supported by adults, and as such, are small groups. Students loop with their Crew leader, and their Crew leader is the primary advocate for his or her Crew as individuals and as a collective.
2. **Learning Expeditions** − Learning Expeditions make content come alive for students. These long-term, in-depth studies offer real-world connections that inspire students towards higher levels of academic achievement. Learning Expeditions involve students in original research, critical thinking, problem solving, and they build character along with academic skills. All Learning Expeditions focus on building literacy skills in students, particularly the reading and writing of nonfiction text. Learning Expeditions are interdisciplinary; they happen in diverse and inclusive contexts where students learn from and with peers of a variety of academic levels. Students engage in Learning Expeditions in self-contained, looped settings.
3. **Competency-based Learning** − Students need to master disciplinary skills and knowledge, and they need to develop at their own optimum rate. We allow them to do this by using flexible assessment, flexible groupings, computerized learning, and by allowing for variations in learning *path*, the *people* students learn from and with, the

learning *pace*, and the *place* where students learn. Academic and social services are flexibly deployed to help all students achieve at or beyond grade level. Competency-based groupings are homogenous by competency, but may be heterogeneous and flexible in other ways, including by age, size, and number of adults.

4. **Self-directed Learning** – Students need time and space to learn about things that they are interested in, as they respond to the question: "What problem do you want to solve today?" Through a learning process that includes goal setting, work plan development, reflection, adult support, and public sharing of learning, students can choose to learn about things they want to learn about. This time gives students voice in and direction over curriculum, and may be done in support of, or completely separate from, the other components of the day. Self-directed Learning times are heterogeneous and multi-age.

These four components together have fundamental implications for the structure of school for students, K-12. For instance, students participate in Crew starting in Kindergarten, and while Crews and Learning Expeditions occur in self-contained settings, Self-Directed and Competency-based Learning occurs in flexible settings based on student need. These components also complement each other. Learning Expeditions, for instance, allow students to apply the skills and knowledge they develop in Competency-based settings, allowing for transference, application, and higher-order thinking. As described, the four components fit together as a modified flex model. **Figure A.5** is one snapshot of how Lodestar may staff its flex model to support its 144 K-2 students with 6 K-2 teachers, 1 Self-directed Learning Teacher, and 4 instructional assistants. This snapshot is reflective of the ways in which learning flexes to meet students' needs instead of being primarily driven by a schedule; in this example, students are spread across self-contained Expedition classes, Competency-based Learning classes, and Self-directed Learning. For a Year 1 Staffing Model for Lodestar, please see "Staffing to Support Lodestar's Model" on Page A.64 of **Element A**; for a day in the life of a student, please see "A Day in the Life of A Student" on Page A.36 of **Element A**.

Figure A.5 Sample Flex Model: 144 K-2 Students

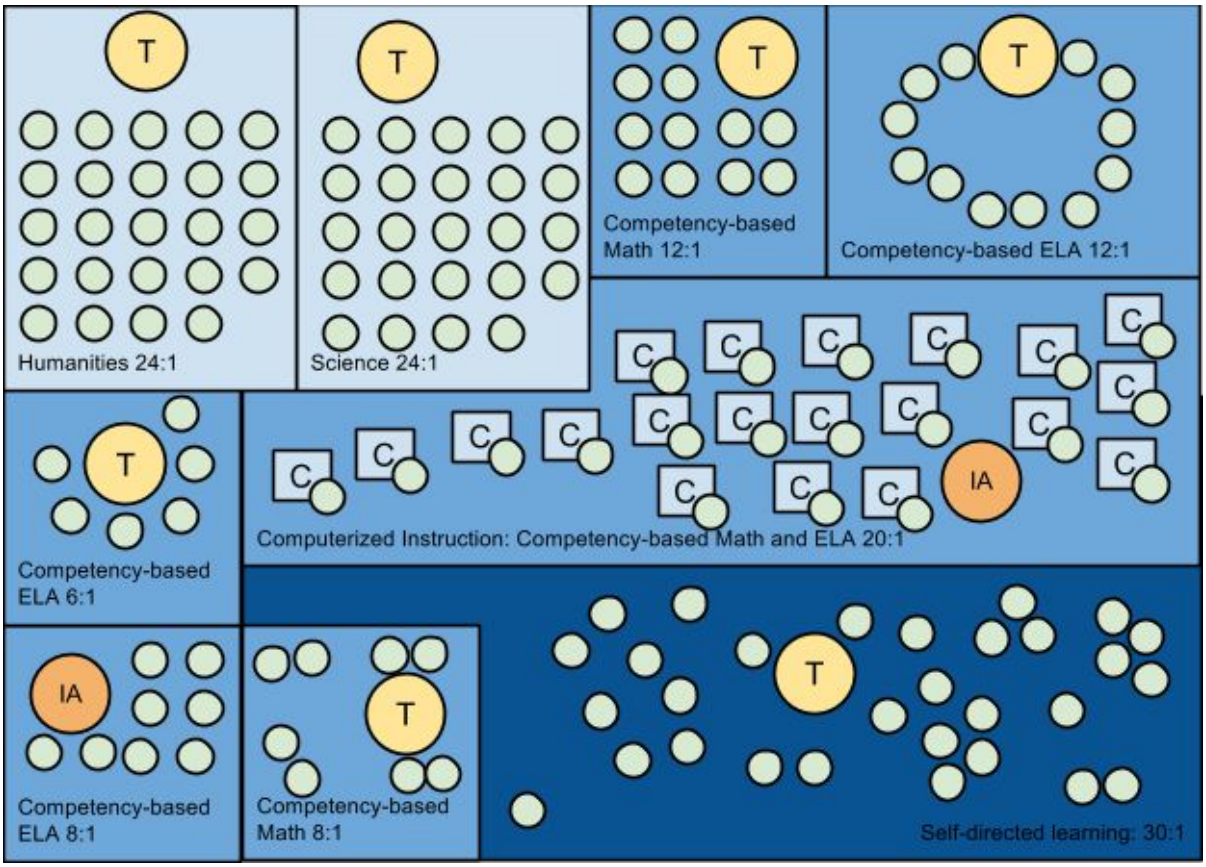


Figure A.5 shows some of the flexible configurations that students may engage in over the course of an instructional day. These include: traditional classroom structures (24:1), small group direct instruction, small group discussion circles, small group guided reading, diads supported by a teacher, and individual, self-paced learning on and off of computers.

By design, Lodestar's structure provides many paths to our absolute commitment to high expectations for student achievement. We are uncompromising about our mission and vision for students, but we are deeply pragmatic and flexible by design to support students towards this mission. Together, these components reflect our commitment to our Educational Philosophy as articulated through the LCCPS Mission and Design Principles. In addition, they support students to become "Educated Persons in the 21st Century" by providing the conditions for development of Academic Content and Performance Standards, College Skills, Character and Mindset Development, Community of Learning, and Principles of Personalization and Relevancy.

Cross-Cutting Practices

The Core Components detailed above are supported by Cross-Cutting Practices in curriculum, instruction, assessment, and culture and character. These include practices used across

LCCPS, as well as ones employed at Lodestar in service of its unique model and program. The list of practices is designed to evolve over time, and to include both proven and promising practices as they emerge.

Curriculum:

1. **Mapping Skills and Content**– Teachers and leaders at Lodestar work together to ensure that a set of school-wide, standards-based curriculum maps act as the foundation for all planning and instruction. The maps incorporate all required academic and performance content standards, as well as college readiness and character and mindsets targets, and are revised as needed over time. The maps describe a vertical sequence of learning expeditions and projects, and they define the key content and skills that need to be mastered at each grade level and discipline. The maps guard against unnecessary repetition of content across grades and ensure appropriate repetition of skills and concepts.
    a. **Standards Alignment:** The curriculum is driven by the CCS, CCSS, and NGSS, and strategically sequenced to maximize opportunities for interdisciplinary connections when appropriate. Teachers and school leaders create, regularly analyze, and adjust standards-based curriculum maps to ensure that students are engaged and appropriately challenged, and that repetition is minimized.
    b. **Depth of Learning:** By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the standards, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Deep, project-based learning, self directed learning time, and competency based learning structures support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.
    c. **Teaching Literacy Across the Disciplines:** Reading and writing are taught across all content areas, as each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems) and to respond in kind with different forms of writing (e.g., argumentative, informational, narrative). Fluency, comprehension, and close-reading strategies are taught K-12 to help students make sense of content and the world around them, while learning how to carefully extract information from a balance of complex informational and literary text. Likewise, we use a common language to describe the writing process, practices for teaching and assessing writing, and the traits of high-quality writing. By integrating literacy throughout the day and in each discipline, we convey to students the importance of reading, critical thinking, and meaning-making in school and in life.
2. **Inquiry, Making, and Adventure**– Learning situations are designed to present adventure, facilitate student inquiry, and invite the unexpected. Deliberate inclusion

of emotion, challenge, and support in the curricular design enables students to achieve more than they think they can.

a. **Inquiry:** Lodestar's curriculum focuses upon the "having of wonderful ideas" and fostering curiosity about the world. This is achieved through learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed. This approach to inquiry is flexible enough to be applied across content areas while valuing curricular depth.
b. **Making**: Making and design thinking allow students to understand the made dimensions of their world, such as physical objects and systems, and allow students to have agency and control over them. Making gives students skills − like how to use a hand saw, program a microprocessor, or understand a human-made system like government − and then lets students unleash those skills in creative and unexpected ways.
c. **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.

3. **Authentic Work and Service** − Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work.
    a. **Authentic Products:** Student products often 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.
    b. **Service:** Service learning is an integral element of curricular design and an extension of the ethic of kindness and service that permeates the school. All students at Lodestar are actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, Crew, and extracurricular activities, these experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
4. **Preparation for and Exploration of College and Career of Choice** − Lodestar prepares all students for college and a career of choice by providing a college-bound curriculum with high expectations for all students, fostering a school-wide college-bound culture, and setting up structures that allow time for the college search and application

process, and career exploration process. Paving the way for college begins in the primary years and culminates with intensive focus in the high school years.

a. **College-Bound Curriculum:** Students of all ages develop the habits of scholarship (e.g., self-monitoring, problem solving) that they need to navigate the academic and social demands of college, as described in David T. Conley's *Four Keys to College and Career Readiness*. Core academic skills such as research skills and analytic thinking are taught in every subject area and at all grade levels to prepare students for the complexities of college-level texts. Students in grades K-8 have access to the courses and opportunities that prepare them for a college-bound high school curriculum, and high school students develop the content knowledge and skills necessary for college by taking a demanding college preparatory curriculum that is aligned to A-G subject requirements.
b. **Creating a College-Bound Culture**: Teachers and school leaders make it clear to all students that they are on a path to college and a career of choice. Hallways, classrooms, and offices display college symbols and messages. College acceptances are celebrated in classrooms, in Crews, and at school-wide events. Students participate in Learning Expeditions, which expose them to careers and college paths through meaningful connections with professionals in their community.
c. **Supporting College and Career Exploration and Admissions:** Lodestar supports students and their families in navigating the process of exploring and applying to college and career. Crew leaders help students make strong course selections that are connected to college and career aspirations, monitor progress toward academic and character learning targets, and collaborate closely with the College Adviser and Internship Coordinator and families to help students choose colleges and navigate applications for admission, financial aid, and scholarships. Crew leaders invite guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges, and foster connections between students and local internships, mentors, and apprenticeships, promoting career exploration and character development. In addition, Lodestar supports the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to a select group of students through a partnership with Beyond 12.

<u>Instruction</u>

1. **Teacher as Designer** – Lodestar's instruction is designed by teachers, who make decisions about which practices to use during lessons, based on close knowledge of individual students, in order to support all students in making progress. They employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful

lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

a. **Learning Targets:** Teachers craft sets of standards-based "I can" statements that include both long-term and supporting learning targets that name the discrete learning that has to happen for students to master the standards. Lessons are explicitly designed to support students in meeting learning targets.
b. **Lesson Format:** Teachers vary the lesson formats they use based on student need and learning targets. Workshops, models, collaborative protocols and design thinking play a large role in lesson design.
c. **Student Voice:** Teachers build learning experiences that encourage and act upon student inquiry. Lessons include authentic areas of focus and problems for which students have personal interest in exploring and designing solutions.

2. **Teacher as Facilitator**– Teachers act as facilitators of student discovery, engagement in, and ownership of their learning. They intentionally schedule time to confer with individual students on goals and independent progress towards content and skill mastery. When appropriate, teachers facilitate learning through the design thinking process which includes empathizing, defining the problem, ideating, prototyping, giving/receiving feedback, and revising.
3. **Flexibly Meeting the Needs of All Learners** –
    a. **Flexible Instruction:** Individual student needs are met through differentiation by pace, place, people, and path of learning. To meet the needs of students from many language backgrounds and ability levels, instruction is differentiated using flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Lodestar utilizes real time academic achievement data to identify when students have mastered a particular skill or topic, and to provide reteaching, differentiation, or intervention when students struggle with particular skills or topics.
    b. **Intervention:** LCCPS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need and collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to differentiated small group instruction to provide targeted support, intensive intervention during fall, winter, spring, and summer intersession and after school programs, tailored curriculum and support for high stakes assessments (such as the California High School Exit Exam), and social and emotional intervention and counseling.
    c. **Coordination of Services Team (COST)**: When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed further in depth in **Element A**, and a student's Crew leader, as his or her advocate and adult that knows him or her well, is an integral part of the COST process.
    d. **Language Development:** Lodestar serves linguistically diverse students, and therefore we develop language in all parts of the day. Examples include

providing Competency-based English Language Development (ELD), teaching Learning Expedition content in multiple languages and using comprehensible input, and allowing students to select their language for communication during self-directed times.

Assessment

1. **Student-Engaged Assessment** – A system of interrelated practices are used that position students as leaders of their own learning, including checking for understanding; using data with students; modeling, critique, and descriptive feedback; student-led conferences (also called Individual Learning Plan Meetings or ILPs); celebrations of learning; portfolio-based assessment; standards-based grading; and learning targets. Quality assessments are crafted and aligned with standards-based learning targets, in order to collect meaningful, accurate, and timely information about student learning. Teachers are well-versed in the methods of assessment and select the best method based on the type of learning target they are assessing. In addition, they use criteria lists and rubrics to support quality work during the learning process and guide reflection and evaluation.
2. **Assessment System:** Lodestar implements a two-pronged assessment system that includes both school-wide calendared assessments and benchmarks. School-wide assessments are scheduled by the Instructional Leadership Team, and include both external assessments (such as the SBAC) and internal interims (such as assessments of reading level). Benchmarks, on the other hand, are unscheduled and are flexibly implemented throughout the year to provide teachers with "just in time" data on student achievement. For additional details about assessment, see **Element C**.
    a. **School-wide, Calendared Assessments**
        i. **Interim Assessments:** Interims are taken 3-4 times a year across the school to provide a snapshot of student progress on multiple clusters of skills. Interims include a baseline in the fall and 2-3 additional times throughout the year during "Interim Windows" and Individualized Learning Plan (ILP) Meetings. Interims provide data on student growth on mastering multiple skills within a content area or grade level over time.
        ii. **External Assessments:** External measures give Lodestar opportunities to track student progress against standard, universal reference points, using the same measures in order to situate the progress of Lodestar's students in the context of the progress of students outside Lodestar. External measures also provide an end of year snapshot of mastery and growth from year to year.
    b. **Benchmark Assessments:** Benchmarks of student achievement provide real-time data on student mastery of small clusters of targets for: (1) content and skills and (2) High Quality Work. Benchmarks may be individually paced or cohort paced. Individually paced benchmarks are given on a rolling basis as students move through the curriculum map; cohort paced benchmarks are used

to track student progress on mastering clusters of targets within their content area over a specific course or class.

3. **Communicating Student Achievement** – We share information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities – they maintain a portfolio and discuss their learning during family conferences and passage presentations, and they participate collectively in communicating about achievement during public presentations of learning. We implement standards-based grading because it clarifies expectations for students, families, and teachers, and separates academic outcomes from habits of scholarship. Students understand what they have learned and why. They are able to speak to their own strengths, struggles, goals, and processes of learning. The systems listed below ensure transparent student achievement communication:
    a. **Grades:** Used to communicate about skills and content understanding versus to punish, grades describe progress towards set of long-term learning targets. While they are based upon multiple opportunities to make and show progress, most recent evidence takes precedence. Grades are separate from habits of scholarship levels, but success in both areas is required.
    b. **Student-led Conferences:** Hosted 3 times per year, student-led conferences engage both students and families. Students communicate their progress toward both academic learning targets and habits of scholarship, select work to demonstrate mastery of learning targets, and drive the goal setting conversation.
    c. **Passages:** Students take part in passage, a tradition that confirms their readiness to move forward in all realms of achievement at selected grades.
    d. **Portfolios:** Student design portfolios demonstrate proficiency of content and skills over time, with students archiving and organizing their work across subject areas using a school-wide system.
    e. **Exhibitions of Learning:** Families, community members and school partners participate in exhibitions of learning as an authentic audience to learn about the work of the students and of the school as whole, as well as honor student learning.
    f. **Graduation:** The final mark of readiness, graduation indicates that students are meeting standards in both academics and habits of scholarship, aligned with college entrance requirements and the shared assumptions that all students will attend college.
4. **Documenting Student Learning** – Students and adults track their growth and their thinking through documentation. Student work is displayed in a way that honors the work, giving parts of the school a museum quality that inspires student and community pride. Work is often supported by explanatory text that includes student voice and reflection. The work of all students is featured, not just that of a select few, compelling all students to create high-quality work.

Culture and Character

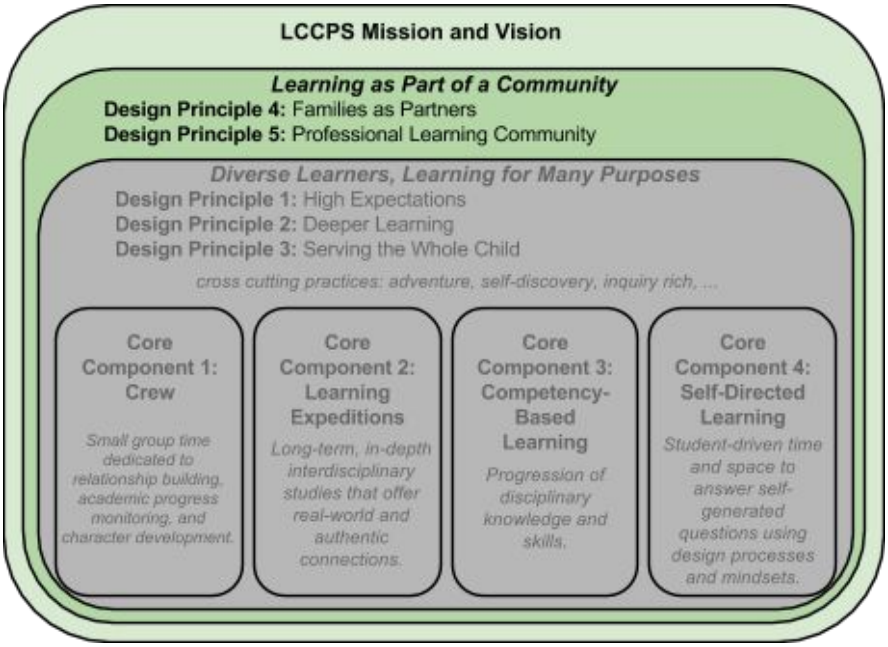
1. **Building a Community of Learning** – The foundation of Lodestar is a community that brings out the best in students and staff. The school climate is characterized by safety, kindness, joy in learning, families as partners, and positive leadership by staff and students. The school's mission encompasses academic success and compassionate character. The school celebrates both student academic growth and character development. Teachers and school leaders communicate clear expectations for student character and model those values in their own practice. Policies and practices encourage students to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of the school. Families are partners in the work and play a visible, crucial role in the student's experience of school.
2. **Fostering Character and Mindset** – Lodestar explicitly teaches and supports students in developing relational and performance character.
    a. **Fostering Character:** Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Performance character skills (habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavors (e.g., organization, perseverance, craftsmanship). Both types of character are essential for success in college and a career of choice. Fostering character is not an add-on in Lodestar – it is embedded in all aspects of the school culture and permeates academic studies.
    b. **Mindset:** Growth mindset and the mindsets for agency are explicitly taught in Crew, and reflected on and reinforced throughout the day; students are supported in embodying and reflecting on their mindset. The mindsets for agency, as described above, includes the following beliefs: *I belong in this academic community; I can succeed in this; My ability and competence grow with effort; and this work has value for me*.
3. **Knowing Students Well** – Students at Lodestar are known well and supported by adults. The structure of Crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their Crew leader. Crew leaders strategically plan Crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

Learning as Part of a Community

The four Core Components of Lodestar's model and the associated Cross-Cutting Practices cannot be successful without two other conditions that allow learning to best occur: partnership with families and a strong professional learning community among the staff as

illustrated in **Figure A.6**. This section details the philosophy and practices that contextualize our school as part of these broader communities and in accordance with LCCPS Mission and Design Principles 4 and 5.

Figure A.6 Core Components in the Context of Learning as Part of a Community



Families as Partners

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

We know that regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings, passage presentations, and school-wide celebrations of learning ensure that all families are involved in their children's education.

As needed to support our at-risk students, LCCPS works in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship, Family Paths, Alameda County Mental Health, and the Seneca Family of Agencies. Counselors work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.

Foundational Beliefs about Family Engagement

The U.S. Department of Education research has found that what the family does to support the education of their child is more important to student success than family income or education.[12] We believe thoughtful and inclusive family partnership can:

1. **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 for LCCPS's high academic and behavioral outcomes.
2. **Build Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the "going gets tough." Strong family relationships, built on trust and respect, ensure teachers and administrators have the help when they need it. Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students' families.
3. **Support the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCPS does are advocates in the wider community and are more likely to give back to the school.

Parent Engagement Events

To support family engagement, Lodestar provides multiple methods and entry points to meet the diverse needs of our families. Parents are required to attend six events per year, (including three ILP Meetings and three invitational events) and also have a variety of optional opportunities to support involvement. These opportunities ensure that all families are involved and supported in understanding the school life and academic progress of their child. Though it is the expectation that a family member of students attend these events, Lodestar does not have punitive consequences for parents and/or students who do not attend, and parents who cannot attend are accommodated as detailed below. The events are:

1. **Individualized Learning Plan Meetings** – Three times per year (Fall, Winter, and Spring), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual goals. While ILP meetings are generally scheduled over the course of several days, Lodestar schedules ILPs flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time or on an alternate day, etc.).
2. **Celebrations of Learning** – At least twice per year, parents are invited to attend Celebrations of Learning, showcasing the work of students and their reflections as learners for families and community members. Parents have multiple opportunities to

[12] US Department of Education, 1997. Family Involvement in Children's Education. http://goo.gl/QVejor

attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have other options.

3. **Back to School Night** – Back to School Night provides teachers a chance to introduce families to their classroom specific policies and curriculum and to build community amongst parents. If parents are unable to attend, Lodestar makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, on a home visit, at an alternate time or on an alternate day, etc.).
4. **Additional Engagement Opportunities** - There may be several optional opportunities that families and teachers can engage in to deepen and further develop their collaboration. Dependent on community need and funding, these may include, but are not limited to, the following:
    a. **Home Visits** – Teachers are encouraged to conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
    b. **First Fridays, Performances, Publishing Parties, and Potlucks** – Teachers aim to initiate at least one activity that invites families into the classroom per semester.
    c. **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.
    d. **Family Learning Nights** – Interactive family education nights are held throughout the year based on family needs.
    e. **Crew Parent Representatives** – Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
    f. **Work Days** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.
    g. **NEW! Parents as Partners in Self-Directed Learning** – Lodestar acknowledges the unique skillsets and talents that families bring to the classroom, and creates spaces and opportunities for families to share these unique talents throughout the school day. Family participants in the Feedback Session on September 2 expressed an interest in contributing their unique skills, such as professional skills in engineering or poetry writing, to the school during the Self-directed Learning block. To support this partnership, Community Organizers collaborate with the Lodestar Design Team to ensure parents have taken the appropriate legal steps to volunteer in the school (such as obtaining background checks, first aid training, and tuberculosis testing), and create connections between parents and teachers.

Family Resource Center

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

NEW! Driven by the feedback and input shared during the Family Feedback Session on September 2, 2015, Lodestar offers additional workshops for families, including but not limited to:

1. **Lodestar Instructional Model**: Community Organizers collaborate with the Lodestar Design Team to design and implement a suite of workshops designed to support families in transitioning into the new instructional model. Workshops begin in the spring of 2016 after families have confirmed their intent to enroll, and continue throughout the school year to support new families.
2. **Family-Driven Capacity Workshops:** Families have clearly communicated a desire to increase their own capacities in various areas, and have turned to Lighthouse Community Charter School for support. Further, since the adoption of the Common Core State Standards in math and English Language Arts, families have noticed a distinct change in the way these subjects are being taught and have expressed interest in learning more about this pedagogy so that they can support their children with homework and extension activities. Lodestar Community Organizers collect parent interest and topic suggestions for capacity workshops through home visits and surveys.

A Strong Professional Learning Community

To establish Learning as Part of a Community, Lodestar must also establish a strong Professional Learning Community. Leaders at Lodestar focus on improving student achievement by developing quality teachers. Professional development structures and shared leadership opportunities work together to foster a community of adult learners. Leaders establish and communicate high expectations of staff and align professional development, feedback, and coaching with evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.

Community of Learners

For learning to best occur, all staff must be part of a community of learners. We work together on behalf of students to improve the school's program, share expertise, build knowledge in our disciplines, and model collaborative learning. Staff adult culture is characterized by relational trust and respectful collegiality. Deeply rooted in the research of

Richard DuFour, Rebecca DuFour, Robert Eaker and Mike Schmoker[13], it is our belief that we must have a Professional Learning Community that is:

1. **Focused on 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.
2. **Supported by a Collaborative Culture:** Adults work together in pursuit of our mission. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. We model and actively foster the critical components of relational trust necessary for achievement: respect, integrity, competency and personal regard for others.
3. **Goal-oriented:** Individual educators, teacher teams, and the school as a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
4. **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.
5. **Highly Qualified:** All core teachers at Lodestar are highly qualified under the Elementary and Secondary Education Act (ESEA) and are authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification. In addition, LCCPS provides stipends to teachers' base salaries to assist in recruitment of teachers who have demonstrated successful experience working with English Language Learners, hold a Bilingual Cross-cultural, Language and Academic Development (BCLAD), and speak Spanish, which is the dominant home language other than English of our target neighborhood.
6. **Data-driven:** The core of all work at Lodestar is the realization of student growth. Lodestar's staff closely analyzes academic and whole-child growth metrics. Academic analysis is both a collaborative and individual process. Lodestar teachers regularly analyze the following student achievement data down to the individual student level and across the K-12 continuum. More information on the following assessments may be found in **Element C**.
    a. **School-wide, Calendared Assessments** include CELDT, CAHSEE, CST, SBAC, and other state administered assessments; SAT and PSAT or the ACT and EPAS; reading level assessment; and ELA and Math interim assessments.
    b. **Benchmark Assessments** include Individually Paced Content and Skill Benchmarks, Cohort Paced Content and Skill Benchmarks, and High Quality Work Benchmarks.

[13] DuFour, et al. *On Common Ground: The Power of Professional Learning Communities.* Solution Tree, 2005.

Structures to Support Professional Learning

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the structures utilized. This may include a mix of classroom observation, student assessment data, and input from teacher leaders, as well as other structures from the following list:

1. **Dedicated Time:** LCCPS believes that excellent teachers and excellent instruction are critical in achieving our mission. As such, LCCPS and Lodestar place an emphasis on collaborative, instructional planning, which requires additional time. Time is set aside weekly, quarterly, and in the summer months to ensure teachers have the time to thoroughly plan, develop, and learn in concert with fellow teachers, administrators, content experts, and instructional specialist (i.e. ELD, SPED). Professional development and collaboration time are gained through the following:
    a. **Common Planning Time:** Grade level and/or content area partner teachers are provided with common planning time to develop and refine curriculum.
    b. **Flexible Release Time:** Coverage is provided for teachers to facilitate peer observation on site as well as in the field.
    c. **Wednesday Professional Development:** Once a week, students are released early to provide teachers with time for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community. Every Wednesday, teachers and staff engage in three hours of professional development. This includes time for new inputs, data analysis, collaborative planning, and community building.
    d. **On-Site Professional Development Institutes:** Teachers invest significant time in whole and small group learning sessions differentiated to meet the needs of all staff members, during student-free Professional Development Institutes scheduled five times annually. These experiences provide a common understanding and enable teachers to develop shared language, build their background knowledge, discuss ideas with colleagues, and experience effective practices as learners.
    e. **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 participate in EL's 3-day and 5-day institutes and attend EL's National Conference individually or as part of a small team. Additional conferences and trainings are attended when aligned with goals and needs of the staff.
2. **PLC Groups and Data Groups -** LCCPS believes that excellent teachers and excellent instruction are critical in achieving our mission. Lodestar uses consistent structures and protocols to support teams of teachers in analyzing student work, having honest conversations, providing one another with feedback, and keeping a focus on equity. Teachers meet in the following groups to do this collaborative inquiry work:
    a. **PLC Groups:** Teams of teachers meet throughout the year to plan, learn, and reflect on various school goals, including those from the LCAP and EL Work

Plan. PLC teams may be based on content, grade band, or Core Component of the model. PLC activities may include, but are not limited to the following: curriculum mapping and alignment, sharing best practices in a content area or Core Component, consulting around the learning styles, strengths and needs of shared students, participating in professional development sessions and creating plans to implement the material learned, and collaborating around interdisciplinary projects.

b. **Data Groups:** Teachers meet in grade-level or content area data groups to analyze data related to student achievement on standardized tests, school progress reports, student work, and other measures related to character, motivation, and engagement. Teams identify trends in the data and design intervention and pacing plans to meet student needs.

3. **Observation, Coaching, and Mentoring -** LCCPS staff are observed and observe others to improve their craft. They reflect on their practice in formal and informal ways and seek inputs on how to improve their practice and best serve our students.
    a. **New Teacher Mentoring:** Lodestar pairs a veteran teacher with each teacher new to LCCPS support them in specific LCCPS practices, including but not limited to, backwards planning, teaching character and mindsets, assessment practices, portfolios, Individual Learning Plans and meetings, and progress reports and report cards.
    b. **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.
    c. **Model Classrooms:** Model Teachers display an exemplary classroom, and open that classroom to colleagues and novice teachers for observation of Cross-cutting Practices in action.
    d. **Evaluating Teachers:** Teachers are evaluated with a tool that prioritizes our expanded definition of student achievement and growth. Our tool, to the greatest extent possible, includes specific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement.
    e. **Instructional Coaching:** Instructional Leaders work with teachers in non-evaluative cycles to support them in an area of their instruction. Coaching cycles may be teacher-centered or student-centered, but are always in service of our student achievement goals. The guiding theory of action is that improving craft takes practice and focus. This recursive cycle maintains one clear focus upon improving a targeted instructional move designed to yield an intentional student outcome. The cycle includes the following elements:

i. Pre-Coaching Conference to develop the coaching relationship and agreements
ii. Initial Focused Observation
iii. Meeting to debrief AND plan for the next observation
iv. Repeat cycle until complete
v. Post Coaching Conference designed to evaluate the efficacy of the completed cycle

Structures to Share Leadership:

Lodestar encourages and supports teacher leadership across the school, to spread teachers' expertise amongst staff, to provide multiple spaces for teacher voice in decision-making, and to strengthen our community of professional learning. There are three formal structures in place to support this shared leadership:

- **Instructional Leadership Teams (ILT) -** The ILT increases the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture in alignment with our mission. The ILT represents one form of shared leadership, modeling healthy practices in all interactions and making leadership a function rather than a person in our school.
- **Vision Keepers-** The leadership and policy making team for school operations, the Vision Keepers evaluate proposals and innovation through the lens of the school mission and vision and provide a voice in school governance to the Lodestar community.
- **Professional Learning Leaders and Model Classrooms -** As budget allows, teachers receive stipends for assuming additional leadership and mentoring responsibility. This may include but is not limited to mentoring novice teachers, maintaining a model classroom, and collaborating with the Instructional Leadership Team to design and deliver professional development in an area of expertise.

Summary: How Learning Best Occurs

Our school design, rooted in the LCCPS Mission and Design Principles, promotes conditions under which learning best occurs in three key ways:

1. **Diverse Learners, Learning for Many Purposes** – We hold our students to high expectations (expansively defined) and are committed to deep learning. Our model is designed for flexibility toward these end results, allowing student needs to dictate how students learn.
2. **Learning as Part of a Community** - Family partnership and a Professional Learning Community are essential in achieving our mission. The practices laid out above detail how family partnership situates Lodestar in a parent community, and how we create a professional learning community that supports student achievement.

A Day in the Life of a Student

Lodestar's day is in full alignment with our mission - preparing students for college and the career of their choice. Daily schedules flex to meet student needs around the four core components of Lodestar's model. The following is an example day in the life of a student at Lodestar and is meant to be a representative sample only.

Student Arrival (7:45- 8:30 am)

Students arrive between 7:45 and 8:30 am every day and go directly to the lunchroom or playground for direct supervision.

Breakfast and Crew (8:30 - 9:15 am)

LCCPS and Lodestar intend to participate in the Universal Breakfast program, in which all students are provided with free breakfast on a daily basis. Students have time to eat their breakfast and to begin their day with their Crew and Crew leader.

Students and Crew leaders:

- preview learning and schedules for the day, if needed;
- celebrate achievements;
- build relationships and participate in the character and mindsets curriculum;
- set individual or classwide academic or behavioral goals.

The structure of Crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their Crew leader. Crew leaders strategically plan Crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered.

9:15-3:00 Flexible, Daily Playlist

After Crew, students then move into a customized playlist. This playlist tailors the learning experience based on the personalization principles of voice/choice, pace, path, people, and place. Some components, like Learning Expeditions, have fixed durations and participants; others, such as literacy and math groups, are flexible based on student needs. The components of the playlist may include, but are not limited to:

- **Learning Expeditions** make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning Expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All Learning Expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of nonfiction text. Learning Expeditions take multiple, powerful elements join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work.

- **Competency-based Learning** allows students to move through Competency-based progressions in personalized ways. The core curriculum in ELA and math, as well as some aspects of high-school A-G credit bearing classes, are presented in a Competency-based way. Some students may work with small groups and teachers; other students may work with computer-based learning programs; other students may be tutored by older students. All students demonstrate mastery to move forward in Competency-based progressions; students who are not making expected progress receive increased support and intervention to get them the support they need.
- **Self-directed Learning** allows students to spend time each day working on projects related to their interests. With support from adults, students follow a learning process that asks them to articulate a question or problem they want to solve, and then make a plan to work, document their learning, and reflect and share their learning and products with relevant community members. This allows students to engage in opportunities to pursue passions. Teachers connect students to rigorous content (ex. studio skills) and real-world applications (exs. putting on a concert, participating in Harvard Model Congress, or showcasing work at the Maker Faire) and help students work towards school deadlines and Celebrations of Learning. When applicable, Self-directed Learning is aligned with relevant standards (CCS, CCCS, and NGSS), State Priority for a Broad Course of Study, A-G Requirements, and the Mission of Lodestar. The approach and curriculum vary based on the topic of students' projects.

Lunch and **outside times** are built into student playlists to ensure that students have time to eat, take breaks, exercise, and play. LCCPS and Lodestar participate in the National School Lunch Program, providing all students with a healthy lunch and at low-cost or no-cost for students who qualify. Students have 30 minutes to eat their healthy lunch, followed by 25 minutes of supervised and facilitated physical education and play.

Additional playlist components may be built into individual student playlists to serve individual student needs (i.e. home language development, required ELD, scheduled therapy, etc.).

3:00-3:30 Crew and Dismissal

Each day ends with Crew in order to develop students' ability to reflect on their work, make connections to broader topics, celebrate and appreciate accomplishments made by themselves and others, and look forward to the learning ahead.

3:30-6:00 Extended Learning Time

As funding allows and community needs dictate, a free extended learning program is provided that allows students to stay after school to continue to work on self-directed projects, participate in additional enrichments, have access to dinner, and complete work with access to tutors and materials.

Curriculum, Instruction, and Assessment

School Design Team

Our curriculum, instruction, and assessment are being developed during our "year zero" (from August 2015 to August 2016) by Lodestar's design team. Lodestar design team is made up of four members who are working as paid, full-time employees. Collectively, these team members have close to 50 years of urban education experience along the K-12 continuum and across disciplines.

This core design team is working together to develop a set of school-wide, standards-based curriculum maps that act as the foundation for all planning and instruction. During the planning year, initial vertical and horizontal curriculum maps are being developed for all grades K-12 in alignment with CCSS, CSS, and NGSS, as well as college readiness standards and character and mindset standards. Maps identify key content that needs to be addressed at each grade level and in each subject area. This process emphasizes key standards, while guarding against unnecessary repetition and ensuring appropriate spiraling of skills and concepts. These maps are reviewed each year as grade levels are added to ensure continued horizontal and vertical alignment to standards. Lodestar also leverages LCCS instructional practices as well as our partnership with EL Education to codify our curriculum, including LCCPS curriculum maps.

For an illustrative example of the work that has been completed by our team, please see **Appendix 4**, which includes, for kindergarten: a document that outlines LCCPS's approach to teaching math, a scope and sequence, a coherence chart, and selected unit and lesson plans.

The curriculum includes significant focus on problem solving, critical thinking, collaboration and communication skills for all students. We also ensure that our curriculum maps include topics related to global knowledge, environmental stewardship, equity and social justice, and that it promotes understanding of other perspectives and cultures. Finally, technology learning is built into the curriculum to equip all students with real-world competencies. Student achievement data serves as an indicator of how well the curriculum is addressing standards, and inform our regular adjustments.

The Design Team includes:

- **Yanira Canizales, Head of School.** Yanira was Lighthouse's Director of Instruction in 2013-14 where she was responsible for the curriculum, pedagogy, teacher coaching, culture and overall educational well-being of K-4th grade students, before transitioning to LCCS Interim Head of School in 2014-15. Having immigrated to the United States from Nicaragua with her family, she experienced the power of education and the inequity that can come with being a Spanish-only speaking student of color. Dedicated to ensuring all students have access to an excellent and equitable

education, Yanira has worked in urban education in the bay area since 2002. She received her Administrative Credential through the New Leaders Program and holds a Masters in Teaching and teaching credential from the Center for Social Justice at the University of San Francisco. Yanira also holds her Bachelor's in Social Welfare with a minor in Education from the University of California Berkeley, where she graduated as a first generation college student on a full scholarship. Yanira lives in East Oakland with her four children and husband.

- **Laura Einhorn, School Design Teacher Fellow.** Laura taught history and social studies for six years at KIPP: King Collegiate High School in San Lorenzo, CA. She authored and delivered a range of courses including humanities, ancient and modern world history, "race, class, gender, and sexuality", and dance. Laura served as the faculty adviser for the social justice club, the #blackandbrownlivesmatter club, and the DREAM club - a student-led group that supports undocumented students and their allies. She also planned and facilitated community service opportunities and service learning. As a grade-level chair, she helped to design and implement systems for supporting struggling students as well as protocols for student-led conferences. She is the recipient of a Margot Stern Strom Innovation Grant from Facing History and Ourselves, was selected to participate in the National Academy of Advanced Teacher Education (NAATE) 350 hour professional development institute, and has presented at regional and national conferences about her work supporting students to develop DREAM clubs. Prior to teaching, Laura worked in public policy at the Tobin Project and the Carr Center for Human Rights Policy; both in Cambridge, MA. Laura earned her BA from the University of Toronto in International Relations and her teaching credential through the MATCH Teacher Residency. Laura lives in East Oakland with her husband.
- **Robbie Torney, School Design Teacher Fellow.** Robbie has been a kindergarten teacher for 5 years, 4 of which he spent at LCCS. As a kindergarten teacher, Robbie has consistently demonstrated what high expectations and being known well can do for our youngest students, with particular focus on 21st century skills: making, design thinking, programming, and Self-directed Learning. He has taken on leadership in the K-4 and beyond, serving as loop level and inquiry group leaders, hosting student teachers, coaching peers, helping lead LCCS through its WASC reaccreditation, and helping to redesign our teacher compensation model. Robbie received his BA from Stanford University in Political Theory and his MA from the Stanford Graduate School of Education in Elementary Education. He is a GO Teacher Policy Fellow and an America Achieves Teacher Fellow. Robbie lives in Oakland with his wife and cats.
- **Bri Zika, School Design Teacher Fellow.** Bri Zika comes to Lodestar with extensive experience in EL schools. In her role as a Professional Development Specialist with EL Education, Bri develops and implements Common Core-aligned institutes and coaching for novice ELA teachers and school leaders through a federally-funded Investing in Innovation (i3) research trial. Through this work, she has also coached teachers and leaders in the implementation of the EngageNY ELA curriculum modules through New York State's Network Teams Institutes (NTI), and authored a series of professional

development institutes aimed at supporting teachers in the use of student work to measure progress towards mastery of the Common Core Standards. A classically trained musician and strong advocate for the arts in schools, Bri also consults with arts organizations to align their educational materials and professional development to the Common Core standards and shifts. Bri is a nationally recognized educator, receiving "Honor Roll" status for the Fishman Prize for Superlative Classroom Practice, based on her work teaching middle school humanities at Capital City Public Charter School in Washington, DC, where she taught for 5 years and served on the Instructional Leadership Team. She received her Masters degree in Teaching Secondary English from Trinity Washington University, where her research focused on supporting English Language Learners in an inclusion setting. Bri has undergraduate degrees in Music and American Studies from Northwestern University.

In addition, this design team is supported by an expanded LCCPS team with a variety of roles and qualifications, including part time staff and staff shared with LCCS:

- **Maritza Ortiz, Lodestar Community Organizer, 0.5 FTE** Maritza has been working at LCCS in various roles since 2005, including High School secretary, Home Language Teacher, and most recently as the High School Office Manager and Family Liaison. Maritza is a first generation Mexican American born and raised in Oakland. Having gone through the Oakland Public School system, she was inspired by the work and care LCCS placed on each child, something she did not have access to. Witnessing Oakland students from her neighborhood graduate and go to college, as a single mom and full time employee, she decided to go back and complete her college education and graduated with AA in Early Child Development from Merritt College and BA in Psychology from Mills College in 2012. As the family liaison for LCCS, she coordinates family programs, events, workshops, communication, and parent classes. She has a daughter that attends LCCS and is dedicated and passionate about helping families become more involved in schools, empowering parents to grow as leaders, and creating community.
- **Antinnea Skipwith, Lodestar Community Organizer, 0.5 FTE.** Having grown up as a student in Baltimore's inner city schools, Antinnea's passion for education inequity couldn't be stronger. During her sophomore year of high school, luck of the draw and a mentoring program provided her with a scholarship to a private boarding school. Living the social and academic privileges of America's elite firsthand both frustrated and motivated her to make change. After receiving a B.A. in strategic communications from Temple University, she spent two years both studying education at Johns Hopkins University, and giving back to the youth of her hometown as a high school English teacher. Her passion for community building and education equality is evidenced in her strong community bonds and in her designation as a regional semi-finalist for the Sue Lehman excellence in teaching award. In addition to her community organizer role, she is the Communications and Development Associate for LCCPS. She is eager to

build strong relationships with families and work hard to create access and opportunity for the children of East Oakland.

- **Jenna Stauffer, Director of Strategic Development and LCCPS Founder.** Jenna Stauffer is a Founder of Lighthouse Community Charter Public Schools and as Director of Strategic Development, oversees the finances, fundraising, human resources, and external partnerships at LCCPS. Having entered teaching in 1995 through Teach for America, she has taught in both urban and rural settings. A Hoosier native, she received her degree in Wildlife Ecology from Purdue University in 1995. While working on her Master's Degree in Education at Harvard University in 2000, the concept for Lighthouse was born. Jenna is a member of Oakland Rotary and sits on the advisory boards of two new startup charter schools.
- **Stephen Sexton, LCCPS Founder.** Stephen Sexton is a Founder of Lighthouse Community Charter Public Schools. He got his start in teaching through Teach for America in 1995 where he taught science for two years in Watts. After a short stint teaching in a one-room schoolhouse in Upstate New York, Stephen continued his teaching career under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter School outside of Boston. In addition to teaching, Stephen was the Curriculum Director for Teach for America where he authored TFA's teacher education curriculum. Stephen received his Bachelors of Science Degree from the University of Utah, having majored in Mechanical Engineering and minored in Nuclear Engineering.
- **Brandon Paige, Director of Finance and Operations.** Brandon Paige began his work with LCCPS in 2013 as the Director of Finance and Operations. In this role, he is responsible for overall budget and cash management, human resources, and oversight of operational functions. Brandon began his career in education with six years of teaching experience as a High School math teacher. He began in Brooklyn, NY with the NYC Department of Ed., and continued teaching at a charter school in San Francisco. He continued his work in education at EdTec, Inc. In that role, he managed the financial aspects of charter schools throughout Northern California, and was introduced to LCCS. Brandon received his Bachelors in Economics from Princeton University and his Master's in Education from Pace University.
- **Aaron Vanderwerff, Lighthouse Creativity Lab Director.** Aaron Vanderwerff is passionate about engaging students in making and independent inquiry in the classroom, particularly students underrepresented in STEM fields. He currently oversees design and making programs at LCCS, which includes coaching teachers and facilitating professional development. This effort came out of his making class, which culminates in students exhibiting their independent projects at the Maker Faire. Aaron has taught high school science in the Bay Area for the past ten years. Before joining LCCS, he taught ninth-grade physics and was science department chair at San Lorenzo High School, and taught math in the Peace Corps in Burkina Faso.
- **Anna Martin, Director of Talent.** Anna Martin joined LCCPS in 2014 as the Director of Talent. Anna began her teaching career as a Teach for America corps member in 2004 in San Jose, California. She spent 8 years working at Lee Mathson Middle School in San Jose as a Lead Humanities Teacher and later as a Professional Learning Facilitator. She

achieved her National Board Certification in Early Adolescent History and Social Science and worked with the Center for Teaching Quality researching and advocating for teacher leadership and teacher voice in education policy and leadership. After that, she served as a Leadership and Instructional Coach in Oakland Unified School District as part of a Transformational Coaching Team. She received her Bachelor's in Comparative Literature from Barnard College and her teaching credentials through San Jose State University. She now works as LCCPS's director of talent.

- **Jeannie Bruland, LCCPS Director of Language Programs.** Jeannie Bruland has almost 20 years of experience in Bay Area education, with a focus on serving English Learners. She started her career as a Spanish bilingual teacher, spending most of her time teaching in the primary grades. In 2002, she was a founding teacher at Lighthouse Community Charter School, teaching middle school Spanish and Spanish home language. At LCCS, she developed the Home Language program, a unique K-4 language program that supports Spanish heritage speakers in developing academic language and literacy in their first language while teaching non-Spanish speakers Spanish. Jeannie attended Macalester College in St. Paul, Minnesota, where she studied Urban Development and Spanish before attending San Francisco State University to attain her BCLAD multiple subject credential and the Reach Institute for School Leadership for her administrative credential and master's in school leadership. She has been a Key Trainer for Guided Language Acquisition Design (GLAD), as well as Systematic ELD. Jeannie lives in Oakland with her husband, the Director of the Lighthouse Creativity Lab, and her daughter, a first grader at LCCS.
- **Dinah Consuegra, EL School Designer.** Dinah is a School Designer for the West Region of EL Education and has a portfolio of schools that all serve predominantly low socioeconomic status, English Language learners, and students of color. Prior to this role, she worked as a consultant with several turnaround school efforts on a national level. She has spent half of her 16-year career in the classroom as an English/Film teacher for the Los Angeles Unified School District. There, she created innovative interdisciplinary project based learning programs aimed at closing the achievement gap. She has served in various leadership capacities as a Dean of Students and Principal for comprehensive and charter high schools. She has extensive experience examining the systemic components leading to educational inequities and developing structures to close the opportunity gap.

For additional details on our teams and staffing, please see **Element D** and **Element E**.

Given our 2016-17 launch, our 4.0 FTE design team, support from our expanded team, expertise contained within these teams, significant development resources, and identified EL practices and tools, we are well positioned to complete the school development work laid out in this section.

Curriculum, Instruction, and Assessment within the Core Components

As listed above, Lodestar's program is organized into four Core Components where student learning and community building take place: (1) Crew, (2) Learning Expeditions, (3) Competency-based Learning, and (4) Self-directed Learning. For each of the four Core Components of Lodestar's model, we present the following:

- our curriculum, instruction, and assessment development plans, including the philosophical base to be considered and sample foundation materials;
- our realistic, time-specific development schedule;
- clear and manageable development responsibilities to be executed by our founding design team.

Certain Competency-based or survey courses, likely at the high school level, may draw from various aspects of the Core Components, but may not fit exclusively within one Core Component. For example, a U.S. History course includes self-paced content (Competency-based Learning), full group document analysis, seminar, and long-term projects (Learning Expeditions), and student-driven research and projects (Self-directed Learning). All of these course experiences are integrated into students' playlists.

Core Component #1: Crew

Our 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." The structure of Crew allows for relationship building, character development, and academic progress monitoring and guidance. Crew allows students to be known well and supported by adults, and as such, are small groups. Students loop with their Crew leader, and their Crew leader is the primary advocate for his or her Crew as individuals and as a collective.

Standards Covered

Crew serves as students' home base and the primary time to build relationships, develop their character, and monitor their academic progress with the support of a small group and a caring adult. Lodestar's approach to relationship-building is informed by the philosophy and practices of restorative justice.[14] We use Tier 1 practices like team-building circles to forge and maintain strong relationships among peers and between students and educators. When harm is inflicted by a member of our community, Crew may serve as one locale for repairing this harm through restorative conversation or mediation (Tier 2). Crew is also often a natural community for tier 3 re-entry rituals. Students also play games and have fun in Crew; creating bonds through shared experiences.

At Lodestar, we encourage the development of our students' character. As an EL Education school, we delineate our definition of "character" into performance character and relational

[14] "Restorative Justice - Oakland Unified School District." 2015. 4 Aug. 2015 http://goo.gl/0CgkVd

character.[15] Performance character includes executive functions such as perseverance and responsibility, while relational character speaks to interpersonal and ethical values like respect and compassion. A third and overarching aspect of our character work is known as the "mindsets for agency"; a habit of heart and mind with student agency, self-direction, and discovery at the core.

Crew is students' home base for monitoring their academic progress towards college readiness standards. Preparation for students' portfolio and passage presentations takes place primarily in Crew, and Crew provides students with structures, time, and guidance to reflect on their academic progress. Guidelines and processes are being researched and developed that support students' self-reflection and metacognition of their own learning.

Assessments

Lodestar monitors the depth of relationships built using the measures of our collected culture data (e.g., number of referrals, suspensions, expulsions, time out of class, etc.), as well as through surveys that measure students' satisfaction, sense of belonging, and attitudes towards the school community. Please see **Element B** for specific questions administered to collect this information.

Character development work is measured by ongoing student-driven reflections and reflective conversations with Crew leaders, teachers, and families. We gather data on aspects of performance character, relational character, and mindsets for agency which are used to guide Crew activities and character instruction.

The work of academic advising is ultimately assessed according to our measures of college acceptance and persistence. Along the way, we build in formative assessments of our students' academic skills and habits of mind to ensure they are on track to persist to and through college. The portfolio rubric and student-led conferences are two key metrics in determining college-readiness.

Curriculum and Instructional Design

The curriculum for Crew is thoughtfully crafted along a K-12 continuum as well as over the course of each school year to build and maintain team, encourage and reflect on character development, and enable students to reflect meaningfully on their academic growth. The K-12 vertical plan incorporates relationship-building rituals, character education and application, and self-reflection that is developmentally appropriate for different ages. The annual scope and sequence for each grade level considers the ebb and flow of each year; prioritizing the creation of team at the start of each new year, and building-in time for students to prepare for student-led conferences and portfolio presentations. Crew is mapped out in terms of weekly rituals and activities. Due to the human and fluid nature of teams and

[15] "Building Character and Student Agency: A Different Approach." 2014. 31 Jul. 2015 http://goo.gl/rmDOwQ

schools, Crew time can also be taken to address and respond to conflict and unpredicted events that affect the Crew or school community.

Development Plan

Lodestar's design team is gleaning best practices from LCCS as well as from other schools to inform our models of restorative justice, character development, and academic advising. Based on this research, we are creating a K-12 vertically aligned plan for the rituals, experiences, and learning that take place in Crew. Skeletal weekly schedules are presented to Crew leaders along with a bank of team-building and character-building activities and protocols. The Design Team is also providing professional development to train teachers in the philosophy and execution of restorative justice practices.

To support teachers as academic advisers, we are employing systems and rubrics from EL Education for student-led conferences and portfolio presentations, as well as a set of milestones that support students' college application process (including building awareness about college at an early age). Teachers are also trained and supported as the primary point of contact with families. Please refer to **Figure A.7** for Lodestar's specific and realistic Crew Development Schedule.

Figure A.7 Crew Development Schedule

Timeline	Component	Tasks	Foundational Materials	Responsible Individual(s)/ Team(s)
Oct./ Dec. 2015	Standards and Vertical Alignment	-Develop and define community values	-Guiding principles	Yanira Canizales
		-Research and develop performance character progression	-LCCPS performance character progressions	Robbie Torney
		-Research and develop relational character progression	-LCCPS relational character progression	Robbie Torney
		-Research and develop restorative justice system and practices	-LCCPS restorative justice school-wide principles and practices	Laura Einhorn
		-Develop college readiness standards and timeline	-LCCPS college-readiness progression of skills and knowledge	Yanira Canizales

		-Develop Crew yearly learning targets	-EL Education school learning targets from EL commons (e.g., The Greene School).[16]	Bri Zika
Jan. 2016	Assessment System	-Develop systems for student-driven reflection and portfolio rubrics.	-Crew portfolios, student-led conferences, and student-engaged assessment protocols from LCCS and other EL schools.	Bri Zika
		-Define and develop character measurement / assessment system.	-Character measurement / assessment systems from LCCS, other EL schools, and SEL resources.	Yanira Canizales
		-Establish LCCPS baseline and set goals for culture data (e.g., referrals, suspensions, time out of class, etc.) Use LCCPS practices to collect culture data (e.g., referrals, suspensions, time out of class data).	-LCCPS culture data, targets, and strategic plan to achieve targets	Yanira Canizales
		-Use LCCPS practices and partnerships to track college acceptance and persistence	-LCCPS college acceptance and persistence current data, targets, and strategic plan to achieve targets	Yanira Canizales

[16] See **Appendix 14**: Greene School Crew Learning Targets.

Feb. 2015	Curriculum Maps	-Develop community building maps	-Vertically-aligned map of school-wide and Crew rituals, including new student orientations	Yanira Canizales
		-Align restorative justice practices	-Tier 1, 2, and 3 restorative justice protocols for K-4, 5-8, 9-12	Laura Einhorn
		-Design college readiness curriculum maps	-LCCS1 college readiness curriculum maps	Yanira Canizales
		-Design, schedule, and build times and practices for communication with families	-LCCPS family engagement structures	Maritza Ortiz, Antinnea Skipwith
		-Define stewardship and service projects	-EL Education resources as found on EL Commons	Bri Zika
March - June 2016	Unit and Lesson Plans / Teacher Dev. and Staff Needs	-Develop K-4* exemplar, consistent "week in the life" models for Crew	-EL Education resources as found on EL Commons	Bri Zika
		-Develop and share a bank of Crew protocols and activities for building community.	-EL Education resources as found on EL Commons	Bri Zika
		-Develop templates and models for K-4 Restorative Justice rituals and practices *Majority of planning focuses on launch grades: K, 1, 2, and 6; additional work is done as needed to ensure that the Crew curriculum grows to be instructionally	-K-4 Restorative Justice protocols for tier 1, 2, and 3 interventions	Laura Einhorn

		coherent based on Lodestar's K-12 vertical map and each grade level's horizontal map.		
March - June 2016	Unit and Lesson Plans / Teacher Dev. and Staff Needs	-Develop 5-8 exemplar, consistent "week in the life" models for Crew -Develop templates and models for 5-8 Restorative Justice rituals and practices	-EL Education resources as found on EL Commons -5-8 Restorative Justice protocols for tier 1, 2, and 3 interventions	Bri Zika Laura Einhorn
May - June 2016	Unit and Lesson Plans / Teacher Dev. and Staff Needs	-Develop 9-12 exemplar, consistent "week in the life" models for Crew -Develop templates and models for 9-12 Restorative Justice rituals and practices	-EL Education resources as found on EL Commons -9-12 Restorative Justice protocols for tier 1, 2, and 3 interventions	Bri Zika Laura Einhorn
June/ July 2016	Teacher Dev. and Staff Needs	-Restorative Justice training -Share systems for managing and organizing student design portfolios and portfolio presentations	-Training of founding teachers, facilitated by School Design Fellows and through EL Education and OUSD PD opportunities, begins as soon as founding teachers are hired -LCCPS Portfolio rubrics and exemplars	Yanira Canizales, Design Team Bri Zika

Core Component #2: Learning Expeditions

Learning Expeditions are in-depth studies of science and social studies that offer students opportunities to master core skills and content through the study of complex texts, the investigation of real-life problems, and the production of high quality work. Learning Expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. Learning Expeditions culminate in a final product, such as a persuasive essay or a public service announcement, that serves an authentic need in the student's local community.

Standards Covered

All Learning Expeditions are designed with an explicit focus on developing a deep understanding of content knowledge while building literacy skills across the disciplines, particularly through the reading and writing of nonfiction texts about the sciences and social sciences. As such, Learning Expeditions are driven by both the ELA California Common Core Standards, and content standards, such as the Next Generation Science Standards and the California History–Social Science Content Standards. A student at Lodestar participates in an annual science Expedition and an annual social science Expedition, the topics and guiding questions of which are intentionally vertically aligned across grades K through 12 to ensure a student masters each of the Next Generation Science Standards and California History-Social Science Content Standards at each grade level. The standards are taught in an interdisciplinary fashion and shared with students through learning targets - daily and long-term objectives written in student-friendly language. This practice of communicating learning targets to students supports students and teachers in tracking their progress toward mastery of content and skills throughout a Learning Expedition.

Assessments

Expeditions assess student mastery of each of the three dimensions of EL's expanded definition of student achievement: mastery of knowledge and skills, high-quality work, and character. Final Expedition assessments include both authentic projects and on-demand summative assessments. Final products are projects that assess both content and skills standards while meeting the definition of high quality work, and serving an authentic need in the community. For example, a 7th grade student engaged in an Expedition on energy transfer and conservation produces a high-quality product that includes a constructed model, diagram, and description of a proposed green building's energy system and an argumentative proposal that she and her classmates deliver to the architects of their new school building.

In addition to completing authentic, interdisciplinary, project-based assessments, students also complete summative, formal assessments to demonstrate their mastery of skills and content. For example, following students' presentation to the school architects, students then complete a summative assessment to demonstrate the depth and breadth of the content knowledge mastered throughout the course of the Expedition. Through this multi-pronged approach, students have multiple opportunities to demonstrate their mastery of skills and content.

Finally, Learning Expeditions serve as a space to deliver the performance tasks based off of the Smarter Balanced Assessment in order to gather assessment data on students' ability to achieve in the performance task setting.

Curriculum and Instruction

A Learning Expedition's curriculum is guided by a grade level Expedition plan, which is informed by Lodestar's vertically aligned ELA and content (history and science) standards. For example, a 5th grade social studies Expedition draws its guiding questions, standards, and investigations from the standards on United States history and has a clear focus on the theme of making a new nation, whereas a 4th grade social studies Expedition draws its guiding questions and investigations from the standards on California state history. The same K-12 vertical alignment is true of the science Expeditions, which are vertically aligned to the NGSS.

Each Learning Expedition is composed of the following elements: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality, authentic student work. The guiding questions are open-ended questions that frame the students' exploration of the topic. Kick-off experiences develop a deep curiosity and excitement about the guiding questions and Expedition topics, while beginning to develop a shared understanding of key vocabulary and ideas. Following initial kick-off experiences, students are guided through investigations of the key ideas, people, places, and themes of the Expedition. These investigations provide students with daily opportunities to closely read complex text, generate research questions, collaborate to gather details from fieldwork and experts, and contribute their developing ideas to the growing body of knowledge needed to answer the guiding questions. Students synthesize their learning from each in-depth investigation in their final product, which is shared with an authentic audience. Through fieldwork and interaction with experts, students are explicitly exposed to and guided through an authentic exploration of careers and college paths. For example, students engaged in an Expedition on green building will interview, share work with, and receive feedback and training from professional environmental engineers, architects, contractors, and community organizers.

Development Plan

To prepare teachers to design and deliver high-quality instruction through Learning Expeditions, Lodestar's design team is generating the following: standards and targets, vertical and grade-level curriculum maps, planning templates, and model Learning Expeditions. The bank of resources includes the ELA Common Core Standards, the Next Generation Science Standards, and the California History–Social Science Content Standards, along with long-term learning targets in student-friendly language for each grade level. As described above, the team is vertically aligning the history and science standards to create both a K-12 curriculum plan and grade-level Expedition maps, designating the areas of focus at each grade level. After these alignment documents are generated, the team is then designing sample Learning Expeditions at key grade levels to serve as models for incoming staff. The models include each of the key elements and pedagogical practices of an

Expedition, described above. Though the content, texts, guiding questions, and standards differ with each Expedition, the planning process and unit structure are uniform across grade levels to ensure consistency in design across grade levels and subject matter. The design team uses the planning materials on EL's open source document sharing website, EL Commons, to generate templates and guidelines for Expedition planning.

The design team is designing a professional development process to guide teachers through the process of developing, implementing, and refining Learning Expeditions. This includes Expedition design workshops with the support of the EL School Designer and coaching throughout the year. Please refer to **Figure A.8** for Lodestar's specific and realistic Learning Expedition Development Schedule.

Figure A.8 Learning Expedition Development Schedule

Timeline	Component	Tasks	Foundational Materials	Responsible Individual(s)/ Team(s)
Nov. - Dec. 2015	Standards and Vertical Alignment	-Identify NGSS standards, Social Studies standards, ELA standards (reading, writing, speaking, listening) to be covered through Learning Expeditions -Build K-12 vertical map for Science Expeditions (ELA + Science) -Build K-12 vertical map for Humanities Expeditions (ELA + Social Studies) -Develop long term targets for each year band	-Next Generation Science Standards -California History-Social Science Standards -California Common Core Standards - ELA -EL Education ELA Standards -LCCPS Learning Expeditions[17] -Exemplar Learning Expeditions from EL Commons	Bri Zika, Design Fellows

[17] See Appendix 15 for a sample LCCPS Expedition and Appendix 16 for an Expedition from EL commons

Jan. 2016	Assessment System	-Design summative exam guidelines -Design summative exam models and rubrics -Design high quality work rubrics -SBAC Performance Task Interims	-SBAC Performance Tasks -Exemplar high quality work rubrics from EL Education schools -LCCS1 Learning Expedition assessments and rubrics	Bri Zika, Design Fellows
Feb. 2016	Grade Level Curriculum Maps	-Identify grade level content -Write guidelines for choosing texts for sets -Design skeletal curriculum map for each grade level -Create a list of potential texts and sets to be used at each grade level	-LCCPS grade level curriculum maps -Examples of expedition curriculum maps from EL Education schools	Bri Zika, Design Fellows
Mar. - June 2016	Unit and Lesson Plans	-Develop unit plans with general learning targets -Develop templates and guidelines for daily lesson plans	-EL Education exemplar unit plans and guiding material on learning targets	K-4: Robbie Torney 5-8: Bri Zika and Laura Einhorn 9-12: Laura Einhorn Majority of planning focuses on launch grades: K, 1, 2, and 6; additional work is done as needed to ensure that Learning

				Expeditions grow to be instructionally coherent based on Lodestar's K-12 vertical map and each grade level's horizontal map.
June/ July 2016	Teacher Development Steps/Needs	-Train teachers with Expedition protocols -Train teachers in designing investigations -Train teachers in designing authentic products -Develop a database of fieldwork, experts, and service partners -Train teachers in writing instruction -Train teachers in reading instruction across the disciplines, with particular support of close reading	-EL Education protocols -EL Education professional development -EL Education professional development -Local partnerships -Common writing rubrics, structures, language, and processes -EL Education training on literacy across the disciplines	Bri Zika, Design Team Training of founding teachers, facilitated by School Design Fellows and through EL PD opportunities, begins as soon as founding teachers are hired.

Core Component #3: Competency-based Learning

Students need to master disciplinary skills and knowledge, and they do so best when they are allowed to develop at their own optimum rate. We allow students to do this by using flexible assessment, flexible groupings, computerized learning, and by allowing for variations in the learning **path**, the **people** students learn from and with, the learning **pace**, and the **place** where students learn. Academic and social services are flexibly deployed to help all students achieve at or beyond grade level. Competency-based groupings are homogenous by

competency, but may be heterogeneous and flexible in other ways, including by age, size, types of instruction and resources, and number of adults.

Standards Covered

Students' work during Competency-based Learning time is driven by the K-12 California Common Core State Standards for math and English language arts, ELD standards, as well as standards for additional competences (such as foreign language) as appropriate. Standards are clustered and sequenced according to the CCSS standards including, for ELA, texts that continually increase in complexity. The unique and flexible model of the Competency-based Learning time allows students to move through the progression of these standards at their own pace, rather than having to stall or rush their learning to keep pace with a grade-level group.

Assessments

Various sets of data drive and mark students' individualized progression through core math and English language arts standards, as well as additional standards as appropriate. We utilize individually-paced content and skills benchmarks to monitor students' progression in math, ELA, ELD, and additional subjects as appropriate. Lodestar uses a reading interim assessment system, such as the Scholastic Reading Inventory, to track independent reading level growth. ELA and math interims, aligned to CCSS standards and SBAC performance tasks are administered three times per year. Reference **Element C** for detailed information on benchmark and interim assessments for Competency-based Learning.

Curriculum and Instruction

Competency-based Learning time presents students with the entire K-12 progression of key content and skill standards in ELA, math, and additional standards when appropriate, and empowers the students to work through this learning at a pace and in a manner that works best for them. The design team is creating a competency-based curriculum map which sequences and clusters the ELA and math standards in language that is accessible to students. Additional standards (such as those for foreign language) are mapped for Competency-based Learning Time as appropriate.

The nimble structure of Competency-based Learning Times means that significant preparatory work is done before the school year to present students with multiple options and resources for accessing the curriculum during this dedicated time. Students participate in varied learning experiences including individual work through modules (informed by the EL Education Common Core Success curriculum) and technology-based curricula (such as Khan Academy or Achieve3000), student- and teacher-facilitated small groups, conferences, and peer tutoring and support.

Development Plan

In a Competency-based Learning model, teachers take on many roles: direct-instruction provider, coach, mentor, and facilitator. To prepare our teachers to serve in these capacities, we are observing, researching, and tracking best practices utilized in schools that provide this Competency-based Learning time, such as Summit Public Schools and K12 Schools. We are

distilling these best practices into professional development training for our instructional staff. We are also developing an array of resources, modules, and support materials for students to learn and master the ELA and math skill and content standards at their own pace and in their own style. These resources draw on resources such as the EL Education ELA Common Core Success modules and online resources such as Khan Academy. We are doing significant work during Lodestar's design year to identify the foundational resources to be used as part of the Competency-based curriculum. Please refer to **Figure A.9** for Lodestar's specific and realistic Competency-based Learning Development Schedule.

Figure A.9 Competency-based Learning Development Schedule

Timeline	Component	Tasks	Foundational Materials	Responsible Individual(s)/ Team(s)
Sep. - Oct. 2015	Standards and Vertical Alignment	-Build K-12 CCSS ELA progressions, with emphasis on reading and writing -Build K-12 CCSS math progression	-CCSS ELA Standards -CCSS Math Standards -CCSS Math Wiring Diagram -Math Solutions resources -Lucy Calkins / Teachers College Reading and Writing Project curriculum and curriculum maps. -Core Knowledge -Eureka Math	Math: Robbie Torney ELA: Bri Zika and Laura Einhorn
Dec. 2015	Assessment System	-Translate LCCS1 developmental reading assessments (such as Fountas and Pinnell or SRI) into competency-based benchmark assessments -Research and	-SRI -Fountas and Pinnell Benchmark Assessment System -Tools and materials from other Competency-based programs (e.g. Summit Public Schools)	Math: Robbie Torney ELA: Bri Zika and Laura Einhorn

		develop ELA benchmarks assessments -Research and develop math benchmark assessments -SBAC Interim Assessments; develop Interim Assessments for non-SBAC grades. -Research and design structures for tracking and moving individual students (as part of adopting a Learning Management System to manage student playlists)	-SBAC IA	
Jan. 2015	Grade Level Curriculum Maps	-For each standard / cluster, identify resources and learning experiences that allow students to master the standard / cluster. -Determine which EL modules may be used in service of Competency-based Learning.	-Competency-based programs (e.g. Dreambox, ST Math) -Non-competency based programs and materials that could support playlist development (e.g. Khan academy, Learnzillion) -EL ELA modules	Math: Robbie Torney ELA: Bri Zika and Laura Einhorn

Jan. 2015 - June 2016	Unit and Lesson Plans	Develop/identify content/resources for each standard /cluster.	-Progression of/ options for competency- and non-competency based programs and materials for each standard/ cluster.	Math: Robbie Torney ELA: Bri Zika and Laura Einhorn
June/ July 2016	Teacher Development Steps/Needs	-Observe, research, and describe practices that support learners in Competency-based environments. -Train teachers in these practices.	-Professional development resources from schools that support competency-based learning (e.g. Summit Public Schools)	Design Fellows Training of founding teachers, facilitated by School Design Fellows and through EL PD opportunities, begins as soon as founding teachers are hired.

Core Component #4: Self-directed Learning

Students need time and space to learn about things that they are interested in, as they respond to the question: "What problem do you want to solve today?" Through a Self-directed Learning process that includes goal setting, work plan development, reflection, adult support, and public sharing of learning, students can choose to learn about things they want to learn about. This time gives students voice in and direction over curriculum, and may be done in support of, or completely separate from, the other components of the day. Self-directed Learning times are heterogeneous and multi-age.

Self-direction and support from adults and peers, compels our students to produce high-quality work, and the whole school supports, celebrates, and reflects on student work in order to create a culture of excellence. Creating real work for real audiences motivates students to meet standards and engage in revision. Students take work that is intended for public audiences through multiple drafts and critique. They receive targeted feedback from teachers, experts, and peers based on established criteria. In the process, our students also develop perseverance and realize that they can exceed their own expectations. High-quality work is a reflection and result of the high expectations teachers have for all students. Thus, it is a means to excellence and equity. Students and teachers analyze student work samples for complexity, craftsmanship and authenticity.

Standards Covered

Design thinking standards are the foundation of Self-directed Learning time. These standards describe how students engage in the process of Self-directed Learning (e.g. goal setting, reflection, developing and following a work plan).

Design thinking standards are supported by skill standards that describe skills related to Self-directed Learning; these are the skills that students need to successfully complete Self-directed Learning projects. Some are based on existing standards, including the 2001 California Visual and Performing Arts Standards, the National Core Arts Standards, and the 2006 California Model Framework for Physical Fitness and wellness; others need to be adapted or developed, including standards that are related to 21st century skills (e.g. programming) and, at the high school level, principles and research related to linked learning.

These standards are in development by Lodestar's design team. Research and development work are being done in consultation with partners, practitioners, and frameworks from the Lighthouse Creativity Lab, the Exploratorium's Tinkering Studio, the Stanford d.School, Harvard's Project Zero, and Maker Education.

Assessments

Design portfolios are the primary means through which design thinking standards and skill standards are measured. Portfolios include performance-based assessments, including final products, documentation of revision and design process, and feedback from peers and adults. These portfolios are assessed according to Lodestar's design thinking rubric, high quality work rubric, and relevant skill standards. Design portfolios are defended and presented at passage presentations.

Badging/micro-credentialing is used to assess skill development (e.g. figure drawing, use of power tools, microprocessor programming) and also to ensure that students are exposed to a well-rounded set of making experiences.

Rooted in the frameworks and foundational materials from EL Education (High Quality Work rubric), the Lighthouse Creativity Lab, the Stanford d. School, and Agency by Design from Harvard's Project Zero, the school design team is researching, prototyping, and finalizing Self-directed Learning time assessments during the planning year.

Curriculum and Instructional Design

Because Self-directed Learning time is driven by student voice and choice, curriculum mapping in this area necessarily looks different than it does in other areas. The school design team is identifying the menu of skill standards that may be offered to students (e.g. programming, dance, farming) to design skill maps. The school design team is also designing the Self-directed Learning process, for students and for teachers, informed by the design thinking standards. As part of this work, the school design team is specifying when

celebrations of learning will occur in order to backwards plan the Self-directed Learning process to allow students to have work to share at celebrations of learning (e.g. MakerFaire).

Development Plan

As this work is ongoing, the school design team is developing Self-directed Learning templates and models, piloting this work with LCCS students, and clarifying expectations or portfolio submissions. As part of the 2015 Oakland NGLC community[18], we are also observing, researching, and describing practices that support learners in Self-directed Learning environments. Identifying and defining Cross-Cutting Practices is necessary to train our founding staff. Please refer to **Figure A.10** for Lodestar's specific and realistic Self-directed Learning Development Schedule.

Figure A.10 Self-directed Learning Development Schedule

Timeline	Component	Tasks	Foundational Materials	Responsible Individual(s)/ Team(s)
Oct. - Dec. 2015	Standards and Vertical Alignment	-Research and develop design thinking standards -Research standards for 21st century skills (e.g. programming) -Research linked learning principles -Vertically align arts and fitness standards	-Resources from Lighthouse Creativity Lab curriculum and protocols, Agency by Design (Project Zero), Stanford d.School, Maker Education, Exploratorium's Tinker Studio -ConnectEd Linked Learning Pathways -2001 VAPA standards -National Core Arts Standards -2006 Fitness standards	Aaron Vanderwerff and Robbie Torney Bri Zika Laura Einhorn and Bri Zika

[18] Lodestar was awarded a $100,000 planning grant as part of the Rogers Family Foundation's "NGLC in Oakland" initiative to establish hubs of K-12 innovation. See OUSD press release: http://goo.gl/ddGQY0

Jan. 2016	Assessment System	-Develop design portfolios, with rubrics to measure: design thinking standards high quality work academic and other standards Portfolio defense and presentation	-EL Education high quality work rubric -Design thinking standards and protocols from Lighthouse Creativity Lab curriculum and protocols, Agency by Design (Project Zero), Stanford d.School, Maker Education, Exploratorium's Tinker Studio	Design portfolios: Aaron Vanderwerff, Robbie Torney
		-Develop badging / micro credentialing system to manage skill development trees	-Best practices culled from other schools that use badging / micro-credentialing systems	Robbie Torney
		-Assessment of VAPA and fitness standards	-LCCPS fitness assessments	Bri Zika
Feb. 2016	Grade Level Curriculum Maps	-Identify menu of options that we offer -Design skill maps -Design self-directed design process, for students and for teachers	-LCCPS Creativity Lab resources and partnerships	Aaron Vanderwerff, Robbie Torney

		-Pilot and iterate design process with LCCS students. -Specify when celebrations of learning (e.g. maker faire) take place		
March - June 2016	Unit and Lesson Plans	-Templates and models for skill maps	-LCCPS Creativity Lab resources and partnerships	Aaron Vanderwerff K-4: Robbie Torney 5-8: Bri Zika and Laura Einhorn 9-12: Laura Einhorn Majority of planning focuses on launch grades: K, 1, 2, and 6; additional work is done as needed to ensure instructional coherence based on Lodestar's K-12 vertical map and each grade level's horizontal map.
June/ July 2016	Teacher Development Steps/Needs	-Train teachers in practices that support learners in self-directed environments. -Develop procedures and expectations for portfolio submissions.	LCCPS Creativity Lab resources and partnerships; best practices from schools and other organizations visited	Aaron Vanderwerff, LCCPS Creativity Lab, Robbie Torney, Design Fellows

Other Learning Outside of the Core Components

There are other units of instruction and learning experiences that fall outside of the structure of the four core components, but that we believe are integral to a well-rounded education and are therefore thoughtfully mapped from K-12. Examples of these other learning experiences are health and sexual education, financial literacy, and other developmentally-appropriate topics. Our model and schedule are designed flexibly to allow us to incorporate these experiences as well as adapt and respond to our community's needs that arise.

Graduation Requirements

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

UC/CSU A - G Requirements

Students must demonstrate proficiency in courses that meet A-G subject requirements and criteria:

- History/social science ("a") – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- English ("b") – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- Mathematics ("c") – Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- Laboratory science ("d") – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- Language other than English ("e") – Two years of the same language other than English or equivalent to the second level of high school instruction.
- Visual and performing arts ("f") – One year chosen from dance, music, theater or the visual arts.
- College-preparatory elective ("g") – One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

At LCCS, students satisfy A-G with the following courses. Lodestar will build upon and modify LCCS A-G courses to meet the needs of our instructional model, while still ensuring A-G completion:

A (all)	B (all)	C (all)	D (2 of 3)	E (2 of same)	F (all)	G (one)

● English 9 ● English 10 ● English 11 ● English 12	● World History I ● World History II ● U.S. History I ● U.S. History II	● Algebra I ● Geometry ● Algebra II	● Biology ● Physics ● Chemistry	● Spanish I ● Spanish II ● French I ● French II ● CC LOTE	Art	● Robotics ● Math Analysis ● Statistics ● Calculus ● Other

Lodestar's A-G courses are designed around and with the four core components of the model (Crew, Learning Expeditions, Competency-based Learning, and Self-directed Learning time).

CAHSEE Requirements

Students must pass both sections of the CAHSEE:

- English Language Arts
- Mathematics

Lighthouse Specific Requirements

Students must meet College and Career Readiness requirements and character and mindset requirements. The development of the K-12 College and Career Readiness Map and the character and mindset curriculum is part of our Crew curriculum (described above). For high school students, these requirements may include: preparing for college entrance exams, completing personal statements, meeting the expectations of internships and summer experiences, completing service projects, identifying "good fit" colleges, requesting letters of recommendation, actively seeking financial aid for college, completing applications to at least two colleges, and maintaining a GPA of 2.0 or higher.

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

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

If a student is passing her/his courses and endures a severe medical hardship or family emergency, certain exceptions may be granted. She/he is given the opportunity to walk in graduation and complete missing work from the last few weeks of school during a July make-up work period. This opportunity is only available if s/he was passing classes at the time of the medical hardship or family emergency.

Staffing to Support Lodestar's Model

The model described so far lays out four core components with development plans for curriculum, instruction, and assessment. Lodestar is well positioned to do this development work during Year 0 given our 4.0 FTE design team and support from individuals on the expanded design team. The staffing model in Year 1 and following years will change as we welcome students and grow. This section establishes a beginning vision for what staffing looks like and briefly describes a Learning Management System, the technological tool we use to manage schedules and data for students and teachers. This staffing vision is in beta and may be modified to meet the needs of the model and the students at Lodestar and such modification will not be considered a material revision of the charter.

Staffing for K, 1, 2 and 6

As discussed in **Element E** and as further detailed in our budget narrative, Lodestar's staffing in Year 1 includes:	Per Lodestar's enrollment plan, we have the following students in Year 1:
• 10.0 FTE Classroom Teachers • 1.2 FTE Enrichment Teachers • 2.3 FTE Home Language Tutors • 2.0 FTE Instructional Aides • 3.8 FTE After School Program Tutors • 1 Head of School • 1 Case Manager • 1 Office Manager • 0.4 FTE Development Associate • 4.2 FTE Maintenance/Supervision	• 48 Kindergarten • 48 1st grade • 48 2nd grade • 72 6th grade

To staff Learning Expeditions, we need 3.0 FTE Classroom Teachers:

- 1 K-2 Humanities (History-Social Studies + ELA) Teacher
- 1 K-2 Science (Science + ELA) Teacher
- 1 6th grade Humanities/Science Teacher

Given that students have a humanities Learning Expedition for half the year and a science Learning Expedition for the other half of the year, this gives each teacher a student load of 72, which translates to 3 self-contained sections of 24 or 4 self-contained sections of 18.

To staff Competency-based Learning, we need 6.0 FTE Classroom Teachers:

- 2 K-2 ELA Teachers
- 2 K-2 Math Teachers
- 1 6th grade ELA Teacher
- 1 6th grade Math Teacher

All of the teachers above have a student load of 72. Given that these students are supported primarily in small groups and with the assistance of other learning tools and resources, most notably computer-based learning, these student loads are reasonable.

To staff Self-directed Learning, we need 1.0 FTE of Classroom Teacher and 1.2 FTE of Enrichment Teachers:

- 1 K-2 and 6th Grade Self-directed Learning coach
- 1.2 FTE Enrichment Teachers

Self-directed Learning has different staffing needs than other components of the playlist given that students are working on self-directed design projects. For this time, students need coaches that can support them in skill development and through the design process. Incorporating the arts and fitness into this time allows students to develop studio skills and apply those skills in their own design projects, while the Self-directed Learning coach holds skill development in 21st century skills (e.g. making, programming) -- a position that is similar to LCCS's Creativity Lab Director.

Given that students are in Self-directed Learning when they are not in Learning Expeditions, Competency-based Learning, or Crew, the total number of students in the Self-directed Learning space does not exceed 72.

To staff Crew, we need all hands on deck, at a cost of 0 additional FTE:

All of Lodestar's teachers are expected to be Crew Leaders to make sure that Crews are small and that students are known well. Assuming that Classroom Teachers and other full time positions (i.e. Head of School, Case Manager) lead Crews, there is a floor of 15 adults available to be Crew Leaders. This total does not include part time teachers or instructional assistants. Given that there are 216 students in Year 1, this means that Crews have roughly 15 students each.

This staffing assumption makes sense because all students begin and end their days in Crew; Crews happen at the same time and for the same duration.

Additional Staff

Additional staff, most notably instructional assistants and home language tutors, are deployed to support playlist components that need additional support.

Growth Priorities

In Year 2, we are adding 5.0 FTE teachers (based on the enrollment plan presented in Element A). It is certain that one of these positions is a 6-7 Humanities or Science Learning Expedition teacher. The other 4.0 FTE of teachers are added based on needs established

during Year 1 in service of Competency-based Learning, Learning Expeditions, or Self-directed Learning.

Learning Management System

Dynamic, flexible playlist management — allowing our instructional model to flex based on student needs according to pace, path, people, and place — is a feature of Next Generation Schools. Identifying a Learning Management System (LMS) to design playlists and to track student data is a key Year 0 goal. Luckily, Lodestar has two specific assets in this area. First, there are a number of practitioners here in the greater Bay Area who use LMSes for exactly this purpose (i.e. Rocketship Education, Summit Public Schools). Second, Lodestar is part of a Next Generation Learning Cohort in Oakland, providing us with funding, connections, and hours with consultants to help us select or design a LMS that works for us.

Strategies to Support Targeted Student Groups

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

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

Strategies to Support Students Not Meeting Pupil Outcomes

LCCPS and Lodestar have high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Lodestar also works with students who are exceeding expectations to ensure they are progressing at their maximum rate, which is discussed later in this charter. Competency-based Learning time is, by definition of the structure, differentiated. In a traditional classroom, a student who is behind or who has outpaced her/his peers often needs a separate differentiated plan. Being able to personalize the pace, place, people, and path of the progression of math and ELA standards support, engage and challenge all students via their own individualized/personalized plan. Thus, the personalization focus of our school, by design, ensures that students are receiving instruction and mastering the content based on their unique needs (be it intervention or acceleration).

To support students not meeting pupil outcomes, LCCPS and Lodestar utilizes a Response To Intervention (RTI) framework to monitor student development academically, behaviorally,

and social-emotionally and provide interventions as needed to attain maximal growth for our students. To do so, LCCPS has partnered with Seneca Family of Agencies to implement their All-In! program. Response to Intervention and the Seneca All-In! Partnership Project are each detailed below.

Response to Intervention

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

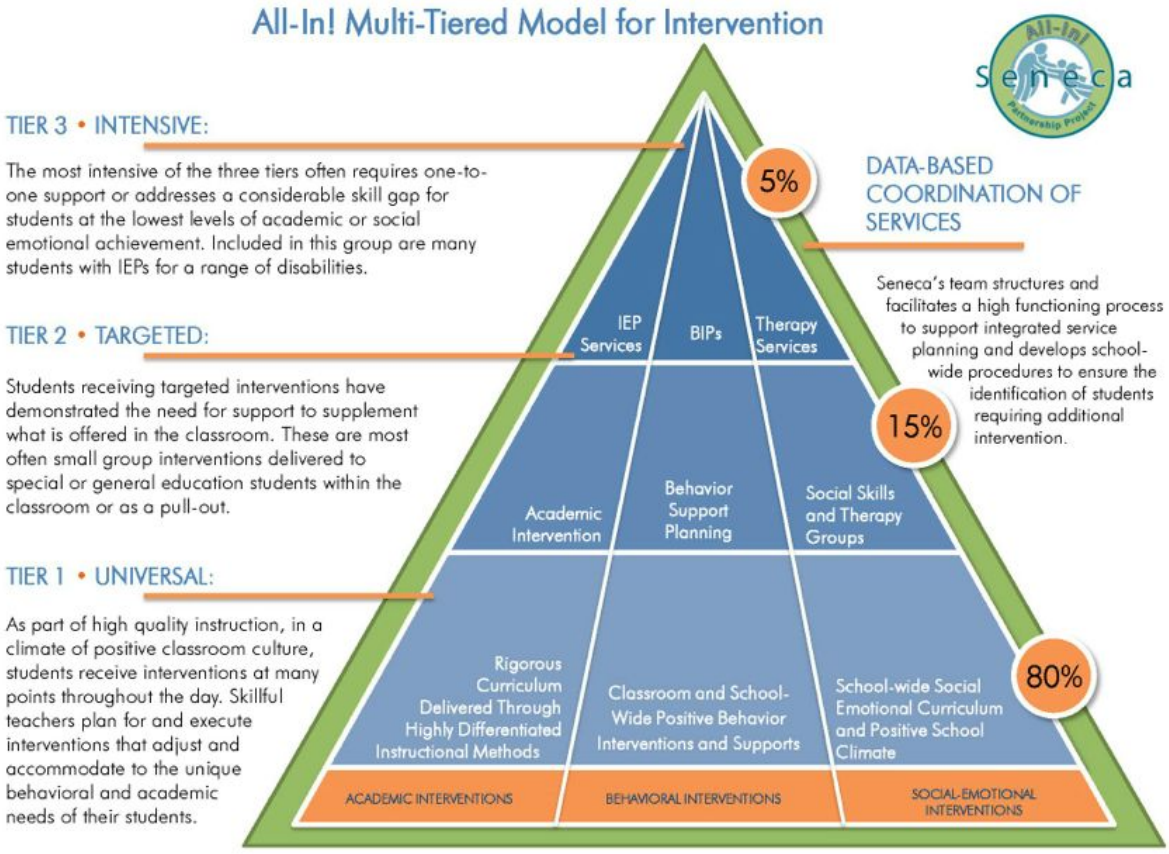
This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

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

All-In! Partnership with the Seneca Center

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

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



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

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

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

Systemic Planning

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

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

current research.[19] All of these assessment components are synthesized into a summative report and the All-in! team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

Coordination of Services Team (COST)

This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the special education and mental health teams), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. This referral process can be triggered by both parent concerns in addition to teacher concerns. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. Each week, the team also completes one-week reviews and eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate. **Appendix 5** provides a COST Process Flow Chart, and **Appendix 6** provides a Sample COST Form.

Cross-System Collaboration

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

Tiered Services in the All In! Program

An Overview of How RTI Works

Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data (see Element C for a discussion of tools), or a student is struggling socially or emotionally, teachers immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include changing in seat assignments, implementing strategic grouping, giving fewer more targeted assignments or

[19] Austin et al., (2011). Zulig et al. (2010).

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

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

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

Tiered Services

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

delivery of evidence-based practices that are selected based on the unique needs of the school and students. For a list of possible academic interventions, please see **Appendix 7** for a Menu of Academic Interventions. Students identified for Tier two services engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier one interventions. Students who do not respond to Tier two interventions are considered candidates to receive support at the third tier of intensive services. **Appendix 5** provides a visual of the COST Process Flow Chart.

Tiered Academic Services

- **Tier One -** Through the All-in! Partnership, Seneca works with the principal to develop school-wide sets of research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Implementation of universal screening procedures including reading assessments such as Scholastic Reading Inventory (SRI) and Fountas and Pinnell Reading Assessment (FPRA) for all students and A Developmental English Proficiency Test (ADEPT) for English Language Learners (ELLs) ensures the early identification of students who are struggling academically.
- **Tier Two -** The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from SRI, FPRA, ADEPT, and any additional standardized assessment outcomes. Students are identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as AIMSweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier one levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier three services.
- **Tier Three** - Tier three academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEPs and progress on IEP goals is closely monitored over time. For examples of curriculum used to support Tier 2 and Tier 3 interventions, please see **Appendix 7** for a Menu of Academic Interventions. IEP goals are reviewed at least annually and students are reassessed for Tier 3 services every three years.

Tiered Behavioral Services

The All-in! Partnership utilizes School-Wide Positive Behavioral Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral

challenges for students, including students with disabilities.[20] SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

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

[20] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

individualized behavior plan that is carried out and closely monitored by the team. **Appendix 8** provides an example of the Functional Behavioral Analysis Form.

Wraparound principles and practices involve a collaborative, client voice-driven process that aims to connect students, families, schools and community partners in effective problem solving relationships. The team works together to create a comprehensive, strengths-based plan that helps children and their families build constructive relationships and support networks. Plans are comprehensive and address multiple life domains across home, school, and community.

Tiered Social-Emotional Services

- **Tier One** - To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas for growth highlighted by the staff interviews and ASSC SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being. **Appendix 9** provides an example of a Social Emotional Screener, as well as the Support Plan (described in Tier 2).
- **Tier Two -** The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. **Appendix 9** provides an example of a Social-Emotional Support Plan.
- **Tier Three -** These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

Serving Students with Special Needs

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

Assurances

State and Federal Law

LCCPS and Lodestar recognize its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LCCPS and Lodestar does not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The school complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (OCR). We assure that Lodestar complies with AB 602, OUSD guidelines, and all California laws pertaining to special education students."

SELPA

LCCPS and Lodestar pledge to work in cooperation with its Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The School shall be its own local education agency (LEA) in conformity with Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. LCCPS has two schools in the El Dorado County Office of Education (EDCOE) Charter SELPA and is applying for Lodestar to join this SELPA as well. The Seneca Family of Agencies has a long standing relationship with the EDCOE SELPA and has been successful in supporting first year charters in the Bay Area secure membership in EDCOE. To ensure that Lodestar has options, LCCPS is also in contact with and considering application to the Sonoma County SELPA. Finally, LCCPS retains Lodestar's right to operate as a school of the district for purposes of special education. In this case, a Memorandum of Understanding ("MOU") would be developed between the school and the authorizer.

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

Facilities

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

Services

Lodestar is applying to be an LEA member of the EDCOE SELPA in accordance with Education Code section 47641(a). LCCPS and Lodestar contract with the Seneca Family of Agencies to implement their AllIn! Partnership, in which Seneca places highly qualified staff at the school site to provide both Response to Intervention and Special Education services in conjunction with the regular education faculty. These services and partnership are detailed at length below.

LCCPS and Lodestar make the following assurances:

- **Free Appropriate Public Education** – The School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation is used for admissions purposes. No student is denied admission to the school because he or she is in need of special education services.
- **Full Educational Opportunity** – The School assures that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – The School assures that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- **Individualized Education Program** – The School assures that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA. The school assures that the mandated requirements of each student's IEP is met.
- **Assessments** – The School assures that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.
- **Confidentiality and Procedural Safeguards** – The School assures that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a free appropriate public education.
- **Personnel Standards** – The School attracts, recruits and hires appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – The School assures that students with disabilities either under the IDEIA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These

assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (SBAC) and California Standards Test (CST).

- **Child Find** – The School assures that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA.

Response to Intervention and Strategic Partnership

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

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

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

Search & Serve Process

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

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

Referral for Assessment Process

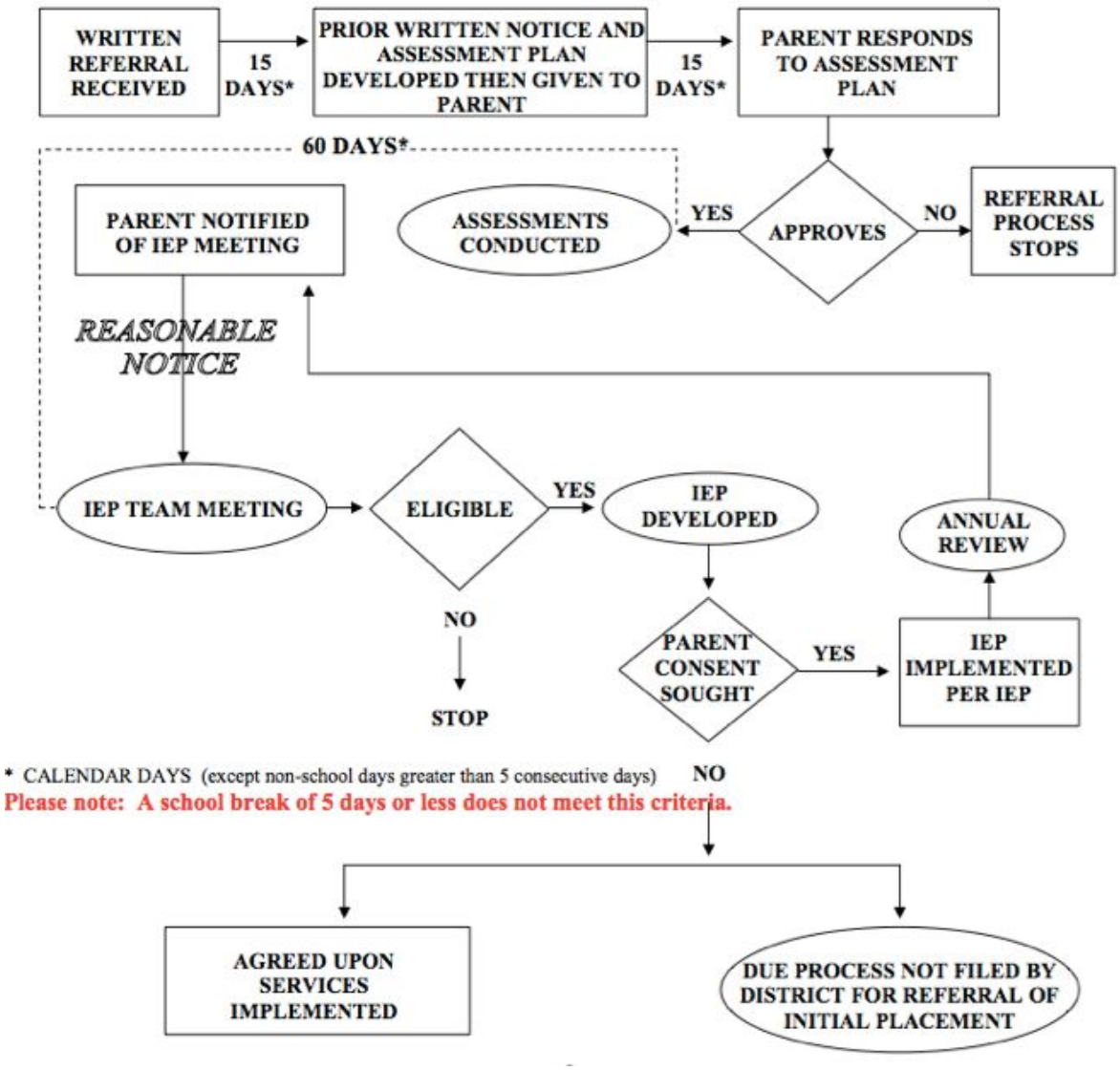
A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. The referral process is a formal, ongoing review of information related to students who are suspected of having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

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

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

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

Figure A.12 Referral Process



Assessment Process

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

- Individual testing;

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

Unless conflicting with EDCOE SELPA policies and procedures, Lodestar follows the following assessment guidelines. If a conflict with EDCOE policies and procedures exists, then EDCOE SELPA policies and procedures govern.

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

Development and Implementation of IEP

Every student who is assessed by the school has an assessment file that documents assessment results and eligibility determination for special education services and an IEP. Lodestar ensures that all aspects of the IEP and school site implementation are maintained. Lodestar provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment (LRE). □Each student

who has an IEP has a team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

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

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

Upon the parent or guardian's written consent, the IEP is implemented by Lodestar. The IEP includes all required components and is written on SELPA forms.

The student's IEP is written on SELPA forms and includes 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 receives and the means for delivering those services;
- A description of when services begin, how often the student receives them, who provides them, and where and when they are 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 is measured and monitored and when reports are provided;
- Accommodations necessary to measure the academic achievement and functional□performance of the pupil on state and district assessments; and

- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals. □

IEP meetings are 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 are held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Lodestar seeks to suspend or remove the student for a □period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review Process & Reporting

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

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

In addition, the school complies with the SELPA Local Plan. It is LCCPS and Lodestar's understanding that it represents itself at all SELPA meetings. The school understands that it is subject to the Allocation Plan of the SELPA. The Principal and the Special Education lead from Seneca Family of Agencies work together to manage the budget and contract for appropriate services, take responsibility for meeting the special education compliance and quality requirements, and ensure confidentiality and accurate/timely reporting.

Professional Development for All Staff

The Special Education lead and other team members participate in the professional development opportunities provided by the SELPA. This helps 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 are provided a personalized professional learning plan that identifies high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Staffing

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

Due Process, Procedural Safeguards, & Reporting

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

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

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the Director of Student Services.

Dispute Resolution & Complaint Procedures

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

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

Please see **Appendix 10** for the Uniform Complaint Policy and Procedure. Parents also have the right to file a complaint with SFUSD and/or the California State Department of Education.

Section 504 Services

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

A 504 team is assembled by the Principal of a school and includes the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which evaluates the nature of the student's disability and its impact upon the student's education. This evaluation includes 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 is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

Please see **Appendix 11** for LCCPS's 504 Parents' Rights Statement, **Appendix 12** for LCCPS's 504 Board Policy, and **Appendix 13** for LCCPS's 504 Administrative Regulations.

Serving English Language Learners

LCCPS and Lodestar are committed to supporting English Language Learners (ELL), who comprise 76% of the other two LCCPS schools' student population. LCCPS and Lodestar hold

the same rigorous expectations for all students, regardless of primary language, and support them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

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

Identification, Designation & Notification

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

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

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

Figure A.13 Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent-English Proficient (IFEP)
K - 1st	CELDT Proficiency Level = 1 – 3 Listening/Speaking only	CELDT Proficiency Level = 4 – 5 Listening/Speaking only

2nd - 12th	Overall CELDT Proficiency Level = 1 – 3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	Overall CELDT Proficiency Level = 4 - AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher

Families receive notification of how their child's CELDT results and initial language designation within 30 days of receipt of these results, as well as information on how their child's learning needs are being addressed by the school. In addition, they are invited to the school for an information session to review these results in detail and discuss ways to support their child's English language development. LCCPS and Lodestar report the number of ELL students attending the school to the district and the state.

Ongoing Assessment, Monitoring, and Redesignation Criteria

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

Figure A.14 Reclassification Criteria

	CELDT	Other
K - 1st	CELDT Proficiency Level = 4-5 Listening/Speaking only	Teacher Assessment SBAC in ELA, as applicable
2nd - 12th	Overall CELDT Proficiency Level = 4-5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher	Teacher Assessment SBAC in ELA, as applicable

Strategies for English Language Learners

Academically, LCCPS and Lodestar meets the needs of its English Language Learners through a combination of a Sheltered English Immersion Program in an inclusion setting and a dedicated Systematic English Language Development block in homogenous groupings by language level. In addition, elementary students for whom Spanish is their primary language receive continued instruction and support in this language.

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

Sheltered Immersion

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

- **EL Achieve's Constructing Meaning** provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.[21]
- **Project GLAD®** is recognized as a model reform program by CDE, recommended as a K-8 project by the California State Superintendent of Schools for teachers of English learners, and highlighted as a "Best Practices" program for Title III professional development by the CDE. It provides both a theoretical framework for teachers as well as concrete strategies that can be integrated into any content area.[22]

[21] More information at: http://www.elachieve.org/images/pdf/elachieve_about_sec_cm.pdf
[22] More information at: http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf

Systematic Language Development

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

- are not likely to learn outside of school or efficiently pick up on their own,
- do not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.[23]

As with the Sheltered Immersion program, LCCPS and Lodestar use resources from EL Achieve's Systematic English Language development framework to guide this program.[24]

Primary Language Development

Students whose home language is Spanish receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K–4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language.

ELAC

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

Professional Development for Teachers of ELL Students

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

Program Assessment

Metrics to assess the progress of our ELL students include:

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

[23] More information at: http://www.elachieve.org/teachers/8-teachers/70-aboutsyseld-2.html

[24] More information at: http://www.elachieve.org/teachers/8-teachers/70-aboutsyseld-2.html

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

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

Supporting Socio-economically Disadvantaged Students

The LCCPS program in place at Lodestar 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. LCCPS currently serves a population of students from which approximately 80% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element A is designed to enable students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the Common Core Standards
- Project-based learning
- Comprehensive Literacy Model and literacy intervention in grades K - 8
- Focus on English Language Acquisition
- Before and after school programs for tutoring, homework help, intervention, and enrichment
- Access to technology beginning in Kindergarten
- Home Language Program for students in grades K – 4
- Arts, Music, Fitness Programs grades K – 12

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis

- Time, energy, and resources used to "build character" in students
- Individual Learning Plans for each student
- Mindset and character development that create a school culture of respect, caring, and collaboration
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students

Families as Partners

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

Professional Learning Community

- Teachers work 21 additional days per year to collaborate and learn best practices
- Teachers conduct quarterly analysis of student data to improve instruction
- Peer observations conducted to ensure best practices are shared throughout the building
- Teachers as leaders of professional development
- Support and mentoring for teachers new to the profession
- A robust training pipeline in place for faculty who are on the teaching track

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

Supporting Students Achieving Above Grade Level/Gifted Students

LCCPS and Lodestar are committed to supporting all students in excelling in its program. Academically high-achieving students are identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. The flexible nature of our program and the personalization possible within the four core components enables us to tailor a student's day to her/his pace and skill level.

Within Crew, students achieving above grade level are supported and mentored by their Crew leader to set demanding and realistic goals and to measure progress towards those goals.

Learning Expeditions provide students with multiple opportunities to access the skills and content at their own level by conducting research and crafting authentic projects that

challenge students within their zone of proximal development. Research, writing, and product length, breadth, and depth requirements, reading materials, and other elements of the learning expedition process can be differentiated for students performing at different skill levels.

Competency-based Learning time is, by definition of the structure, differentiated. In a traditional classroom, a student who has outpaced her/his peers often goes unchallenged and simply gets bored while her/his peers learn the content or skill at a slower pace or at more simply. Being able to personalize the pace, place, people, and path of the progression of math and ELA standards engage and challenge these students. The flexible model of Competency-based Learning time also empower teachers to convene small groups of students who are excelling in the curriculum to engage in deeper and more specialized learning. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships, Advanced Placement courses, and college level course work at local universities, community colleges, and/or distance learning centers as appropriate for each student's needs.

Finally, Self-directed Learning time provides gifted students with the freedom to design their own learning in response to questions they want to answer. Employing design thinking principles and protocols of inquiry and reflection, students who are achieving above grade level can push their thinking and learning to the limits of their imaginations and our resources.

Transferability of Courses and College Entrance Requirements

LCCPS schools seek accreditation from the WASC (Western Association of Schools and Colleges) for each charter school. The timeline for securing accreditation for Lodestar is aligned supporting all High School students in earning credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements during their 9th through 12th grade years (the first class of 9th graders will begin in 2018-19). Academic courses at the high school level will be submitted and reviewed by the UC Office of the President for approval and in turn, all students at Lodestar will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. All required coursework are offered at Lodestar or through approved institutions such as local community colleges. By virtue of our internal requirements at LCCPS and Lodestar, all students will fulfill or exceed the UC/CSU system A-G requirements (please see chart below) over the course of their four years at our school. Parents will be notified of the courses we offer and the graduation requirements we prescribe in the LCCPS handbook given to parents and students upon enrollment to the school. This handbook also publicizes the transferability of credits between LCCPS high schools and other public high schools, as determined through negotiations between Lodestar and the District a minimum of two months prior to the start of the school year. **Figure A.16** provides an illustration of sample course offerings.

Figure A.16 Sample Course Offerings

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

	Men's/Women's Basketball		

Charter School Annual Goals and Actions to Achieve State Priorities (Local Control Accountability Plan - LCAP)

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

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

The LCAP table with these annual goals, actions, and measures are detailed in **Element B** of this charter.

Element B: Measurable Student Outcomes

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

Assurances

Local Control and Accountability Plan

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

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

Furthermore, Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Beginning in fiscal year 2016-17, and in accordance with California Education Code § 47604.33 and § 47606.5, Lodestar will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed

from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

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

Lodestar reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter

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

Charter Renewal

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

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

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

Exit Outcomes

Students at Lodestar 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 Lodestar must have mastery of:

1. Academic and Content Performance Standards

2. College Readiness Skills
3. Character and Mindset

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

Graduation Standards

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

All students at Lodestar, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student's Individual Education Plan (IEP) and/or Individual Learning Plan (ILP). The Graduation Requirements are detailed in **Element A** of this charter.

Charter School Outcomes that Align with State Priorities (Local Control Accountability Plan - LCAP)

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B.1** below describes Lodestar's outcomes that align with the state priorities and Lodestar's goals and actions to achieve the state priorities, as identified in **Element A** of the charter. In addition, Lodestar will develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

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

LCCPS Design Principles	State Priorities

Design Principle #1: High Expectations for All Students **Design Principle #2**: Deeper Learning **Design Principle #3**: Serving the Whole Child **Design Principle #4:** Families as Partner **Design Principle #5:** Professional Learning Community	**SP #1:** Quality Teachers, Curriculum, and Facilities (Basic Services) **SP #2:** Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups **SP #3:** Parental Involvement **SP #4:** Student Achievement **SP #5:** Student Engagement **SP #6:** School Climate **SP #7:** Course Access and Enrollment **SP #8:** Student Outcomes

Figure B.1 Outcomes Aligned with State Priorities

Target 1: Student Achievement - Mastery of Content and Skills	
Target	**Measurable Pupil Outcomes**
1a. Lodestar students demonstrate understanding, proficiency and application of the knowledge and skills necessary across disciplines to gain acceptance to and independently succeed in college and careers of choice; they solve problems, think critically, apply their learning to novel disciplinary tasks and communicate clearly about complex ideas. **LCCPS Design Principles:** 1, 2 **State Priorities:** 1, 2, 4, 7, 8	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent[1] or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #1).
	By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #2).
	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #3).
	By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #4).
	Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency. (OUSD K-8 & 9-12 MPO #5).
	Each year, for each statistically significant student group, 70 percent of students will increase one grade

[1] Assumes 1% growth per year through 4th year; 5th year data will not be available at time of renewal

	level on the Scholastic Reading Inventory or achieve proficiency (OUSD K-8 & 9-12 MPO #6).
1b. Lodestar students acquire and develop English proficiency necessary to succeed in college and a career of choice. **LCCPS Design Principles:** 1, 3 **State Priorities:** 2, 4, 8	Each year, 20 percent of ELs will improve one overall proficiency level on CELDT (OUSD K-8 & 9-12 MPO #7).

Actions

- 1a. Ensure all students have access to and meet A-G requirements.
- 1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.
- 1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.
- 1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.
- 1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.
- 1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace.
- 1g. Leverage technology to support a Competency-based Learning program.
- 1h. Develop and teach learning expeditions that integrate science / social studies and ELA, allowing students to learn deeply for authentic reasons.
- 1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.
- 1j. Assess students using performance tasks and SBAC interim assessments.
- 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- 1l. Partner with EL Education to support teachers in implementing cross-cutting practices.
- 1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- 1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages.
- 1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.

- 1p. Provide professional development for teachers on supporting English Learners.

Target 2: Student Achievement - High Quality Work with Impact	
Target	**Measurable Pupil Outcomes**
2a. Lodestar students create high-quality, rigorous long-term products that demonstrate mastery of academic standards, interdisciplinary understanding, and craftsmanship aspiring to professional standards of quality; they communicate their thinking clearly both in writing and speaking. **LCCPS Design Principles:** 1, 2 **State Priorities:** 1, 2, 4, 8	Each year, at least 70 percent of students and families positively rate academic instruction: Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for students[2] and Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for families[3] (OUSD K-8 MPO #11 & 9-12 MPO #17).

[2] For Elementary Students:
(15) At this school (a) The students and teacher from different classrooms work together on many projects. (b) The students work together on projects in their class. (c) Students do not work together on projects;
(21) When it comes to grades and assignments (a) What it takes to get a good grade is very clear to me. (b) Most of the time I understand what is expected. (c) Often I am confused as to why I get the grades I do.
(22) What is important in my class is (a) How much we try and the effort we put into our work. (b) Getting right answers and good grades. (c) Doing what makes the teacher happy.
(23) I would describe the work in my class as (a) Active, hands-on and interesting. (b) Interesting but mostly out of the book. (c) Mostly worksheets and the teacher talking.
(24) The work in my class (a) Makes me think and challenges me. (b) Is mostly about remembering what the teacher or textbook says. (c) Is mostly about keeping us all busy.

For Secondary Students: Rate each item below: (29) I know what it takes to get a good grade in my classes; (30) I feel motivated and in control of my learning; (31) The grading in my classes focuses on both the end result and the process; (32) In most of my classes my teacher knows my learning style; (33) Instruction in my classes is dynamic, involving, learner-centered, and challenging; (34) In most every class, students learn to work cooperatively and as members of teams; (35) In my classes we are encouraged to reflect on the quality of our work and the process aspects of the task; (36) Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame; (37) The discussions in class encourage us to think critically and process concepts; (38) I feel like I learn the subject matter in my classes in-depth; (39) Teachers promote the view that intelligence and ability are a function of each students' effort and application, and are not fixed. The major emphasis is placed on the process over the product

[3] Rate each item below: (17) Teachers have some mode of making sense of, and being responsive to varying learning styles; (18) Instruction is dynamic, learner-centered, and challenging; (19) Students learn to work cooperatively and as members of teams; (20) Students consistently feel as though they are learning subjects in-depth.

2b. Lodestar students contribute their passions, skills and talents to solving real-world problems in their local and global community, sharing their work with authentic audiences. **LCCPS Design Principle:** 2 **State Priority:** 2	

Actions

- 2a. Develop and implement portfolio assessment system.
- 2b. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.
- 2c.Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.
- 2d. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.
- 2e. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.

Target 3: Student Achievement - College and Career Ready Character and Mindsets	
Target	**Measurable Pupil Outcomes**
3. Lodestar students embody the character, habits, and mindsets necessary to succeed in career, college, and civic life; they own their own learning and behavior and advocate for themselves and what is right. **LCCPS Design Principles:** 1, 2, 3 **State Priority:** 8	Each year, at least 60 percent of students positively rate their voice in school decision-making and/or opportunity for feedback: Lodestar's internal survey for students (OUSD K-8 MPO #12 & 9-12 MPO #18).[4]

Actions

- 3a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.
- 3b. Plan and execute team building trips and rituals including orientation retreats.
- 3c. Use student government structures to support student empowerment and

[4]For students at grade levels with Student Government (at least 5-12): Rate each item below: (1) Multiple and diverse students participate in student government; (2) Student government identifies and explores real school issues; (3) Staff acknowledge and respond to student feedback.

engagement.
- 3d. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.
- 3e. Support students with with learning about and applying to college with a college guidance counsellor.
- 3f. Have students visit colleges, locally and nationwide.
- 3g. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

Target 4: Learning as a Community - Active, Engaged Community Members	
Target	**Measurable Pupil Outcomes**
4. Lodestar community members (students, families, and teachers) are welcome, supported, and known well. **LCCPS Design Principles:** 3, 4, 5 **State Priorities:** 6, 8	Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey[5], will increase from the 2016-17 baseline by 1% annually on average until the goal of 90% is met, overall and for all significant subgroups. (Site Specific #1)
	Families who actively participate in their child's Individualized Learning Plan meetings, as measured by internal audit, will increase from the 2016-17 baseline by a minimum of 1% annually on average until the goal of 95% is met, overall and for all significant subgroups. (Site Specific #2)
	Each year, at least 70 percent of families positively rate their voice in school decision-making and/or opportunity for feedback: Lodestar's Panorama Education-based internal survey for families (OUSD K-8 MPO #12 & 9-12 MPO #18).[6]
	Staff feel connected as members of a strong professional learning community in service of the school's mission, as measured by internal staff survey, will increase from the 2016-17 baseline by a minimum of 1% annually on average until the goal of 80% is met.[7] (Site Specific #3)

[5] Yes or no: Is there at least one adult at school that you trust?

[6] Questions from Panorama Ed: Rate each item below: (1) The school offers me many ways to be involved in my child's education; (2) My child's school provides opportunities for parents to serve as leaders; (3) I am a partner with the school in decisions made about my child's education; (4) I have a voice in the school decision-making process; (5) I feel that my expertise about my child is valued by the school; (6) I feel encouraged by staff to participate in school activities or meetings; (7) When my child is falling behind in class, his/her teacher works with me on a plan for my child to catch up; (8) I collaborated with my child and my child's teachers this year to help set and review his/her goals for learning; (9) I share responsibility for my students' achievement.

[7] Questions from Gallup Q12: (1) The mission or purpose of Loadstar makes me feel my job is important; (2) My associates or fellow employees are committed to doing quality work; (3) My supervisor, or someone at work, seems to care about me as a person; (4) At work, my opinions seem to

Actions
• 4a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically. • 4b. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in preparing for and participating. • 4c. Provide opportunities for families to advise school through formal and informal parent leadership structures. • 4d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries. • 4e. Host community events, including back to school nights and celebrations of learning. • 4f. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development. • 4g. Peers, coaches, and Directors of Instruction regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement. • 4h. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.

Target 5: Learning as a Community - Conditions for Healthy and Safe Learning	
Target	**Measurable Pupil Outcomes**
5. Lodestar students are safe and healthy. **LCCPS Design Principles:** 3, 4, 5 **State Priorities:** 1, 3, 5, 6	Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 & 9-12 MPO #8).
	Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 & 9-12 MPO #9).
	Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for

count; (5) I have a best friend at work; (6) This last year, I have had the opportunity at work to learn and grow. (7) There is someone at work who encourages my development; (8) In the last six months, someone at work has talked to me about my progress; (9) I see Lodestar as a place with systems and supports that allow me to grow professionally; (10) I see Lodestar as a place with systems and supports for teachers to lead within and beyond their classrooms.

	students[8] and Dimension 3 (Student Interactions) of School Climate Assessment Instrument for families[9] (OUSD K-8 MPO #10 & 9-12 MPO #16).
	Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey[10], will increase from the 2016-17 baseline by 1% annually on average until the goal of 90% is met, overall and for all significant subgroups (Site Specific #1).
Actions	
● 5a. Provide healthful universal breakfast. ● 5b. Provide frequent, ongoing, and high quality physical education and health instruction. ● 5c. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.	

[8] For Elementary Students:
(6) When I am at school, I feel like (a) The teachers, classmates, and I are like a family. (b) I am part of a good school, but not really a family. (c) No one cares about me at this school.
(7) At this school (a) Students all get along no matter what they look like or where they are from. (b) Students who are alike or friends get along. (c) A lot of students don't get along.
(8) The popular students at this school (a) Are nice to the other students. (b) Are nice to the other popular students. (c) Think they are better and are often mean to others.
(9) In my class (a) We make a lot of the decisions along with the teacher. (b) The teacher lets us choose sometimes. (c) The teacher makes all the decisions.
(10) In my class (a) There are lots of classroom jobs and we all take turns doing them. (b) There are a few jobs for students in the class. (c) Students only do classroom jobs because they have to, or have gotten in trouble.
(11) School events such as games, plays, performances, meetings, or conferences are attended by (a) Lots of people. (b) Some people who care about that event. (c) Not many people.
(12) At this school, I feel safe (a) Everywhere in the school. (b) Only in my classroom. (c) Some days and not other days.
(13) At this school (a) Many students are in leadership roles in and out of class. (b) A few students are picked by the teachers to be leaders. (c) There are few or no students in leadership roles.

For Secondary Students: Rate each item below: (9) My school feels like a community in which I belong; (10) Most students get along. Students of different groups interact positively; (11) Students readily accept the purpose of zero tolerance for "put-downs."; (12) Many students attend school events; (13) "Popular" students are respectful of the other students at the school; (14) Most students feel safe from violence; (15) Many students of all groups are active in school leadership; (16) Most athletes are humble and act as leaders at the school; (17) Most students expect to be given ownership over decisions that affect them; (18) Mostly in my classes, I feel like I am given responsibility for my learning.

[9] Rate each item below: (4) Students feel like they are part of the school family; (5) Students of various cultures and sub-groups spend time together, and all groups feel valued; (6) Many students attend school events; (7) All students feel safe at the school; (8) Students expect that they will have a say in the decisions that affect them.

[10] Yes or no: Is there at least one adult at school that you trust?

- 5d. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.
- 5e. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.

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

OUSD 9-12 MPOs to be Added During Charter Renewal

The following collective OUSD 9-12 MPOs are intentionally missing from **Element B** as the charter school will not have CAHSEE data or high school graduation data by the end of our first charter term (2016-2021). The following MPOs will be added during Charter Renewal:

- 10- Each year, achieve a High School cohort graduation rate of at least [amount].
- 11- Each year, for each [statistically significant student group],** achieve a High School cohort graduation rate of at least [amount].
- 12- Each year, [amount] percent of 10th graders will pass the CAHSEE.
- 13- Each year, for each [statistically significant student group],** [amount] percent of 10th graders will pass the CAHSEE.
- 14- Each year, [amount] percent of 10th graders will achieve proficiency on the CAHSEE.
- 15- Each year, for each [statistically significant student group],** [amount] percent of 10th graders will achieve proficiency on the CAHSEE.

Element C: Methods of Assessment

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

Introduction

Lighthouse Community Charter Public Schools provide authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the outcomes identified in **Elements A** and **B**. Because of our commitment to serving the whole child, our assessment methods incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning. Assessment data is both formative and summative, and used throughout the year to engage students, teachers and families in reflection on student achievement and informs future steps necessary to achieve student mastery.

All assessment tools used at Lodestar are aligned to the Academic and Performance Content Standards, as well as College Readiness and Character and Mindsets as described in **Elements A** and **B**. Assessment takes place in all grades and across all subjects. Grades 3 through 11 use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California; coherent assessments that build toward the knowledge and skills assessed by SBAC are used in K-2. LCCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of the CCSS, providing both reinforcement and accountability for our program.

Assessment System

Lodestar implements a two-pronged assessment system that includes both school-wide calendared assessments and benchmarks. School-wide assessments are scheduled by the Instructional Leadership Team, and include both external assessments (such as the SBAC) and internal interims (such as assessments of reading level). Benchmarks, on the other hand, are unscheduled and are flexibly implemented throughout the year to provide teachers with "just in time" data on student achievement. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, Lodestar will modify this continuum to ensure alignment to the state requirements.[1] For additional details about each assessment, see **Figure C.1** and **Figure C.2** below.

[1] If TK is added, all applicable assessment tools will be utilized.

School-wide Calendered Assessments

1. **External Assessments:** External measures give Lodestar opportunities to track student progress against standard, universal reference points, using the same measures in order to situate the progress of Lodestar's students in the context of the progress of students outside Lodestar. External measures also provide an end of year snapshot of mastery and growth from year to year. External measures are one set of data that is analyzed by Lodestar's Instructional Leadership Team, Board of Directors, and Data Teams to track the progress of Lodestar's students on standard measures of achievement. Some external measures, such as AP tests and SATs, are used externally by colleges and universities in the process of college admissions. They are also used externally for purposes of accountability. External Measures are developed externally by ETS, Pearson, etc. Lodestar implements the assessments in compliance with OUSD, CDE, and CollegeBoard guidelines.
    a. **State assessments and/or other standardized tests:** As mandated by Education Code 47605c(2), Lodestar will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all students required to take each battery of tests. If Lodestar does not administer tests with the District, Lodestar hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Lodestar. Test results for the prior year, if not provided directly to the District by the State, will be provided by Lodestar to the District no later than 30 days after receipt of said results.
        i. Smarter Balanced Assessment Consortium (SBAC)
        ii. California Standards Test (CST)
        iii. California English Language Development Test (CELDT)
        iv. California High School Exit Exam (CAHSEE)
        v. Physical Fitness Test (PFT)
    b. **College Entrance Exams:** In addition to the state's required measures, Lodestar supports students in taking college entrance exams as a part of our commitment to ensuring college entry for every child. Lodestar offers the PSAT or EPAS on campus for all 9th, 10th and 11th graders. All high school students will take the SAT or ACT at least once prior to graduation. The PSAT and SAT or EPAS and ACT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.
    c. **Advanced Placement (AP) Exams:** Lodestar supports students in taking AP exams as a part of our commitment to ensuring college entry and readiness for every child.
2. **Interim Assessments: I**nterims are taken 3-4 times a year across the school to provide a snapshot of student progress on multiple clusters of skills. Interims include a

baseline in the fall (except in the case of portfolio presentations) and 2-3 additional times throughout the year during "Interim Windows" and ILP Meetings. Interims provide data on student growth on mastering multiple skills within a content area or grade level over time. Interims are used by Instructional Leadership Teams to craft PD experiences to meet teachers' needs, by teachers in Data Meetings to infer student needs and create paths for differentiation and remediation, and by families in ILP meetings to support progress tracking and goal setting. Finally, some interims (such as the ELA and Math interims) are used by leadership at Lodestar to monitor student progress towards readiness for external accountability measures.

a. **Portfolio/Passage Presentations:** Portfolios are physical and/or virtual compilations of student work. Students collect artifacts — evidence of High Quality Work and mastery of content and skills — throughout the year. During Crew, students organize these artifacts in their individual Portfolios, reflect on how the artifacts demonstrate their growth, mastery, and college-ready character and mindset, and prepare to share the work and reflections with their families and/or community. The oral presentation of their portfolios is scored using a Portfolio Presentation Rubric. All students present work from their portfolio three times per year during ILP meetings. During passage grades (4th, 8th, 10th, and 12th) students present their portfolios to a panel of community members in lieu of their final ILP meeting at the end of the year.
b. **Reading Level Interim:** Upon entry to the school and then three times annually until exited at top reading level, students take a developmental reading inventory (currently the Scholastic Reading Inventory) to measure students' independent and instructional reading levels.
c. **ELA Interim:** Three times annually, students will take a CCSS-aligned assessment crafted to measure student achievement on the CCSS ELA standards and student readiness for the SBAC ELA assessments. The ELA interim will include reading complex text(s), answering multiple choice questions, completing constructed response tasks, and participating in on-demand performance tasks that may include but are not limited to writing from sources.
d. **Math Interim:** Three times annually, students will take a CCSS-aligned assessment crafted to measure student achievement on the CCSS math standards and student readiness for the SBAC math assessments. The math interim will will address relevant math skills and include performance tasks.

For additional details about each school-wide calendared assessment, see **Figure C.1** below.

Figure C.1 School-Wide Calendared Assessments Scope and Sequence

School-Wide Calendared Assessments				
External Measures of Achievement				
Assessment Tool	**Grade Level**	**Subjects**	**Timeline and Delivery**	**Minimum Performance Level**
SBAC	3-8, 11	ELA, Math	Final Summative	Proficient
CELDT (ELPAC)	K-12	ELD	Upon enrollment, then annually until exited	Early Advanced (4), or growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
CAHSEE	10-12	ELA, Math	As needed to achieve passing score and no more than: once in 10th, twice in 11th, and three times in 12th.	Passing
California Standards Test (CST) & California Modified Assessment (CMA)	5, 8, 10	Science	Annually	Proficient
Physical Fitness Test (PFT)	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
AP Exams (unique to each student)	9-12	Offered AP subjects	End of course	Passing (3)
PSAT and SAT/EPAS and ACT	9-12	Reading Writing Math	During testing windows	At the national norm

Interim Assessments				
Assessment Tool	**Grade Level**	**Subjects**	**Timeline and Delivery**	**Minimum Performance Level**
Portfolio Presentations	K-12	ELD, ELA, Math, Science, Social Studies, Art, Fitness, Character	3 times per year with passage presentations at end of 4th, 8th, 10th, and 12th grade	"Proficient" according to Portfolio Presentation Rubric (passage grades only)
Reading Level Assessment	K-12	ELA	Upon enrollment, and three times per year thereafter until exited	At grade level or making greater than one year annual progress; exited at top level
ELA Interim	K-12	ELA	Three times per year	Proficient according to ELA interim rubric
Math Interim	K-12	Math	Three times per year	Proficient according to math interim rubric

Benchmarks

1. **Benchmark System:** Benchmarks of student achievement provide real-time data on student mastery of small clusters of targets for: (1) content and skills and (2) High Quality Work. Benchmarks may be individually paced or cohort paced. Individually paced benchmarks are given on a rolling basis as students move through the curriculum map; cohort paced benchmarks are used to track student progress on mastering clusters of targets within their content area over a specific course or class. Benchmark scores are recorded and shared with families and parents. Students have opportunities to retake benchmarks to demonstrate mastery. Teams of teachers may use benchmark scores in Data Meetings to infer student needs and create paths for differentiation and remediation.
    a. **Individually-paced skills and content benchmarks:** During Competency-based Learning Time, students move through ELA, ELD, and math standards at their own pace and through a personalized set of resources. Students take

"just-in-time" content and skill benchmarks to progress through curriculum maps. These benchmarks are formatted as problem sets that may include multiple choice and constructed response items.

b. **Cohort-paced skills and content benchmarks:** During Learning Expeditions instructors deliver content and skill benchmarks to an entire cohort to assess mastery of a given set of content or skill standards. These benchmarks may take the form of traditional tests and quizzes, essays, text-based discussions, or presentations.
c. **High Quality Work benchmarks:** High Quality Work is produced in Self-directed Learning Time at a student's own pace, and during Expeditions at a cohort's pace. High Quality Work may include projects, presentations, audio/video recordings, and other outputs. High Quality Work is often geared towards an authentic audience and is scored on a rubric that includes dimensions of complexity, craftsmanship, mastery of content and skills, and authenticity.

For additional details about benchmarks, see **Figure C.2** below.

Figure C.2 Benchmark Assessment Scope and Sequence

Benchmarks				
Benchmark System				
Assessment Tool	**Grade Level**	**Subjects**	**Timeline and Delivery**	**Minimum Performance Level**
Content and Skill Benchmarks: Individually Paced	K-12	ELA ELD Math	Self-paced during Competency-Based Learning Time	"Proficient" according to item-specific rubrics
Content and Skill Benchmarks: Cohort Paced	K-12	Social studies Science ELA Foreign Language	Completed as a cohort during Expeditions	"Proficient" according to item-specific rubrics
High Quality Work Benchmarks	K-12	Social studies Science ELA Math Foreign Language Arts Fitness Electives	Produced in Self-directed Learning Time at a student's own pace, and during Expeditions at a cohort's pace.	"Proficient" according to High Quality Work rubric

Use of Assessment Data

Lodestar uses assessment data to reflect on instruction, improve teacher practice, and maximize student learning. To achieve this goal, Lodestar collects, analyzes and disseminates data to students and their families, teachers, and our community so that we may work together to achieve our mission.

LCCPS utilizes one or more student information management systems to support our data practice, currently Pearson's PowerSchool[2] and Schoolzilla[3]. We use these systems to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

School and Family Use of Data

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

Figure C.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Mailings & Information Sessions	• Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SRI, CELDT, SBAC). • Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights • Provide trainings for families to access online data on their child's progress	Ongoing
Progress Reports	• Assessment Data • Attendance Data • Grades in Subject Areas and in Character and Mindsets • Narratives on Student Performance, including Areas of Strength and Areas for Growth	Ongoing

[2] More information available at: http://www.pearsonschoolsystems.com/products/powerschool/
[3] More information available at: https://schoolzilla.com

	• Homework Completion (Grades 5 - 12) • Progress toward passage	
Individual Learning Plan Meetings	• 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 internal and external assessments • Develop ownership of learning and goal-setting for both the student and family • Develop student presentation skills	Three times per year
Celebrations of Learning	• Share student mastery of key projects and products • Make learning public within the school, with families, and with the broader community • Develop student presentation skills and ownership of learning	Two times per year

School, District and State Use of Data

Local Control Accountability Plan ("LCAP")

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

Strategic Planning

In addition, the governing bodies of LCCPS and Lodestar as detailed in **Element D** use student achievement data to evaluate the school program and inform work on both the LCCPS Strategic Plan. Data is used in this processes to support Lodestar in creating goals and action plans to best meet student needs. Voices of families and community members are included in the data analysis and reflection process.

School Accountability Report Card (SARC)

LCCPS will compile data for Lodestar each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

Instructional Leadership Team and Teacher Use of Data

Monitoring Student Progress and Setting Goals

Multiple forms of data are used to monitor student progress and set goals for student achievement. Benchmarks are used by individual teachers to track student progress on mastering clusters of targets within their content area. Teams of teachers may use benchmark scores in Data Meetings to infer student needs and create paths for differentiation and remediation. Data from interim assessments are used to monitor student growth and readiness for summative assessments, such as the SBAC, and to create differentiated action plans to meet student needs. Teachers use data to identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see **Element A**). Progress sharing and goal setting occurs consistently in Crew, and occurs formally with parents during ILP meetings. Data analysis occurs in Data Team meetings and PLCs, among additional settings as appropriate.

Designing Professional Development

As is described in **Element A**, teachers at Lodestar participate in continuous development as members of a professional learning community. The Instructional Leadership Team uses student achievement data as a foundation to build professional development experiences that support teachers in meeting student needs suggested by the data, and to celebrate and leverage the areas of student strength. Teachers are guided in the processing of student data to inform differentiation needs, flexible groupings, enrichment, and remediation. The team uses data from benchmarks, interim assessments, and external measures of achievement to inform professional development experiences, as well as the investment in professional or instructional resources.

Element D: Governance Structure

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

Overview

The governance structure of Lodestar has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Director of Strategic Development
- Head of School
- Directors of Instruction
- School Site Leadership Team
- Parent Advisory Committee
- English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners
- Shared Services Team

Board Members, School Directors, faculty, and families are involved in the decision making process at Lodestar. The governance structure is composed of the Board of Directors, who make decisions and work with the LCCPS Director of Strategic Development and the Shared Services team to oversee the school's development and operation; the Head of School who oversees school operations, academic program, fundraising, and other related activities; the School Site Leadership Team, made of teacher representatives and other instructional roles, whose purpose is to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; and the Parent Advisory Committee and ELAC which communicate the positions of the parents directly to the Head of School and Directors of Instruction.

Lighthouse Community Charter Public Schools is a California Non-Profit Public Benefit Corporation, run by a Board of Directors. The Board of Directors currently oversees two direct reports: 1.) the Head of School (HoS) at LCCPS's existing charters, Lighthouse Community Charter School and Lighthouse Community Charter High School, who oversees the educational program, and 2.) the Director of Strategic Development (D.S.D.), who oversees the operational and financial functions , including the development of a new charter. The DSD in turn directly oversees the Head of School of the Lodestar as the new school is established.

See below for an Organizational Chart showing the configuration of these rules during the current planning year for Lodestar.

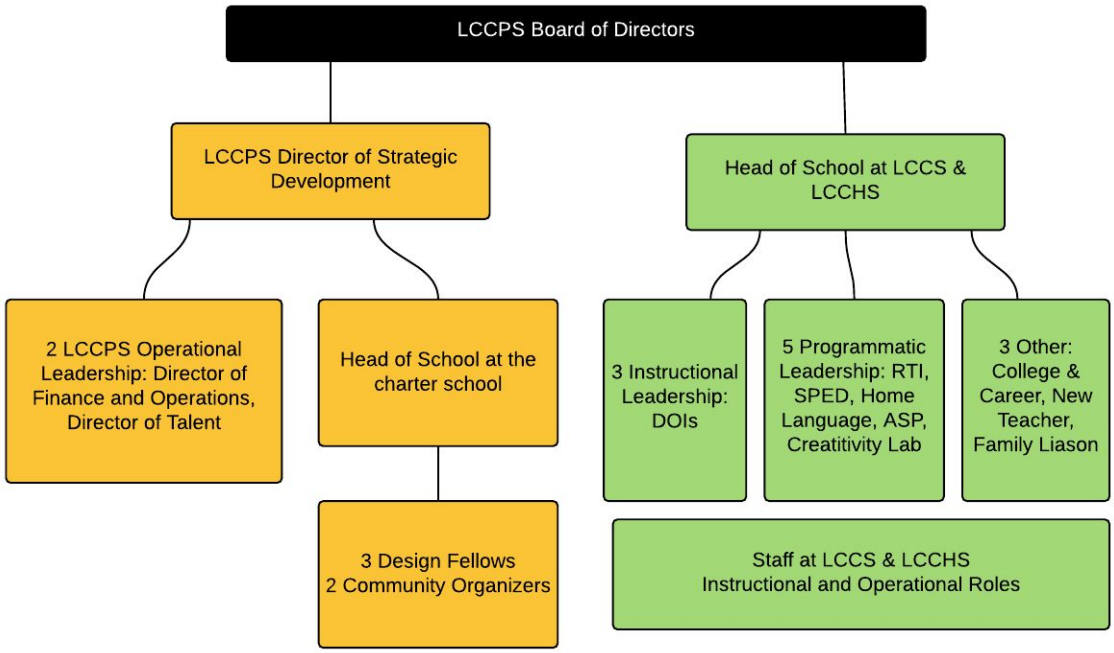
California Non-Profit Public Benefit Corporation

Lodestar is operated by Lighthouse Community Charter Public Schools (LCCPS), a California Non-Profit Public Benefit Corporation pursuant to California Law. The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Attached please find the Lighthouse Community Charter Public Schools Articles of Incorporation as **Appendix 18**, Corporate Bylaws as **Appendix 19**, and Conflict of Interest Code as **Appendix 20** which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules. LCCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Staffing

2015-16 Organizational Chart



Board of Directors

The LCCPS Board of Directors includes between seven and 15 members. The current Board of Directors has a vast array of experience, which they bring to bear in the governance of the

existing two schools, Lighthouse Community Charter School and Lighthouse Community Charter High School. Please see **Appendix 1** for the resumes of current board members.

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

- fiscal management
- fundraising
- facilities
- special education
- technology
- curriculum and instruction
- public health care
- legal issues in education
- Oakland Unified School District
- non-profit corporation management

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

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

Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as **Appendix 19**. Every board member at Lighthouse Community Charter Public Schools attends an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including, but not limited to, Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Lighthouse Community Charter Public Schools Board of Directors. If the District chooses to do so, the Board of Directors shall appoint an additional director to ensure that the Board is maintained with an odd number of directors.

Director of Strategic Development

LCCPS has a Director of Strategic Development who reports directly to the LCCPS Board of Directors. The DSD oversees the educational, operational and financial functions of all schools managed by LCCPS. He/she directly oversees the work of the Heads of School, as well as the senior staff (i.e., Director of Finance) who provide the Shared Services of Lighthouse Community Charter Public Schools.

This position is designed according to the growth plan added in **Appendix 21** and reports directly to the Board of Directors. The DSD is responsible for:

- oversight of all central functions and operations, including fundraising, budget, personnel, school academic program, and other related tasks;
- supervising Heads of School and other centralized LCCPS senior staff;
- oversight of the development and execution of a strategic fundraising program, which raises money for current and future school needs and ensures a healthy financial future for the organization;
- raising the visibility of LCCPS schools to education reform advocates and leaders;
- collaborating closely with the Board of Directors to ensure proper governance of the organization, in accordance to federal, state, and local laws and policies.

Head of School

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

Yanira Canizales, Lodestar's founding Head of School, has responsibilities that include but are not limited to:

- Overseeing school operations, including fundraising, budget, personnel, school academic programs, and other related tasks
- Leading, managing, and mentoring the instructional team to ensure that all students, teachers, and staff have the resources that they need
- Ensuring the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members
- Overseeing the execution of a strategic fundraising program
- Collaborating closely with the Board of Directors

For a full description of the Head of School's core competencies, please see the Head of School Job Description in **Appendix 22**.

Directors of Instruction

Directors of Instruction (DOIs) at Lodestar are instructional leaders focused upon specific grade level bands: K-4, 5-8, and 9-12. A DOI's primary skill set includes the ability to coach

and develop teaching staff to best implement Lodestar's pedagogies and systems. Additionally, DOIs need to be capable leaders of school culture, coaches of students, liaisons to families, professional collaborators, managers of diverse teams, and enforcers of school policies. All of this is in service of the school mission, ensuring that every child achieves college and the career of his or her choice.

DOIs must have the following core competencies:

- coaching and development of teachers and support staff;
- coaching and support of students and families;
- data driven leader focused upon institutional goals;
- management of academic program;
- proven collaborator and experienced manager of teams.

DOIs will be added according to the growth plan in **Appendix 21**.

School Site Leadership Team

Lodestar convenes a school site leadership team that is composed of the Directors, Program Coordinators, and Teacher Leaders. This team functions as an idea-generating, consensus-building team that does the following:

- makes site budget recommendations to the LCCPS Board of Directors;
- makes teaching and learning policies to be ratified by the LCCPS Board of Directors;
- makes recommendations to the LCCPS Board of Directors for necessary school functions;
- reviews, revises, and tracks progress toward school level goals in Single Plan for Student Achievement, Local Control Accountability Plan, and WASC commitments;
- develops site-based professional development goals on an annual basis;
- develops and approves annual school calendar.

Parent Advisory Committee

Lodestar convenes a Parent Advisory Committee (PAC) that is composed of parent representatives from each classroom and grade level and that represents the diversity of families at Lodestar. The PAC is charged with:

- supporting the LCCPS mission;
- providing families the opportunity to weigh in on critical school issues;
- bringing concerns and appreciations of the community to the Head of School, Directors of Instruction, and LCCPS Board of Directors;
- organizing family events;
- fundraising.

English Language Advisory Committee

All families will have the opportunity to participate on the school's ELAC, to advise the Head of School, Directors of Instruction, and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the organization's website and at the school sites. The minutes of each governing body (Board of Directors, Leadership Team, PAC, and ELAC) are shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. Representatives of each body are strongly encouraged to attend the meetings of the other bodies. Annually, the Board of Directors hosts a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

Assurances

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

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

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

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

Lodestar and/or its non-profit corporation are solely responsible for the debts and obligations of Lodestar.

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

Element E: Employee Qualifications

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

Assurances

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

Selection Process

Selection and appointment of employees will be the exclusive prerogative of Lodestar. As such, with the exception of the Head of School, those who work at Lodestar shall be selected, employed, and released by the Head of School, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the Head of School currently rest with the Director of Strategic Development and will eventually rest with the Chief Executive Officer, upon the hiring of that role (as described in **Element D**). The Head of school hires the Directors of Instruction. The Directors of Instruction hire all teaching staff, in consultation with the Head of school. Decisions relative to the selection of all remaining employees rest with the Head of School, in consultation with appropriate leaders in the functional area.

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

1. Request resumes, cover letters and written responses to prompts.
2. Conduct a brief phone interview for initial screening
3. Conduct a follow-up interview, including a sample teaching lesson or other demonstration □of job-related abilities

4. Verification of credentials, past employment, and professional and personal reference checks
5. Make selection and provide verbal offer
6. Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

Employee Qualifications

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

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

Head of School Qualifications

Lodestar will hire a Head of School with the following qualifications:

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

Director of Instruction Qualifications

Lodestar will hire Directors of Instruction with the following qualifications:

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

Teaching Staff

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

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

Core (College-Preparatory) Teacher Qualifications for Grades K - 8

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

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

If TK is offered, additional qualifications include:

- By August 1, 2020, have one of the following:
    a. At least 24 units in early childhood education, or childhood development, or both.
    b. As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (a).
    c. A child development permit issued by the CTC.
- Lodestar will comply with all applicable requirements regarding transitional kindergarten.

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

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

- BS/A or MS/A.

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

Non-core, Non-College Preparatory Teacher Qualifications for Grades K - 12

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

- Experience in the subject they will be teaching.
- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience.

Instructional Support Staff

Literacy Specialists

Literacy Specialists may be added to the Lodestar team after year 0, ensuring all students reach grade level in reading. Literacy Specialists will be selected by the Directors of Instruction on an application and interview basis in consultation with the Head of School, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for the Literacy Specialist are as follows:

- Minimum three years successful teaching experience at the appropriate elementary or secondary level
- Strong pedagogical foundation in early literacy and balanced literacy with evidence of continuous professional development
- Excellent interpersonal/communication skills
- Demonstrated ability to collect, analyze and interpret school and student performance data
- Demonstrated skill modeling and coaching effective research-based literacy instructional strategies
- Experience with and commitment to working with diverse, urban student populations
- Masters Degree; Reading Specialist certificate or credential preferred

Instructional Aides, Home Language Tutors, & After School Program Tutors

Instructional Aides, Home Language Tutors, and After School Program Tutors will be selected by the Directors of Instruction on an application and interview basis in consultation with the Head of School, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for Instructional Aides, Home Language Tutors, & After School Program Tutors are as follows:

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

Case Manager

The Case Manager serves as the face and voice of student culture for specific grade level bands; K-4, 5-8, and 9-12. The Case Manager's primary skill set includes the ability to manage the dynamic needs of students when they are struggling to meet Lodestar's norms. The case manager will use varied strategies for long term student behavior modification and will be expected to consistently communicate will all stakeholders. The ability to discern between what is a case management task and what is a case for the Director of Instruction is integral to this role. Additionally, the Case Manager needs to be the welcoming face and voice of Lodestar, coach of students, liaison to families, professional collaborator, proactive manager of family services, and able to enforce school policies. All of this is in service of Lodestar's mission, ensuring that every child achieve college and the career of his or her choice.

Core Competencies

- Effective Student Behavior Modification that supports Lodestar's character values
- Independent Decision Making
- Welcoming and Effective Communicator
- Proven Collaborator
- Manager of Proactive and Reactive Family Services

Additional Staff Members

In addition to the instructional leaders, teachers, aides and support staff listed above, the school will employ additional administrative staff including an office manager, development associate, custodians, and supervision staff. These positions will be selected by the Head of School on an application and interview basis in consultation with other staff members, teachers, and parents as appropriate.

Office Manager

Minimum Qualifications for the Office Manager:

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

Staffing Plan for Year 1

The staffing plan below details the makeup of the staff in year 1. As enrollment grows, additional positions, described above, will be added in order to execute the goals of the charter.

As further detailed in our budget narrative, Lodestar may employ the following positions in year 1:

- 10.0 FTE Classroom Teachers (Core, College-Preparatory)
- 1.2 FTE Enrichment Teachers (Non-core, Non-College Preparatory K - 12)
- 2.3 FTE Home Language Tutors
- 2.0 FTE Instructional Aides
- 3.8 FTE After School Program Tutors
- 1 Head of School
- 1 Case Manager
- 1 Office Manager

In addition to the operational and business services provided through centralized functions of Lighthouse Community Charter Public Schools, Lodestar shall also rely upon our External Partnerships with Edtec and the Seneca Family of Agencies to provide additional operational and special education services, respectively.

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

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

Element F: Health and Safety of Pupils and Staff

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

Lighthouse Community Charter Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies attached as **Appendix 23**. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. The policy is distributed to all staff and families.

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

Student and Staff Health and Safety Provisions

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Diabetes

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 5th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Blood-Borne Pathogens

The Head of School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCCPS Board of Directors will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). A draft of this policy is included as **Appendix 24**.

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

Drug Free / Smoke Free Environment

The school maintains a drug and alcohol and smoke free environment.

Comprehensive Sexual Harassment Policies and Procedures

LCCPS and Lodestar are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about

sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as **Appendix 10**.

Emergency Preparedness

LCCPS requires that instructional and administrative staff receive training in emergency response, including CPR and first aid. In addition, LCCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a school wide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies and is included as **Appendix 25**.

Once a facility is identified, LCCPS will draft an Emergency Preparedness Handbook specific to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook will include but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. LCCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

Facility Safety

Facility

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

- Shall 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.
- Shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Shall secure a Certificate of Occupancy before start of school. If Lodestar fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Lodestar moves or expands to another facility during the term of this charter, Lodestar shall provide a certificate of

occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Lodestar shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Lock-Down Drills

Students and staff will participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.

Procedures

LCCPS has adopted procedures to implement the policy statements listed above, as provided in **Appendix 25**. Once a facility has been finalized, LCCPS will develop a site-specific school safety and emergency plan. The school safety plan will be guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.

Element G: Racial and Ethnic Balance

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

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the school has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

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

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

An example of our informational flyer is found in **Appendix 3**. A complete copy of our Outreach Plan for Year 1 is included in **Appendix 17**.

Element H: Admission Requirements

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

Assurances

Lodestar makes the following assurances regarding admissions:

- Lodestar will enroll all pupils who wish to attend to the extent that space allows.
- Lodestar will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- Lodestar will comply with all laws establishing minimum and maximum age for public school attendance.
- Lodestar will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update, Lodestar will notify the District in writing of the application deadline and proposed lottery date. Lodestar 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.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Admissions

Lodestar will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy.

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

- School tour (optional)
- Attendance at an enrollment meeting to understand the school mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

- Completion of an application form, which is comprised of basic information (i.e. name, address, contact information and grade level).
- Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: 2014-15 Academic Year and Onward, children must turn 5 years of age on or before September 1.

Lodestar will accept all students who apply. If more applications are received than there are available slots, LCCPS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. Information on the lottery process, timeline, and location will be provided to families during the enrollment meeting. The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into Lodestar via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Figure H.1 illustrates the estimated application, public random drawing, and admission schedule and process as proposed, and may be amended by LCCPS as necessary. It is Lodestar's intent to align the schedule with the OUSD schedule for School Options. The final schedule and due dates will be communicated to interested parents and students on LCCPS's website, through the school newsletter, and through local publications and information sessions. In Year One, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter time frame.

Figure H.1 Proposed Application, Public Random Drawing, and Admission Schedule for the 2016-2017 School Year

Date	Step in Process
December, 2015- January, 2016	Enrollment meetings held on multiple days and multiple times of day; instructions for applying through online application portal shared during meeting.
January 22, 2016	Application deadline
February 3, 2016	Public Drawing (if necessary)
February 4 - 12, 2016	Enrollment results and packets mailed and phone calls made to families
February 19, 2016	Deadline to confirm intent to enroll

April 1-April 30, 2016	Enrollment Period #2, including 2 enrollment meetings and 1 public drawing (if necessary)
June 1-June 30, 2016	Enrollment Period #3, including 2 enrollment meetings and 1 public drawing (if necessary)

Admissions Preferences

Lodestar is committed to building a community of learners, representing the diversity of Oakland and providing educational opportunities to underserved children. To reflect these values, in the event of a public random drawing, admission to Lodestar shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings[1] of enrolled and admitted students: to keep families together.
2. Children of Lodestar staff and LCCPS board members (not to exceed 10% of the total enrollment): to honor those committed to public education[2]
3. Children of Lodestar Founding Families (not to exceed 10% of the total enrollment) as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(A): to honor the work and commitment of founding families[3]
4. Students zoned to attend underperforming schools within OUSD[4] in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families
5. Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
6. All other applicants

Therefore, lottery preferences are applied to provide applicants who meet the group criteria detailed below to participate with a weighted advantage in a lottery process.

These groups and their weighted advantages will include the following:

- Applicants zoned to attend underperforming OUSD schools in which 70% or more of the students qualify for free and reduced lunch, shall be drawn, in a separate pool, until a

[1] A sibling is a person with at least one parent or step-parent in common.

[2] Should a PCSGP Grant program or similar program with a cap on enrollment preferences be offered, Lodestar reserves the right to work with OUSD to submit a material revision of these enrollment preferences.

[3] This preference applies almost exclusively to Year 1, with the exception of Founding Families that have children who are younger than kindergarten age during Year 1 or are in a grade not offered in Year 1 (ex. 3rd grade).

[4] An underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind. OUSD underperforming schools are defined for the 2016-2021 charter term as schools that are "red" or "orange" according to the OUSD Strategic Regional Analysis.

minimum of 60%[5] of all available grade lottery spots have been filled. Once the minimum of 60% of all available lottery spots have been filled, all remaining applicants in the this pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer applicants in this pool than 60% of all available lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland resident applicants. The percentage of students in this separate pool shall be at minimum 60% with additional spaces in this pool subject to annual LCCPS board review. Applicants must provide proof of residence during enrollment.

- Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in a separate pool prior to non-Oakland residents.

If necessary, Lodestar will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if a substantial quantity of additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, Lodestar will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a wait list carry over to the following school year.

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

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

In order to be admitted into Lodestar, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies. Multiple orientation meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

Proof of Residence

At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised

[5] For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

to make all necessary arrangements prior to the deadline for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an admissions enrollment meeting, if offered. 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.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's, parent's, guardian's or caregiver's name and address.

- Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles (must be used for one verification of address)

AND two of the following:

1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.
2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
3. Homeowner's/renter's insurance policy.
4. Rental agreement copy.
5. Property tax statement.
6. Official letter from a social services/governmental agency within 90 days.
7. A copy of any OUSD letters or documentation of OUSD resident status.
8. Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

For the "Founding Family" Preference Only:

In order to support the development of the school, Lodestar seeks to have a group of Founding Families (not to exceed 10% of the total enrollment). The following definitions, requirements, and descriptions apply to the "Founding Family" preference in accordance with Education Code Section 47605(d)(2)(A):

- 1.1. "Founding Families" are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of Lodestar through the completion of meaningful tasks during the established Founding Period as noted in subsection 1.5.
- 1.2 Assistance in the initial development of Lodestar is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.

- 1.3 There shall be no requirement that Founding Families contribute funds or a specific numbers of hours as a part of their commitment.
- 1.4. The selection process for Founding Families includes submission of an interest form during the Founding Family Interest Window (September 1, 2015 - October 1, 2015) that includes ways that the family can meaningfully contribute to the development of the school. Interested Founding Families will be selected on a first-come, first-served basis; Lodestar will not utilize any selection process whatsoever in determining Founding Families. Lodestar will not actively advertise the Founding Family designation.
- 1.5. Founding Families will support Lodestar during its Founding Period, which will begin with Lodestar's approval and end on the first day of instruction.
- 1.6. Founding Family status cannot be delegated or transferred to other individuals.
- 1.7. Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school's enrollment. The admissions preference is applicable to all children of Lodestar's Founding Families even if the children do not begin attending Lodestar until after the first year of the school's operation.
- 1.8. Should Lodestar have more applicants than space available, children of Founding Families shall be exempted from the random public admissions lottery and not exceed more than 10 percent of the school's enrollment.

Element I: Financial Audits

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

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

The LCCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The LCCPS Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to Lodestar liaison of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year. The finance committee of the LCCPS Board of Directors (which oversees audits) in conjunction with the Head of School will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, the Head of School will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in **Element N** and attached as **Appendix 26**.

The independent fiscal audit of LCCS 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 J: Pupil Suspension and Expulsion

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

Overview

The overall goal of discipline at LCCPS is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

LCCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lodestar's student handbook and clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. The LCCPS Student and Family Handbook is attached as **Appendix 27**. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

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

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the head of School. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs.

Assurances

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

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

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

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

Suspension and Expulsion Policies

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at LCCPS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

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

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

Lodestar administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that

these Policy and Administrative Procedures are available on request at the Head of School's office.

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

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

Grounds for Suspension and Expulsion of Students

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

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

The following behaviors may result in immediate suspension:

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

Depending on the violation and situation, suspensions may be done in school or at home. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the

child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in- school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

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

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

Expulsion

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- Used hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.

Students must be expelled for any of the following acts when it is determined the pupil: Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School/Administrator or designee's concurrence.

- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Possessed an explosive.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Expulsion Procedures

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

The expulsion hearing will be presided over by the chair of an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the School's disciplinary rules which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Administrative Panel shall be in the form of a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Head of School or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall include the following:
Notice of the specific offense committed by the student..

- Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the School.
- The Head of School or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:
- The student's name
- The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school district's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the 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 year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Head of School and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Lodestar as the Governing Board decision to expel shall be final.

Special Procedures For Expulsion Hearings Involving Sexual Assault Or Battery Offences

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Lodestar must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, Lodestar must present evidence that the witness' presence is both desired by the witness and will be helpful to Lodestar. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to

prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

Notification of District

Lodestar shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who Lodestar or District would be deemed to have knowledge that the student had a disability

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Lodestar, the parent, and relevant members of the IEP Team shall review all relevant

information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

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

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

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

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Lodestar believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Lodestar, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Lodestar agree otherwise.

Special Circumstances

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.
- If Lodestar knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Lodestar had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Lodestar shall conduct an expedited evaluation if requested by the

parents; however the student shall remain in the education placement determined by Lodestar pending the results of the evaluation.

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

Element K: Employee Retirement Systems

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

Compensation

LCCPS provides an overall compensation package to employees that is competitive with other Oakland public schools based on qualifications and efficacy. LCCPS utilizes a unique base salary and stipend structure, which incentivizes both inputs and outputs in teacher's practice that are positively correlated to student academic and social-emotional development.

Lodestar will utilize this mix of base salaries, stipends, and professional development opportunities to attract and retain exceptional teachers and staff. This includes but is not limited to:

- A base salary competitive with district and charter schools in Oakland.
- Extensive professional development and coaching, to accelerate development of craft.
- Distributed leadership opportunities, to advance professional experience and investment in the school and its mission.
- Salary stipends to acknowledge highly effective practice, leadership roles, and highly desired proficiencies (bi-lingual, BCLAD credential, credential within STEM disciplines, National Board certified, etc.).

Lodestar is confident that this combination will allow it to recruit and retain a highly-qualified staff, as has been the experience of the schools within LCCPS. Specific salaries and stipends are identified within the individual work agreements. Please see **Appendix 28** for current LCCPS Teacher Salary Schedule.

Benefits

Lodestar will provide health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see **Appendix 29** for a sample Teacher Contract, which includes information on current LCCPS Benefits.

Retirement

LCCPS has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to

establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies. Please see **Appendix 29** for a sample Teacher Contract, which includes information on current LCCPS Retirement.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools[1]* *[MAL2]* *. Education Code Section 47605(b)(5)(L).*

No student may be required to attend Lodestar. Students who opt not to attend Lodestar may attend other district schools or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of the district or county of their residence. The parent/guardian of each student enrolled in Lodestar will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

Element M: Employee Return Rights

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

No public school district employee shall be required to work at Lodestar. All staff at Lodestar shall be considered employees of Lodestar and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at Lodestar may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of Lodestar shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Charter Public Schools. Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to LCCPS. Employment by LCCPS provides no rights of employment at any other entity, including any rights in the case of closure of LCCPS.

Element N: Dispute Resolution

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

Intent

The intent of the Lighthouse Community Charter Public School's Dispute Resolution Process is to:

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

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

Internal Disputes

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

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

External Disputes

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

Disputes Not Leading to Revocation: Dispute Resolution

The staff and LCCPS Board of Directors agree to attempt to resolve all disputes between the District and Lodestar regarding this charter pursuant to the terms of this section. As stated above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Director of Finance and Operations, Lighthouse Community Charter Public Schools
Lighthouse Community Charter Public Schools
444 Hegenberger Road
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
4551 Steele Street, Room 11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to

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

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

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

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that Lodestar has engaged in an act that could lead to revocation of the Charter, the District and Lodestar shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and Lodestar Head of School. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Head of School prior to any observation or inspection.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the LCCPS Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in **Element I**.

Parent Complaints

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

The complaint procedures 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 also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's student and family handbook or distributed widely. Please see **Appendix 10** for the LCCPS Uniform Complaint Procedures.

LCCPS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lodestar alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lodestar will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

LCCPS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

LCCPS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Element O: Exclusive Public School Employer

> ***Governing Law:*** *A declaration whether or not LCCPS shall be deemed the exclusive public school employer of the employees of LCCPS for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Lodestar shall be deemed the exclusive public school employer of the employees of Lodestar for the purposes of the Education Employment Relations Act (EERA). Lodestar shall comply with the EERA. Lodestar understands the rights of employees to unionize and will not impede on those rights.

Element P: School Closure Procedures

> ***Governing Law:*** *A description of the procedures to be used if LCCPS closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the School will be documented by official action of the LCCPS Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

Notification and Timeline

The LCCPS Board of Directors or its designee will promptly notify parents and students of Lodestar, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The LCCPS Board or its designee will ensure that the notification to the parents and students of Lodestar of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

Management of Student Records

The LCCPS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon
School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure- related activities in

accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual and academic reports required pursuant to Education Code section 47604.33.

Financial Records, Final Reports and Distribution of Assets

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Lodestar and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Lodestar will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous

Budget and Financial Reporting

> ***Governing Law:*** *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Lighthouse Community Charter Public Schools has a successful track record of starting and running fiscally responsible schools. Toward this end, it has developed a five year budget that will ensure fiscal solvency through start-up and operation. The following documents are attached as **Appendix 30** and **Appendix 31**:

- Budget Narrative
- Five-Year Budget, including:
    - Budget assumptions
    - Financial projections for the first five years of operation
    - Start-up costs
    - Cash-flow

These documents are based upon the best data available to LCCPS at the time of submission and will be updated to reflect any changes in state and federal funding levels and/or local cost structures.

Lodestar shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Lodestar's annual, independent financial audit report for the preceding fiscal year shall be delivered to OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all Lodestar's receipts and expenditures for the preceding fiscal year.

Federal Funds Compliance

To the extent that Lodestar is a recipient of federal funds, including federal Title I, Part A funds, Lodestar has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Lodestar agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Lodestar also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

District Fee for Oversight

Pursuant to Education Code Section 47604.32, OUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Lodestar shall pay OUSD an oversight fee in accordance with Education Code Section 47613.

The District may charge for the actual costs of supervisorial oversight of Lodestar not to exceed 1% of Lodestar's state revenues, or the District may charge for the actual costs of supervisorial oversight of Lodestar not to exceed 3% if Lodestar 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.

Impact on Charter Authorizer

In accordance with Education Code 47604.3, Lodestar will promptly respond to all reasonable inquiries of the chartering agency. Lodestar recognizes the right of the chartering agency to inspect or observe any part of Lodestar at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

Lodestar agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lodestar is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lodestar.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lodestar to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lodestar's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lodestar shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lodestar. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Lodestar's operations is received by the District, Lodestar shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lodestar by law or charter provisions.

Insurance

Lighthouse Community Charter Public Schools 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.

Administrative Services

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

Lighthouse Community Charter Public Schools and Lodestar will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

External Reporting

Lighthouse Community Charter Public Schools and Lodestar will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Public Records

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

order to meet its obligations, the District shall provide the same to Lodestar in a reasonably timely manner upon request.

The District may revoke the charter of Lodestar in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Facilities

> ***Governing Law:*** *The facilities to be utilized by the school. The description of the facilities to be used by LCCPS shall specify where the school intends to locate." Education Code Section 47605(g).*

Lodestar intends to locate in the East Region of Oakland, as detailed in **Element A** under Targeted "Desired Student Population and Need."

Proposition 39 Facilities

Lodestar may seek the support of the Oakland Unified School District in securing a district owned facility through the annual presentation of a Proposition 39 request and/or under a separately negotiated long-term lease arrangement. It shall utilize California Building Standards Code compliant facilities in accordance with Education Code Section 47610.

Alternative Facilities

If LCCPS is not able to acquire a suitable facility through Proposition 39, LCCPS and Lodestar may seek to rent or purchase a facility. The LCCPS Board of Directors will seat a Facilities Search Team to evaluate options. LCCPS will draw upon the experience of the team used in its previous facility search, which may include but is not limited to California Commercial Investments, Starkweather and Bondy, the Rogers Family Foundation, and Board Members. Please see Executive Summary for information on Board Member expertise in Facility Acquisition and Financing.

LCCPS and Lodestar may apply for facilities financing assistance under the state's Charter School Facilities Grant Program and/or state-administered Charter School Facilities Incentive Grants such as SB740, dependent upon eligibility determined by the school's percentage of socio-economically disadvantaged students.

Facility Requirements

Lighthouse Community Charter Public Schools seeks to locate a facility that will maximize its mission and vision, providing a safe and nurturing learning environment for its students. Lodestar will require a single campus located within the boundaries of the District.

In it's opening year, Lodestar's facilities requirements include, but are not limited to, the following:

- 20,000 Square Feet of classroom and indoor space for a minimum of:
    - 14 classrooms (10,000 square feet)
    - 5 Offices (2,000 square feet)
    - Bathrooms for boys, girls, and staff (750 square feet)
    - Multi-Purpose Room (2500 square feet)
    - Storage and Server Rooms (1000 square feet)
    - Staff Room (750 square feet)
    - Conference Room (500 square feet)
    - Open Space (2500 square feet)
- One Acre of outdoor space

At full build-out, the facility anticipates the need for a 70,000 square foot facility.

Facility Safety

As outlined in **Element F**, the charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Please see **Element F** for all applicable assurances.

In the event Lodestar does not secure a facility from OUSD, it shall secure a site and shall provide OUSD a Certificate of Occupancy and proper clearances, as applicable to Lodestar, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

Attendance Accounting

LCCPS and Lodestar will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

Reporting

Lodestar will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

Potential Civil Liability Effects

***Governing Law*:** *Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Lighthouse Community Charter Public Schools and Lodestar agree to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

LCCPS and Lodestar agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Lodestar shall be operated by Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to Lodestar operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of Lodestar or for claims arising from the performance of acts, errors or omissions by Lodestar if the authority has complied with all oversight responsibilities required by law. LCCPS and Lodestar shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SFUSD shall not be liable for the operation of Lodestar.

The corporate bylaws of LCCPS shall provide for indemnification of LCCPS's Board, officers, agents, and employees, and LCCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of LCCPS.

The LCCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter

Term

The term of this charter shall begin July 1, 2016 and expire five years thereafter on June 30, 2021, in accordance with OUSD policies.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. Lodestar must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Amendments

Any amendments to this charter shall be made by mutual agreement of the LCCPS Board of Directors and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCPS Board of Directors. The district and Lodestar agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications

All official communications between Lodestar and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Director of Finance and Operations, Lighthouse Community Charter Public Schools
Lighthouse Community Charter Public Schools
444 Hegenberger Road
Oakland, CA 94621

Oakland Unified School District
1025 Second Ave.
Oakland, CA 94606

Element R. OUSD Fall Call Addendum

Quality School Development Pillars

The District considers these pillars to represent a sound educational program, as outlined in Charter Law.

Figure R.1: Quality School Development Pillars

PILLARS	Elements of proposal that align to Pillars. (Bulleted format only)
1. Educator Development and Pipelines – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	● **Highly Qualified Educators and Leaders-** Teachers at Lodestar are Highly Qualified under ESEA and are authorized to serve English Language Learners. Lodestar leaders have extensive experience teaching and leading in urban, high-need populations. **(A.31-35; E.1-6**) ● **School Governance-** Lodestar is led by a highly-effective and established Board of Directors and an Organizational Leadership Team with representation from key leaders across LCCPS, including those in instructional and operational leadership roles. Lodestar is also guided by committees that incorporate community, family, and teacher voice, such as the Parent Advisory Committee. (**D.1-4**) ● **Shared Leadership-** Lodestar encourages and supports teacher leadership across the school to spread teachers' expertise amongst staff, to provide multiple spaces for teacher voice in decision-making, and to strengthen our community of professional learning through structures such as the Instructional Leadership Team, Vision Keepers, Model Classrooms, and Professional Learning Leaders. (**A.35**) ● **Professional Learning Community-** Teachers and Leaders at Lodestar engage in consistent data-driven professional development throughout the year as members of a professional learning community. This is achieved through PLC and data group meetings, observation, coaching, and mentoring, and dedicated time for individual and collaborative professional learning. Teachers receive 16 additional days of professional learning in addition to built-in structured collaboration time on Wednesdays. (**A.31-35; B.8**) ● **Developing Talent-** Through our partnerships with Teach for America, the REACH Institute, and New Leaders for New Schools, LCCPS supports the talent development and professional achievement of its staff. Through the teacher pipeline pilot with the REACH Institute, LCCPS has supported 8 educators in earning teaching credentials, 4 educators in earning a Master's of Teaching in Education and 7 educators in earning their administrative credential through our partnerships. We have also served as a year-long residency site for 5 Principal Fellows as they earned administrative credentials through the New Leaders program. (**Executive Summary; ii.7**)
2. Strong School Culture –	● **School Mission-** The mission of Lighthouse Community Charter Public Schools (LCCPS) and of Lodestar is to prepare a diverse, K-12 student

The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.	population for college and the career of their choice by equipping each child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. **(A.1-2)** ● **Expanded Definition of Student Achievement-** Every child must be held to clearly articulated, high expectations for achievement, which we define as having three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work. Students are supported in tracking their progress, setting goals, and celebrating success in all three dimensions, guided by standards-based learning targets, college readiness habits, and character and mindset goals. A comprehensive set of benchmark and interim assessments provide "just in time" achievement data to plan and support reflections. **(A.49; B.2-10**) ● **Knowing Students Well-** Students at Lodestar are known well and supported by adults. The structure of Crew allows for relationship and community building, academic progress monitoring, and character development. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping, community meeting) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members. (**A.37; A.43-48; B.8-9**) ● **Families as Partners-** Families play a crucial role in establishing a strong school culture at Lodestar by participating in quarterly ILP (Individualized Learning Plan) meetings where they play an active role in monitoring student progress, setting goals, and reflecting on strengths and areas of growth. Families engage further by attending celebrations of learning and invitational events, and sharing their voice through the Parent Advisory Committees. Families partner closely with Crew leaders to meet student needs. (**A.15; A.27-31; B.8-9**) ● **Character and Mindset-** Students are actively supported in developing and demonstrating performance character traits (executive functions such as perseverance and responsibility), relational character traits (interpersonal and ethical values like respect and compassion), and "mindsets for agency" (a habit of heart and mind with student agency, self-direction, and discovery at the core). (**A.11-14; B.7-8; C.3**) ● **Fostering a Community of Learning-** A safe community of learning is particularly important at Lodestar given that our model reflects the self-directed nature of learning, allowing students to explore and discover sometimes on their own, sometimes with others, and sometimes at their own pace. Without a safe and positive school climate, children cannot engage in independent exploration and discovery that reflects Lodestar's focus. To foster this climate, Lodestar sets universal expectations for student behavior, provides guided instruction and modeling for meeting

	expectations, treats student misbehavior as a learning opportunity, and uses restorative justice practices to resolve conflict. (**A.11-12)**
3. Increased Time on Task - Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.	● **Personalized Playlists-** Our model is designed to be flexible and responsive to student needs while building student agency. Each day, students receive their own individualized "playlist" for the day; a schedule of their learning experiences. Following their playlists, students move between the Core Components in various configurations; selecting the pace, place, people, and path to drive their own optimal growth and increase time on task, picking projects that interest them, transitioning between group and individual learning, and receiving intervention, extension support, and enrichment as needed. **(A.17; A.36-37**) ● **Competency-Based Learning Structures** - Our model enables students to work through ELA, math, and ELD standards at their own pace rather than follow a class-based timing progression. Student engagement and productivity improves when their learning experience is personalized according to one of the following levers: pace, place, path, people, and voice. **(A.53-57**) ● **Instructional Minutes-** The proposed calendar for 2016-17 includes 178 instructional days, 3 more than the required 175 days for charter schools. In 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). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 p.m. on Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5. **(A.7-9**) ● **Professional Learning Time-** Teachers of LCCPS and Lodestar have an additional 16 days of professional development and 6 days of conferences with families built into the school year on an annual basis, for a total of 200 contracted days. There are an additional five days of stipended professional development in the first year of operation for all teachers, and for teachers new to the school on an annual basis. Wednesdays are early release days to provide teachers with time to collaborate, meet in Professional Learning Communities, and receive targeted professional development. **(A.7**) ● **Extended Learning Time-** As funding allows and community needs dictate, a free extended learning program is provided that allows students to stay after school to continue to work on self-directed projects, participate in additional enrichments, have access to dinner, and complete work with access to tutors and materials. (**A.37**)
4. Rigorous Academics - Effective schools ensure teachers have access to foundational	● **Authentic Curriculum with an Impact-** Curriculum at Lodestar is culturally responsive, inquiry-based, academically rigorous, and designed to support students in developing the skills and content mastery necessary to create high quality work that solves an authentic problem in their

documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.	community. Students work closely with complex texts across disciplines. (**A.49-53; B.4-7**) ● **Standards-Based Curriculum Maps-** Teachers and leaders at Lodestar work together to ensure that a set of school-wide, standards-based curriculum maps act as the foundation for all planning and instruction. The maps incorporate all required academic and performance content standards, such as the Common Core State Standards, the California State Standards, and the Next Generation Science Standards, as well as college readiness and character and mindsets targets, and are revised as needed over time. The maps describe a vertical sequence of learning expeditions and projects, and they define the key content and skills that need to be mastered at each grade level and discipline. The maps guard against unnecessary repetition of content across grades and ensure appropriate repetition of skills and concepts. (**A.21, A.38**) ● **Student Engaged Assessment-** A system of interrelated practices are used that position students as leaders of their own learning, including checking for understanding; using data with students; modeling, critique, and descriptive feedback; Individual Learning Plan Meetings; celebrations of learning; portfolio-based assessment; standards-based grading; and learning targets. Quality assessments are crafted and aligned with standards-based learning targets, in order to collect meaningful, accurate, and timely information about student learning. Teachers are well-versed in the methods of assessment and select the best method based on the type of learning target they are assessing. In addition, they use standards-aligned criteria lists and rubrics to support quality work during the learning process and guide reflection and evaluation. (**A.25; A.54; B.4-5; C.1-9**) ● **Data-Driven Planning-** Teachers consistently use multiple sources of data to reflect on student progress towards mastering targets, revise students' individualized playlists, differentiate instruction, and engage in goal-setting with Crew members. Students complete interim assessments three to four times a year, and benchmarks continuously throughout the year to track their progress on mastering clusters of standards. Teachers use this data, among other data sources, to provide scaffolding and differentiation, to meet the needs of students with special needs, and to develop re-teaching plans for students who need additional support. Response to Intervention procedures are also highly data-driven to guarantee all students access to the curriculum that meets their needs. (**A.34; A.66-92**)
5. Linked/ Personalized Learning - Students will be exposed throughout a K-12 program to different educational options that go beyond the "four walls" of the school in effective	● **Personalized Learning-** Lodestar is committed to the principles of personalization- autonomy, mastery, and purpose- and to supporting students in mastering rigorous content and character standards through personalization of pace, path, people, and place. Students master content and skill standards at their own pace through Competency-based Learning Time, and create high quality, authentic work during Self-directed Learning Times. From the earliest years, students are supported in identifying their learning styles, passions, interests, and strengths, and capitalizing on them to succeed. See "Personalized Playlists" in Pillar 3 for additional information. (**A.53-57**)

schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.	● **High Quality Work with Impact-** Two Core Components of the model- Expeditions and Self-directed Learning Time- are uniquely crafted to support students in creating high quality work that has a positive impact on their community. Students engage in deep, rigorous studies of complex text, answer essential questions about real-world problems, participate in community learning through fieldwork and experts, and design authentic solutions to the problems they encounter. Students share their work and receive feedback from authentic community audiences. Through this work and interaction with professionals, students are explicitly exposed to and guided through an authentic exploration of careers and college paths. For example, students engaged in an Expedition on green building will interview, share work with, and receive feedback and training from professional environmental engineers, architects, contractors, and community organizers. (**A.49-53; B.6-7; C.6**) ● **College and Career Exploration and Support-** Lodestar supports students and their families in navigating the process of exploring and applying to college and career. Crew leaders help students make strong course and playlist selections that are connected to college and career aspirations, monitor progress toward academic and character learning targets, and collaborate closely with the College Adviser and Internship Coordinator and families to help students choose colleges and navigate applications for admission, financial aid, and scholarships. Crew leaders invite guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges, and foster connections between students and local internships, mentors, and apprenticeships, promoting career exploration and character development. In addition, Lodestar supports the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to a select group of students through a partnership with Beyond 12. Linked Learning partnerships are on the research and development agenda for the establishment of the high school program. (**A.11; A.43-44)**

Community Input

*The petition should explain and provide evidence of **community outreach**, including the methods used to inform the public of the petition, strategies used to **collect feedback** on the petition, the form and nature of the feedback, **the process for incorporating that feedback into the petition**, and the extent to which the feedback was incorporated into the petition. Applicants provide "evidence" of the outreach efforts and input received. **Evidence** of outreach includes fliers, emails, transcriptions of comments and testimony, newspaper postings.*

Community Outreach Methods

Community outreach is a hallmark of LCCPS schools. This is reflected in the strategies we use to partner with families (which can be found in more detail in **Element A**) and in the important and authentic roles that families play at LCCS. It is also reflected quantitatively in the demand for our model, with 560 new applications in the 2015-16 school year at LCCS.

Lodestar continues this intentional focus on community outreach. We have invested in and hired two community organizers, signaling our intention to gather input from the community and to find and engage families, both as meaningfully interested parents and as founding families (described in **Element H**). **Figure R.2** contains the Community Organizer Job Description, which describes the responsibilities and competencies associated with the role. Please find more information about our community organizers in the section on the Lodestar team in **Element A**.

Figure R.2: Community Organizer Job Description

Job Announcement

Community Organizer - Lighthouse Community Charter Public Schools

About Lighthouse Community Charter Public Schools

Founded in 2002, Lighthouse Community Charter Public Schools operates a high-achieving K - 12 public charter school serving 740 students in East Oakland. With a vision of transforming our community through powerful, life-changing education, Lighthouse will increase its impact in East Oakland as we open two new schools - one in 2015 and one in 2017 - serving low-income students and their families. Because we believe that education has the power to lift generations out of poverty, our mission is to prepare students for college and career of their choice. We believe that all students must be held to high expectations, families and the school must work together to serve the whole child, and that teachers must be constant learners. While our school is focused on K - 12, our reach extends to younger students through our pre-K program and older students through our postsecondary alumni support programs. Lighthouse exists to counter the dismal education trends for low-income students and students of color in Oakland, where the drop-out rate is 25%. Lighthouse is a model for what a high quality community school looks like and our results can testify. 95% of our graduates are accepted to four-year colleges. Learn more at www.lighthousecharter.org

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Community Organizer - Roles and Responsibilities

The Community Organizer will be a pivotal community leader as Lighthouse works to realize its vision of opening two additional schools in East Oakland, increasing our impact from 740 students reached to 2100 students over several years. Two part-time community organizers will be hired to work in collaboration. Ideally, one community organizer is Spanish bilingual. The Community Organizer will bring a community-focused approach to building relationships with other parents, foster productive relationships amongst parents and school administration and teachers, and forge partnerships that will benefit students and families. Additionally, the Community Organizer needs to have the potential to grow into a capable parent leader who clearly communicates with all school constituents and external partners, is creative in finding solutions to long-term and day-to-day issues, and who demonstrates the school's guiding principles as s/he works with the school community. All of this is in service of the schools' mission, ensuring that every child achieve college and the career of his or her choice.

Key Responsibilities.
The Community Organizer will:

- Raise awareness of Lighthouse Community Charter Public Schools and its expansion plans
- Plan and execute community building events that serve the community while raising awareness
- Build community amongst parents across racial, ethnic, cultural, and socio-economic lines
- Coordinate and lead founding parent group
- Facilitate, recruit, and participate in monthly parent education events
- Represent the voice of parents to school leadership and to external stakeholders
- Mobilize the parent community to take positive, purposeful action to improve the lives of children, youth, and families in East Oakland

Required

- Experience with grassroots organizing
- Demonstrated understanding of issues facing urban communities, specifically East Oakland
- Excellent oral and written communication, collaboration, initiative, and leadership skills
- Ability to work with a variety of school stakeholders from staff to volunteers to families and students
- Warm, congenial, and able to maintain cooperative working relationships

Preferred

- Proficient in google apps and basic computer use
- An AA or Bachelor's Degree

Compensation and Time Commitment - This is a part-time position, approximately 20 hours per week. Schedule is flexible and will require both daytime and evening availability. Salary will be commensurate with experience.

Reports To: Director of Strategic Development, Lighthouse Community Charter School

TO APPLY:
Interested candidates should submit to Director of Strategic Development:

- Resume
- Cover letter describing why you are an optimal fit for this position, and

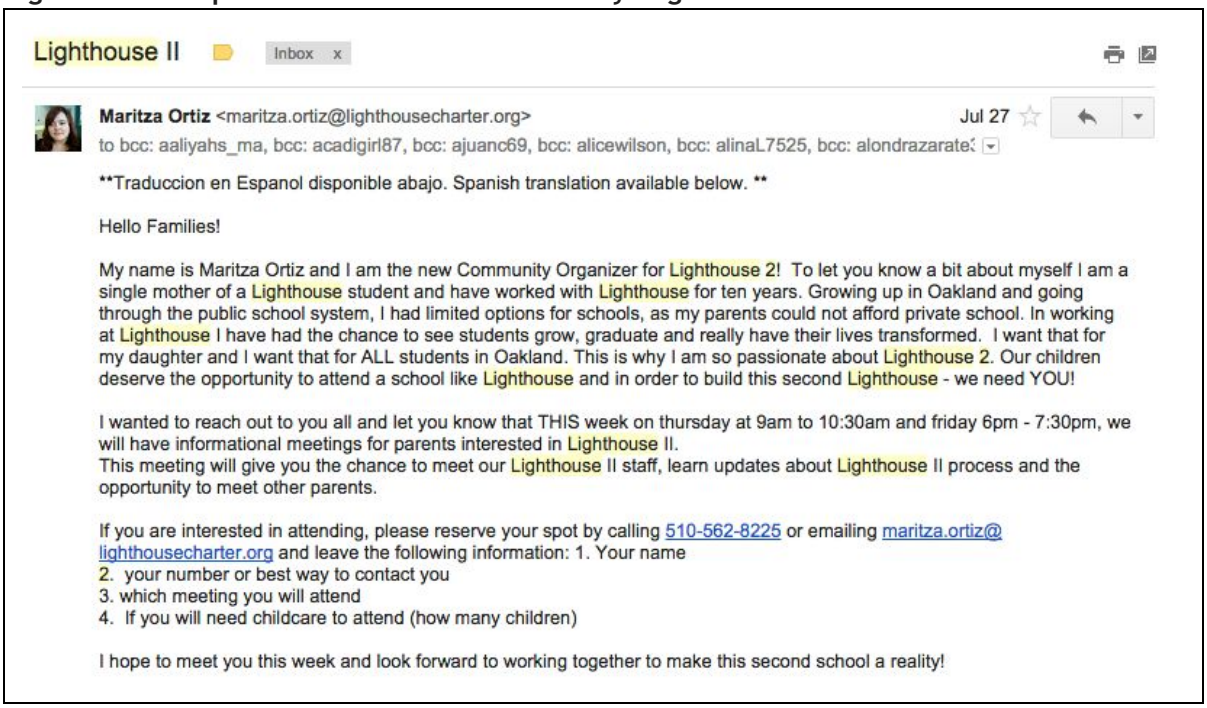
- Three References

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site. Application materials should be submitted to Anna Martin at anna.martin@lighthousecharter.org

Lighthouse Community Charter School is an equal opportunity employer committed to diversity at all levels. People of color are strongly encouraged to apply.

In preparing to submit our petition, our community organizers have done outreach in a variety of ways. Evidence of this outreach includes emails (included as **Figure R.3**), inviting our community to engage in naming Lodestar (included as **Figure R.4**), and in distributing information flyers to invite families to attend Lodestar information sessions (Included as **Appendix 3**). Since the beginning of August 2015, our community organizers have facilitated 6 information sessions for prospective families, with regular information sessions scheduled up to and through our enrollment period.

Figure R.3: Sample Emails Between Community Organizers and Families



Lighthouse II Inbox x

Maritza Ortiz <maritza.ortiz@lighthousecharter.org> Jul 27

to bcc: aaliyahs_ma, bcc: acadigirl87, bcc: ajuanc69, bcc: alicewilson, bcc: alinaL7525, bcc: alondrazarate

**Traduccion en Espanol disponible abajo. Spanish translation available below. **

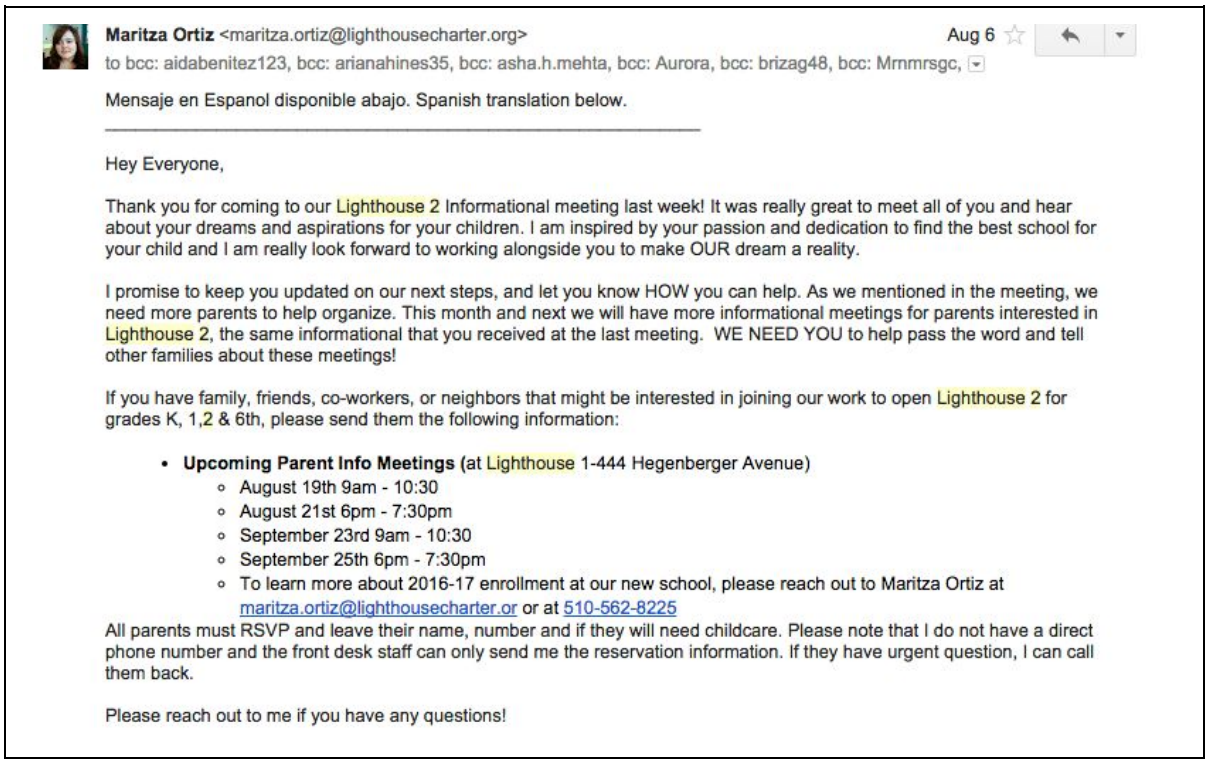
Hello Families!

My name is Maritza Ortiz and I am the new Community Organizer for Lighthouse 2! To let you know a bit about myself I am a single mother of a Lighthouse student and have worked with Lighthouse for ten years. Growing up in Oakland and going through the public school system, I had limited options for schools, as my parents could not afford private school. In working at Lighthouse I have had the chance to see students grow, graduate and really have their lives transformed. I want that for my daughter and I want that for ALL students in Oakland. This is why I am so passionate about Lighthouse 2. Our children deserve the opportunity to attend a school like Lighthouse and in order to build this second Lighthouse - we need YOU!

I wanted to reach out to you all and let you know that THIS week on thursday at 9am to 10:30am and friday 6pm - 7:30pm, we will have informational meetings for parents interested in Lighthouse II.
This meeting will give you the chance to meet our Lighthouse II staff, learn updates about Lighthouse II process and the opportunity to meet other parents.

If you are interested in attending, please reserve your spot by calling 510-562-8225 or emailing maritza.ortiz@lighthousecharter.org and leave the following information: 1. Your name
2. your number or best way to contact you
3. which meeting you will attend
4. If you will need childcare to attend (how many children)

I hope to meet you this week and look forward to working together to make this second school a reality!



Maritza Ortiz <maritza.ortiz@lighthousecharter.org> Aug 6

to bcc: aidabenitez123, bcc: arianahines35, bcc: asha.h.mehta, bcc: Aurora, bcc: brizag48, bcc: Mrnmrsgc,

Mensaje en Espanol disponible abajo. Spanish translation below.

Hey Everyone,

Thank you for coming to our Lighthouse 2 Informational meeting last week! It was really great to meet all of you and hear about your dreams and aspirations for your children. I am inspired by your passion and dedication to find the best school for your child and I am really look forward to working alongside you to make OUR dream a reality.

I promise to keep you updated on our next steps, and let you know HOW you can help. As we mentioned in the meeting, we need more parents to help organize. This month and next we will have more informational meetings for parents interested in Lighthouse 2, the same informational that you received at the last meeting. WE NEED YOU to help pass the word and tell other families about these meetings!

If you have family, friends, co-workers, or neighbors that might be interested in joining our work to open Lighthouse 2 for grades K, 1,2 & 6th, please send them the following information:

- **Upcoming Parent Info Meetings** (at Lighthouse 1-444 Hegenberger Avenue)
  - August 19th 9am - 10:30
  - August 21st 6pm - 7:30pm
  - September 23rd 9am - 10:30
  - September 25th 6pm - 7:30pm
  - To learn more about 2016-17 enrollment at our new school, please reach out to Maritza Ortiz at maritza.ortiz@lighthousecharter.or or at 510-562-8225

All parents must RSVP and leave their name, number and if they will need childcare. Please note that I do not have a direct phone number and the front desk staff can only send me the reservation information. If they have urgent question, I can call them back.

Please reach out to me if you have any questions!

Figure R.4: Invitation for Community to Participate in Name Design Challenge

Subject: Name the New Lighthouse School Design Challenge!

Dear Lighthouse community,

We're writing to you to let you know about an exciting design challenge opportunity to name the new school! As you may know, Lighthouse is opening a new school in the fall of 2016 (for more information about the new school including our application process, click here). It's important to us that our new school symbolize who we were, are, and want to become, and to that end, we want our name to come from you!

How does the Design Competition Work? We are asking for ideas submissions from everyone who is part of our Lighthouse community - students, alumni, parents and families, staff, and supporters. Your ideas will be submitted to a panel of judges (made up of student, alumni, family, and staff representatives) who will pick the school's new name!

When is my Submission Due? All ideas are due by midnight on Wednesday, August 19.

What Criteria do I Need to Consider? Your suggestion for our school's name should be rooted in our beliefs and values. Your suggestion should:

1. honor our neighborhood (East Oakland, Oakland, East Bay…);
2. recognize our mission and our values
3. Connect us to the Lighthouse Community Charter Public Schools Brand: Needs to sound good, be catchy and memorable in this format: "Lighthouse - 'Blank' Campus"

How do I Submit my Idea? Fill in this form or come on to campus and drop your idea into one of the boxes set-up at the reception desks by August 19th!

Thanks, and we can't wait to hear all of your ideas!!

Strategies Used to Collect Feedback on the Petition

Given the intense demand for the LCCPS model, the design team could have worked to make Lodestar a carbon copy of LCCS. Instead, we chose to build on our 13 years of learning in operating two highly successful charter schools and focused our efforts on identifying our model's strengths and areas for growth.

As a result, we started by doing outreach with the people who know the LCCS model best − students, families, and teachers at LCCS − to find out more about our user needs and experience and to make model revisions based on this information. We then brought our revised thinking to future community members for further feedback and revision.

Needs Finding Process (Students, Teachers, Parents)

Between March 27, 2015 and May 1, 2015 the Lodestar design team conducted a needs finding process to identify our users' needs around personalization. This work occurred prior to any model design to allow the Lodestar design team to make our model responsive to identified

needs. Completing this work prior by May 1 also allowed us to pilot some strategies to respond to these needs with LCCS students prior to the end of the 2014-15 school year.

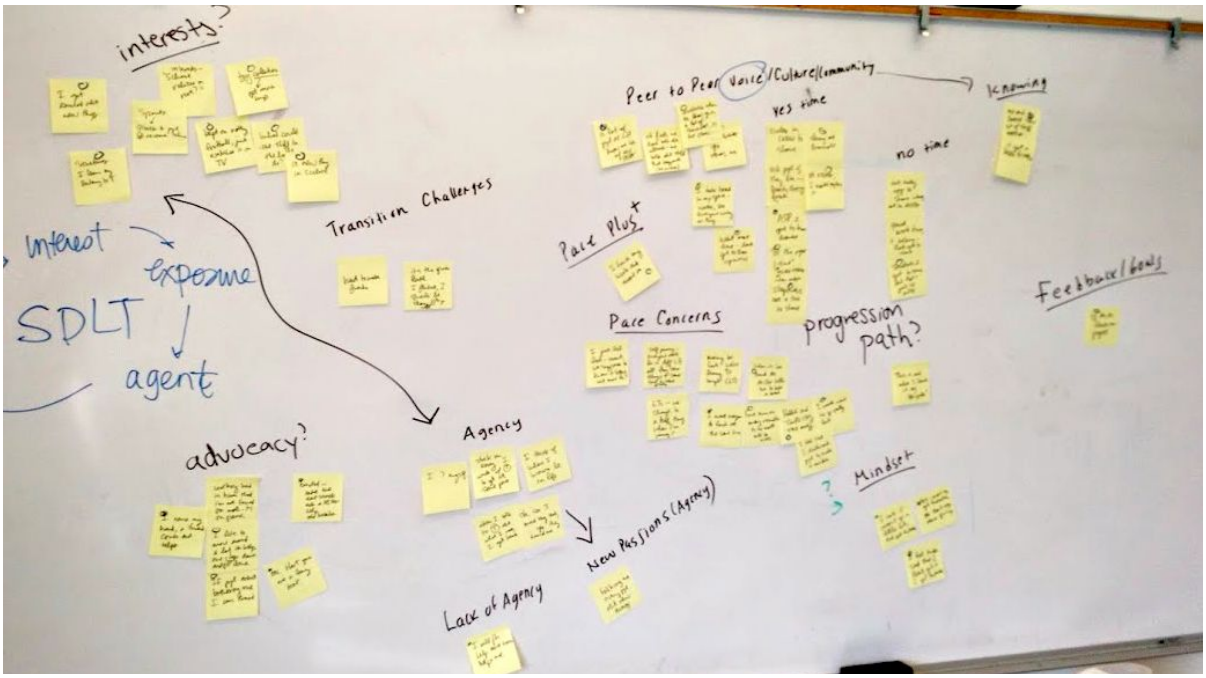
This process had several steps:

1. **Selected our interview priorities.** We focused our interviews on voice (students are aware of and voice their needs, strengths, and interests) and pace (students have some level of control over the pace of their learning). The following were our base questions for students, modified for teachers and parents to be about their students/children:
    a. How do you explore and develop new interests?
    b. When and how, if at all, do you share your personal interests, strengths, or challenges with teachers and peers in school?
    c. How do you feel about this? Do you want more or less voice? Why? Ideally, how would you use your voice?
    d. Are you aware of your peers' strengths, needs, and interests? What makes expressing needs, strengths, and interests in school challenging?
    e. Do you ever feel like a lesson is moving too slow? What do you end up doing? What do want to do?
    f. How does it make you feel when the class moves forward before you understand the concept?
    g. When you do work on your own, what keeps you motivated and on task?
    h. How comfortable do you feel about working at your own pace? What would you be worried about? Why?
    i. What happens if you get stuck while working on something different than everyone else?
    j. Do you feel more responsibility in some classes over others to perform well? If so, why?
2. **Planned our needs finding process.**
    a. We decided which team members would take on portions of the needs finding interviews and observations.
    b. We thought about who we wanted to interview and observe to represent the full diversity of our community (example factors included: language, ethnicity, length of membership in the community, K-12 grade span). We reached out to the following community members:
        i. A first grade student (male, African American, at Lighthouse since K)
        ii. A sixth grade student (female, Latina, at Lighthouse since 2nd grade)
        iii. A 9th grade student (female, Latina, first year at Lighthouse)
        iv. A parent with a 9th grader student and a 3rd grade student
        v. A parent with an 11th grader and two alumni
        vi. Robbie Torney, Lodestar design team member (teacher at Lighthouse for 4 years)
        vii. Yanira Canizales, Lodestar design team member (administrator at Lighthouse for 2 years)

viii. Melanie S., 8th grade math (teacher at Lighthouse for 6 years)
ix. Emily S., Kindergarten (teacher at Lighthouse for 2 years)

3. **Completed interviews and observations.** Interviews were conducted in pairs. Interviews followed questions listed above. In each pair, there was one interviewer and one note taker. Notes were captured on sticky notes so that they could be grouped and sorted during the debrief process.
4. **Analyzed findings and identify needs.** Our expanded design team engaged with the work of understanding and sorting responses from students, teachers, and families. The following photograph, included as **Figure R.5**, is an artifact from that work.

Figure R.5: Needs Finding Analysis Artifact



The top needs that emerged from this exercise, across groups, included:

- needing school to build on student voice, interests, cultures, and communities
- needing school to help students identify and pursue new interests
- needing agency within classes and opportunities for advocacy to get needed support
- needing to better monitor student progress and support students accordingly
- needing opportunities for deep learning

School Visioning Ideas from Parents

At each of the the information sessions facilitated by our community organizers, we have engaged families in a high level visioning exercise where parents are asked to imagine and share features of their dream school. What would they see in the halls and classrooms? What

would they hear? What would they feel? Families then shared their vision with one another and with the larger group.

Figure R.6 presented as a synthesis of themes collected from families; **Figure R.7** presents sample parent visioning graphic organizers.

Figure R.6: Synthesis of Themes from School Visioning Activities

What parents would see	What parents would hear	What parents would feel
A clean and safe facility with lots of art and bright colors. Students that are engaged, excited, smiling and happy working with their peers and teachers. Some of the most common themes among parents: 1. Smiling children 2. Safe, clean facility 3. Parents, teachers, and students working as a team	Parents want a school where they would hear laughter, positive and academic language, and students learning. They want a school where there is communication between parents and teachers reflecting on student goals. Some of the most common themes among parents: 1. Laughter 2. Learning 3. Students, families and teachers reflecting on growth and goals	Parents want a school where they feel they are safe, that they are a part of the community and that there is love. They want a school where there is compassion for one another and feel that they are heard and are part of the team. Some of the most common themes among parents: 1. Safety 2. Love 3. Compassion

Figure R.7: Sample Parent Visioning Graphic Organizers



Community Reflection and Feedback on LCCPS School Outcomes

Last year, as part of LCCPS's review of our School Outcomes, we enlisted families, staff, and students to engage with data about how our program was meeting their needs and our mission. Data came from a wide variety of sources and included measures such as student time out of class by subgroup, staff engagement, and student academic outcomes.

Engagement took two primary forms: first, data analysis protocols, which allowed groups to understand relevant data sets and then identify LCCPS areas of strength and areas of growth, and second, focus group interviews. **Figure R.8** presents an analysis of focus group interviews with students.

Figure R.8: Student Focus Group Interview Analysis

In order to evaluate student perceptions of learning experiences at our school, we decided to hold some focus group interviews where we could ask students directly about their interactions with teachers and preparation for college during their time at Lighthouse. These focus groups were held in March, 2015 and conducted by the school's College and Career Counselor, Joshua Weintraub. There were six students in the high school focus group (grades 9-12) and nine students in the middle school focus group (grades 5-8); we did not interview students in grades K-4. Students in both the middle school and high school focus groups were selected to reflect some of Lighthouse's diversity in in terms of gender, ethnicity, time at the school, and academic success.

Overall, these focus group interviews indicate that students at Lighthouse have positive perceptions of their teachers and the education they are receiving at our school. Several students in both groups, for example, spoke out about their appreciation of teachers' high standards at Lighthouse. In the words of high school senior, Hector Hernandez, "Something I like about Lighthouse is that teachers like to challenge you in every subject." Students in both groups also expressed the supportive and personalized nature of student-teacher relationships at Lighthouse. As 10th grader, Christian Thomas, put it: "Not only do my core teachers help prepare me, it's the staff as a whole. We have our teachers who know about our learning abilities, but then you have your case manager, your principal, even our guidance counselor. Every staff member at Lighthouse prepares you. Whether it's a check in to ask about your day or how you are doing, everything at Lighthouse benefits (you). Your teachers prepare you by setting high expectations... Coming from my previous school, there were times that teachers didn't even know half the kids names, where at Lighthouse almost every staff (member) knows almost every child in the school. Those relationships help."

In terms of preparation for college, career, and life success, students talked somewhat about the importance of academic standards at Lighthouse (such as writing and math) but more expansively about some of the "soft" skills taught at our school, such as the school's Guiding Principles (responsibility, communication, and reflection to name a few). Organization, time management, and self-advocacy were other skills students discussed learning at Lighthouse that they felt were preparing them for life after high school. To quote 11th grader Vidal Garcia, Lighthouse "has helped me stay organized... to know where to keep my work, to check in with teachers... to turn in work before the deadline, since in my grade we're no longer allowed to revise our work. I think these skills are really helpful for college."

Finally, the students articulated that they felt that Lighthouse's standards-based grading system and bi-annual passage requirements were also helping prepare them for college, career and life success. As 6th grader Sheila Cordova put it, "Passage prepares you for real life. When you want to apply for a job you need to provide evidence. Passage is like that."

Reflecting on student perceptions of teaching and learning at Lighthouse, it is clear that students value what they are learning here, who their teachers are, and how they are assessed. Less clear from these focus group interviews is the extent to which students understand the level of performance required of them for college, career, and life success, though this may be an indication of the specific questions asked of them rather than an accurate measure of their understanding.

Focus groups and data analysis protocols produced clear implications for the LCCPS, the Lodestar model, and the Lodestar petition. Above, students reflect on the power of Crew (our advisory structure), close relationships, and character development, providing one data sample that demonstrates how important those structures are at LCCPS and will continue to be at Lodestar. Focus groups and data analysis protocols have also prompted shifts in the Lodestar petition, including a focus on Competency-based Learning to help students understand and attain required performance levels and Self-directed Learning and a renewed focus on Learning Expeditions growing out of data around student engagement.

Process for and Extent of Incorporating Feedback into the Petition

As demonstrated in the sections above, Lodestar has done extensive work to engage with the community and to solicit and incorporate feedback from the community into our petition on the front end: the Lodestar petition has been written to reflect our learnings from our needs finding work, our family visioning work, and our LCCPS school outcomes analysis.

There have also been a number of additional opportunities for community constituencies to provide feedback on the actual petition. These include:

- Previewing our petition with the LCCPS Board of Directors, the LCCPS Governance Committee, and the LCCPS Academic Accountability Committee, and making substantive revisions to **Elements A, B, C**, and **H** based on their feedback.
- Close contact with the OUSD Office of Charter Schools and OUSD administration around OUSD Priorities, including collective MPOs and the 2015 Fall Call for Quality Schools, which produced substantive revisions to **Elements A, B, C** and **Addendum R**.
- Presentation of **Element A** to meaningfully interested families, with substantive revisions based on their feedback taking place between August 26 and September 9 (see Family Feedback Session on Draft Element A).

Plans for Family Feedback Session on Draft Element A

Substantive revisions were made to **Element A** of the charter petition following a Family Feedback Session held at LCCS on Wednesday, September 2, 2015. In the section below, we detail the plans for capturing family input and feedback during this Family Feedback Session. **Figure R.9** represents the School Design Team's invitation to interested families to attend the Feedback Session in person. **Figure R.10** is the agenda that was followed during the presentation. **Figure R.11** is a sample of the dilemmas shared in the Family Feedback Session.

Figure R.9: Invitation for Families to Attend Feedback Session on Element A

Subject: Lighthouse 2 Update

Hello families!

We have been so excited that you have attended one of our Lighthouse 2 informational meetings and because of your interest in our new school we are inviting you all to come next wednesday September 2nd from 6pm to 7:30pm, with our first draft of the petition completed and prior to submitting, we would like to share with you our current thinking and hear YOUR feedback so that we can make our petition stronger. Your voice and opinion is important to us in this process and we look forward to seeing you next week!

Please join us and RSVP by September 1st 2015 by emailing Antinnea Skipwith at antinnea.skipwith@lighthousecharter.org

We will see you soon!

Hola familias!

Hemos estado muy emocionados de que ustedes asistieron a una de nuestras reuniones informativas de Lighthouse 2 y debido a su interés en nuestra nueva escuela le estámos invitando a todos a venir el próximo Miércoles 2 de septiembre 6:00pm-7:30pm, con nuestro primer plan preliminar de la petición completado y antes de entregarlo, nos gustaría compartir con ustedes nuestro pensamiento actual y escuchar sus comentarios para que podamos hacer nuestra petición más fuerte. Su voz y su opinión es importante para nosotros en este proceso y esperamos verlos la semana que viene!

Por favor reserven su espacio antes del 1 de septiembre mandando un correo electronico a' maritza.ortiz@lighthousecharter.org

Nos vemos pronto!

Figure R.10: Family Feedback Session Agenda

Family Feedback Session
September 2, 2015, 6-7:30pm

Objective: To share initial thinking about the "why and how" of the L2 model, to collect parent feedback about the model's design, and to brainstorm parent input as to what supports students and families will need to achieve success through this model.

Agenda

What	How	Who	Time
Welcome	Connector activity, Introductions, Share purpose	YC	10 min
School Design Dilemma	In groups of 4, parents will read about a sample dilemma facing students in schools today. They will then brainstorm ways to solve this dilemma through	BZ (English) and YC	10 min

Warm-Up	school design.	(Spanish), in groups of 4	
Presentation	Parents will watch a 7-minute video (in Spanish and English) on the draft of the new school model.	YC, BZ, AS, LE support	10 min
Revisit Dilemma	Parents will return to their dilemma small group and discuss the following: - What is NEW about the model? - What, specifically, is the model doing to solve your dilemma? - What else can the module do to solve your dilemma?	YC facilitates	15 min
Share-out Connections	1 reporter from each team will share their team's thoughts while the presenters scribe for the whole group. After share-out, the presenter will facilitate a brief conversation around clarifying questions.	BZ facilitates, YC scribes	10 min
Parent Input on Model	Each parent will receive post-its in 3 different colors. In pairs, parents will write one note on each post-it for the following: - What supports do you imagine your child needing to be successful in our model? - What supports do you imagine needing as a parent? - What excites you about this model? As post-its are added to the 3 columns, presenters organize the post-its into clusters by main idea or theme.	YC facilitates	10 min
Share synthesis of responses	Presenters share-out the main themes they are seeing in the post-its and ask for any additional clarification of the ideas shared.	YC facilitates, BZ scribes	10 min
Update/Next Steps	Presenters share an update on petition timeline and home visits, as well as any revision work that will occur based on this family feedback session.	AS and YC	5 min

Figure R.11: Sample School Design Dilemmas

School Design Dilemmas

Read the dilemma below aloud. Then in your small groups, brainstorm possible ways to proactively solve this problem. Think about the following:

- What does your student need in order to avoid or solve this dilemma?

- What structures can the school administration put in place to avoid or solve this dilemma?
- What support might the teacher need in order to avoid or solve this dilemma?

Dilemma 1: My child comes home sad because he doesn't feel connected at school; he shares that he doesn't have any friends and that he thinks his teachers don't like him.

Dilemma 2: My child often told me school was boring because it was too easy and the pace was too slow. Then, when he went to his first year in college, he struggled in most of his classes because he wasn't prepared.

Dilemma 3: My child often comes home crying because much of school is too hard for her. I like her teacher and know she's trying her best, but with 32 students in the class, I know my daughter isn't getting the attention she needs to improve her basic skills and achieve success.

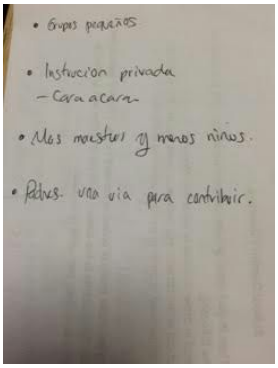
Dilemma 4: My daughter told me she was passing her classes but was retained at the end of the year. We were all shocked, including my daughter; we couldn't help her because we had no idea she was struggling!

Dilemma 5: My child does the minimum to get by and seems to not truly care about his work. He throws his projects away after he completes them and rarely offers to help out around school, home, or the community, unless he's forced to. I think he's trying to impress his friends.

Input Gathered During Family Feedback Session

In the section below, we capture the family input and feedback shared in the Family Feedback Session on September 2, 2015. **Figure R.12** is a transcription of family input from the first activity where families were asked to discuss common dilemmas facing students and brainstorm solutions to these dilemmas.

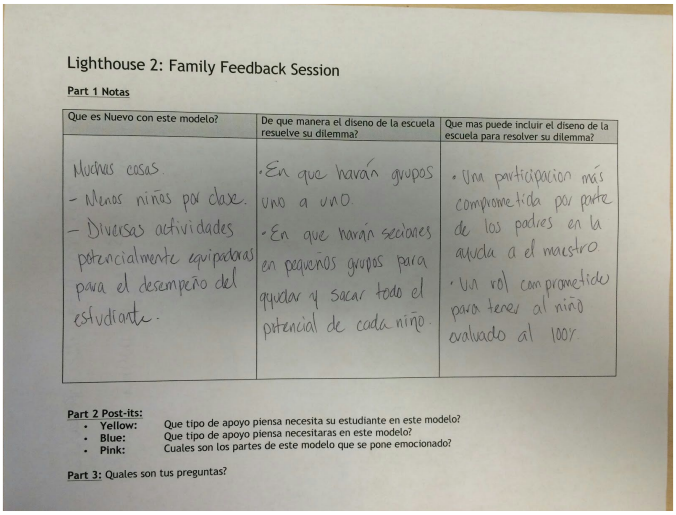
Figure R.12: Capturing Family Input- Solving Dilemmas

Dilemma	Parent Input
"My child often comes home crying because much of school is too hard for her. I like her teacher and know the teacher is trying her best, but with 32 students in the class, I know my daughter isn't getting the attention she needs to improve her basic skills and achieve success."	-small groups -private, face-to-face instruction -more teachers and fewer students -giving parents a way to contribute -information about what kids are learning on a daily basis so parents can help at home -small groups with kids on their level -support after school -school should feel more like college with small seminars and opportunities for office hours 

"My daughter told me that she was passing all her classes, but at the end of the year, she was held back a year. We were all surprised - including my daughter. We didn't know to try to help her because we had no idea she was struggling!"	-clarity around what it means to pass a class -what did communication look like between teachers and parents? were there report cards? -hold meetings with parents and teachers to discuss progress -set contracts/improvement plans for students who are struggling -need to establish trust among teachers and families through strong and regular communication
"My son sometimes told me he was bored at school and that his classes were too easy and slow-paced. Then, when he went to his first year of college, he ended up struggling in the majority of his classes because he wasn't prepared."	-keep students busy and engaged all the time -provide advanced level course material -ensure the curriculum is rigorous -prepare students for real life -allow students to explore their interests and potential careers

After discussing these dilemmas, parents viewed an informational video about the proposed instructional model of the new school, and were asked to think about how the model solves the common dilemmas they discussed, as well as what additional elements might be added to the model to further support students and families in overcoming these dilemmas. **Figure R.13** is an example of one parent's thoughts as captured in a note-catcher, and the table **Figure R.14** captures the feedback from each note-catcher.

Figure R.13: Parent Note-Catcher (Spanish)



Lighthouse 2: Family Feedback Session

Part 1 Notas

Que es Nuevo con este modelo?	De que manera el diseno de la escuela resuelve su dilemma?	Que mas puede incluir el diseno de la escuela para resolver su dilemma?
Muchas cosas - Menos niñas por clase. - Diversas actividades potencialmente equipadoras para el desempeño del estudiante.	• En que havan grupos uno a uno. • En que haran secciones en pequeños grupos para ayudar y sacar todo el potencial de cada niño.	• Una participacion más comprometida por parte de los padres en la ayuda a el maestro • Un rol comprometido para tener al niño evaluado al 100%.

Part 2 Post-its:
- Yellow: Que tipo de apoyo piensa necesita su estudiante en este modelo?
- Blue: Que tipo de apoyo piensa necesitaras en este modelo?
- Pink: Cuales son los partes de este modelo que se pone emocionado?

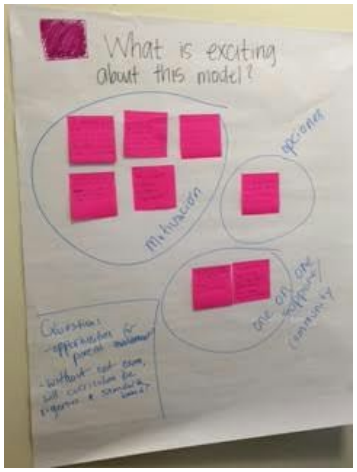
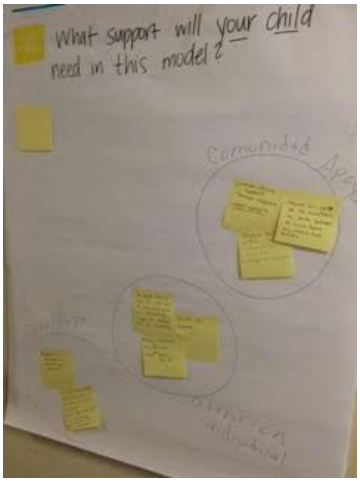
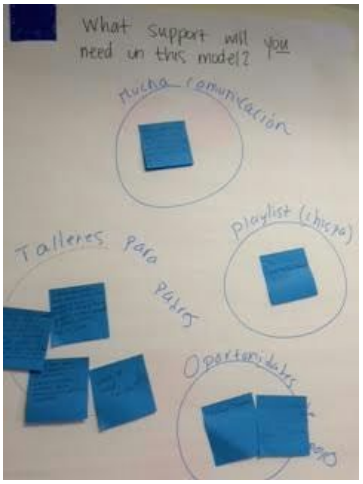
Part 3: Quales son tus preguntas?

Figure R.14: Parent Notes on Proposed Instructional Model

What is new about the model?	How does the model solve common dilemmas facing our students?	What else can the model do to solve dilemmas facing our students?
-students get new information based on how they're progressing during the school year -smaller classes -students have their own computers -one-on-one meetings -students meet with their Crew before and after -prepares them for real life -students are aware of their personal progress -everyone is working at their own pace when it comes to math and English -there are five parts of each students' day -they have a crew of 14 students -that the day starts and ends with crew is important -students are motivated because they understand how to be students -lots of things -fewer students per class -different activities students can engage in -gives students motivation and opportunities to explore their goals -based in the video and the student testimonial, I like the way the school is planned and I hoped it's completed	-Crews are only 14 students -students have the opportunity to go to their own personal computers -students have classes that pertain to their interests and keep their attention and challenge them -by having students help each other -having a well-organized schedule of classes -one-on-one tutoring for any student as needed -teachers are monitoring students' progress and communicating with parents -one-on-one groups and support -small groups to help students and make sure they reach their potential -communication with students	-have students who are more advanced serve as tutors -put children on their own level -have a night to teach parents how to help students with their work -materials to help parents support their kids in their education -obligation from the parents to help the teacher -always talk with the students -put students as tutors for classes -put students in leveled groups that don't depend on their age

Finally, after sharing their thoughts on the proposed instructional model, participants in the Family Feedback Session were invited to share their reflections and proposed additions to the model in regards to specific supports that may be necessary. Each participant was given pink, blue, and yellow post-its and asked to write one comment on each, coded by color, as is demonstrated in **Figure R.15.** As parents placed their post-its on the corresponding chart paper, the Design Team clustered their comments by theme and topic, then facilitated a conversation around the common ideas and suggestions.

Figure R.15: Parent Input on Instructional Model

What is most exciting about this model- what would you like to share with the community?	What support will your child need in order to be successful in this model?	What support will you and your family need in order to be successful in this model ?
		
-students are active every day and doing work they think is interesting -it covers many areas of learning and will keep my child focused and eager to learn -for me everything is perfect the way it's prepared; it's what my child needs to be successful -having my child see his progress and be happy in his classes -the effort the school puts on students! -the different types of science studies -the one on one tutoring and the Crew before and after school -that my child has his own tutor and kids can progress at their own pace	-parents/family support -teacher support -peer support -have the support of a teacher who makes his classes easier -have the support of teachers working as a team -help every day and calling me to help him make sure he has what he needs -one on one tutoring -more reading material -one on one help -help with the motivation to learn how to be a student -a lot of patience from her teachers (she can get distracted)	-the best help I can receive is regular communication about my daughter's progress -what my child is always kept engaged -teacher's support -chances to be engaged as a volunteer at the school -a math and English workshop night where parents are taught or have an insight to what is being taught to their student to ensure better help at home -I've always faced the obstacle of not speaking English so I want support in Spanish about what this new model means for my child -how I can help them in their education and to develop as students -how I'll be able to help my student

Summary of Family Feedback and Model Revisions

The Family Feedback Session on September 2, 2015 generated feedback on the instructional model and suggestions for supporting students and families with their transition into the new model. As a LCCPS School, Lodestar has Families as Partners as one of its Design Principles. As such, families are acknowledged as key stakeholders and their feedback and input carry considerable weight. Therefore, the Design Team processed parent feedback and made corresponding revisions to the design.

Universally, the families were supportive of the proposed instructional design; all reflections about the design model were positive. However, parents made suggestions for what types of support they may need in transitioning to this new model. **Figure R.16** demonstrates a summary of the parent reflections on the model, where their reflections are in alignment with the charter petition, and their additional suggestions for support. Items marked "**NEW**" designate parent input for new structures, which have since been added to the charter petition.

Figure R.16: Summarized Family Feedback Reflected in the Model

Topic	Family Feedback Summary	Where is this Reflected in our Model?
Model Design: Personalization	My children need opportunities to learn at their own pace and to receive additional support from teachers when necessary. My children need opportunities to explore their own passions and interests and to develop their own talents.	Lodestar's model was designed to be personalized. The four core components each reflect a different type of personalization: ● Crew provides a personalized experience in which students are known well to adults and to one another. ● Learning expeditions tailor rigorous, in depth study with the passions and interests of students studying those topics. ● Competency-based learning allows students to progress through curriculum in personalized ways (pace, path, people, and place). ● Self-directed learning allows students to personalize their learning through voice and choice, studying topics and pursuing interests that may not be part of traditional school programs (exs. Minecraft,

		Architecture, Archery). More information on how Lodestar's model was designed with personalization in mind may be found in **Element A**.
Model Design: Real Work for Real Purposes	My children need opportunities to do work that matters and will prepare them for real life. They need more time with science.	Learning Expeditions are a hallmark of Lodestar instruction. These integrated units of study in History and Science allow students to do real work for real purposes. In the course of LCCPS expeditions, students have: ● studied family immigration stories in answer to the guiding question "Why does immigration matter?" Students presented their findings to the community as part of a play written to reflect the diverse immigration stories of LCCPS students; ● gone out on the Bay to capture and identify sharks, putting their scientific study and observation to real use in service of understanding the relationships between sharks and the other creatures of the Bay; ● written letters to elected Oakland officials as part of a unit of study on how writing can make change in the community. These vignettes are typical of LCCPS instruction and represent our orientation towards learning: learning is active and must involve real work for real purposes. More information about Learning Expeditions may be found in "Learning Expeditions" in **Element A**.
Model Design: Habits of Mind	My children will need support with this model. They may need support around motivation and learning to be more self-directed.	Students are supported in demonstrating the character and mindsets necessary to be successful in college and a career of their choice. Explicit character and mindset instruction is provided during

		Crew, and character and mindset targets are assessed and reflected upon during ILP meetings as one of the three dimensions in our Expanded Definition of Student Achievement. For additional information, see "What it Means to Be an Educated Person in the 21st Century" in **Element A.**
Model Design: Focus on Literacy	My children need a rigorous curriculum with reading and writing throughout the day so that they can actually be prepared for success in college.	Lodestar implements an integrated literacy curriculum that is aligned to the Common Core State Standards for English Language Arts. A Cross-Cutting Practice of the school is to integrate literacy across the content areas through the use of complex text in all classes. For more information, see "Cross-Cutting Practices" in **Element A.**
Model Design: Knowing Students Well	My children need structured spaces to get to know each other and form relationships with their teachers.	Students at Lodestar are known well by the students and adults in their learning community. Through structures such as Crew and Community Meetings, and through the use of Restorative Justice practices, students become a contributing part of their thriving learning community. See "Community of Learning" in **Element A** for additional information.
Model Design: Collaborative Teachers	My children need teachers that collaborate and work together.	Teachers as learners is one of our core beliefs at Lodestar. Time for teacher collaboration and ongoing professional development is held sacred within the model. Teacher collaboration is especially crucial given the unique learning experiences students will have on a daily basis. For additional information, see "Professional Learning Community" in **Element A**.
Model Design: Engagement	My children need to be engaged. They may need an environment that is more like college- sometimes in large groups and sometimes in small settings like office	The different Core Components of the model provide for this diverse student experience throughout the day and the opportunity for students to learn in groups, individually, and with varied types of supports and structures. For

	hours.	additional information, see **Element A**.
Model Design: Tracking Progress	My children need updates and feedback on how they are progressing, and I need to be included in these updates so that I can know how to help them.	Our model is rooted in students, teachers, and families all having access to real-time, authentic, and meaningful qualitative and quantitative feedback about student progress, mastery, and goals. For more information about "just-in-time" assessment as a key element of the Lodestar model, see **Element C**.
Family Onboarding: Workshops	As parents, we will need workshops on the new model and how to support our children in it. We will also need to be taught English and math in the same way our children are being taught so that we can help them at home.	**New!** Given this request from families for specific instruction in how to support their children in this model, our community organizers will plan and host family workshops. These workshops, to be held at convenient times for families, will provide detailed information about our school model and tools and strategies parents can use to support their children's learning at home. Further, parents have clearly communicated a desire to increase their capacities in various areas. Therefore, the topics of family workshops will be decided upon based on family input collected by Community Organizers through home visits and surveys. **Element A**, "Families as Partners" has been revised to reflect the addition of these workshops.
Family Communication: Student Progress	To support my child, I need to be updated on my child's progress often. I need to have a trusting relationship with my child's teacher(s) so that we can work together. I want to play a role in supporting my student, setting goals, and tracking progress.	Lodestar prioritizes families as partners and carves out specific and deliberate times and channels to ensure that teachers and families are in constant communication. These structures include Individualized Learning Plan Conferences, Celebrations of Learning, Crew parents, Coffee Tuesdays, and ongoing communication between teachers and parents. See **Element A,** "Families as Partners".
Family Engagement:	I want to be invited to participate in the classroom,	**NEW!** LCCPS provides numerous opportunities for parents to be involved

Opportunities to Participate in Model	to use my talents, skills and background to support all students and be an additional adult in the room to support the teacher.	in their child's education including Individualized Learning Plan conferences, Celebrations of Learning, Coffee Tuesdays, and Crew parent structures, but we hadn't included the explicit and specific application of parent volunteers to the "Self-directed Learning Time" component. We will pursue seeking parent with specific skill sets and talents to volunteer as specialists for "Self-directed Learning Time" and have revised **Element A**, "Families as Partners" accordingly.

In the final moments of the Feedback Session on September 2, 2015, families were asked to brainstorm a list of frequently asked questions- questions that other parents might be asking about the new school. **Figure R.17** includes their suggestions for frequently asked questions. The Design Team feels it is important to note that quite a few of these questions pertain to enrolling and committing to the new school. These questions suggest that there is a need for the school, a strong interest in the school, and a growing community of parents committed to building the school. **Figure R.18** includes images of families engaging in the feedback and input process.

Figure R.17: Families' Suggested List of Frequently Asked Questions

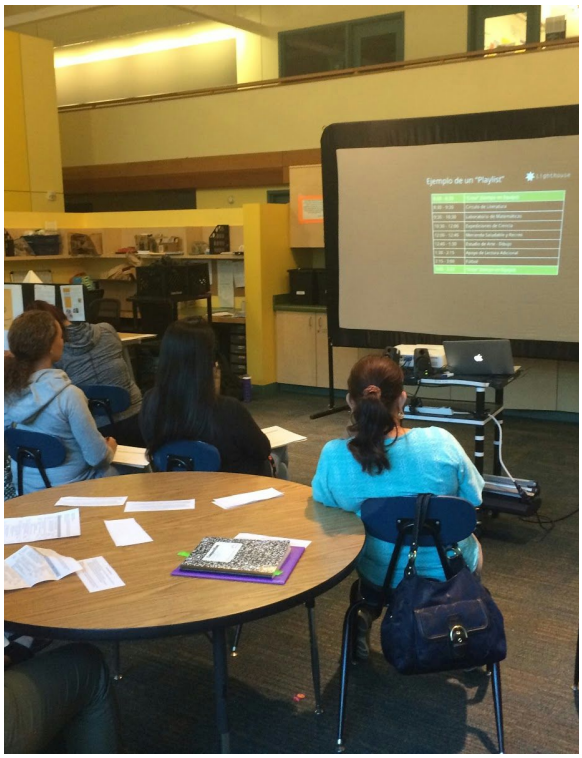
-When can I sign up for the lottery?
-Where is the new school going to be? If it's not in my zip code, can I still apply?
-What's the process for applying?
-What's the process for the lottery?
-How do students take assessments?
-How do I enroll my child at Lighthouse 2?
-Will my child need a uniform?
-When does registration for Lighthouse 2 begin?
-How many hours per week can or do I need to volunteer?
-When will the lottery be?
-What is needed to apply for the lottery?
-I've been on the waiting list for three years. Will my kids get into the new school?
-Where will the school be?
-When will the school start?
-What information do I need to register my student?
-What grades will be available?
-When will you provide information about the lottery?
-Can we invite more families to help at the new school?
-What opportunities will there be for parent involvement?
-Without the high school exit exam, will the curriculum be rigorous enough?

Figure R.18: Images of Family Engagement during Feedback Session








Ejemplo de un "Playlist"

Melissa Barnes Dholakia

Experience Narrative

Melissa Barnes Dholakia is founder of MBD Partners, supporting new and existing charter schools in the areas of school design, charter development, goal setting and monitoring, and performance reporting. She works with new schools to design program and develop their charters, as well as existing schools in preparing for renewal as well as replication and expansion. She also consults with school in areas of budget, start up grant writing, and compliance with evolving legal requirements (in particular, California's Local Control Accountability Plan and the Public Charter School Grant Program).

Prior to this work, Melissa served as co-Director of Lighthouse Community Charter Public Schools in East Oakland for ten years. She joined the original founders in year two of operation to grow Lighthouse into an exemplary, urban charter school organization that went from 4 grades serving 184 students to a K-12 program with two charters serving 750 students and graduating five classes of seniors - 95% of whom were first in family to go to college. During her tenure, the school's statewide similar school's rating increased from 4 out of 10 to 10 out of 10 and Academic Performance Index from 612 to 804, in turn earning the CCSA California Charter School of the Year award in 2013. At the national level, she was instrumental in two federal grant programs for Lighthouse: a Teacher Incentive Fund (TIF) grant in partnership with REACH Institute to develop new models of employee development and evaluation and an Investing in Innovation (i3) grant in partnership with the Seneca Family of Agencies to develop a comprehensive Response to Intervention (RTI) program. The school is scheduled to begin replicating in 2016.

Prior to entering administration, Melissa spent four years as a Content Producer for Online Masters in Education programs for Canter & Associates and Walden University. She taught for two-and-a-half years in Washington State and two years overseas at Taiwan's National Experimental High School, a K-12 public bilingual school. Melissa was a 2002 New Leaders for New Schools Fellow, through which she received her administrative training and credentialing. She earned her MA in 1998 from the University of Oregon, where she also held a Teaching Fellowship in the College of Education. She earned her BA and Teaching Credential from Whitman College in 1991.

Melissa serves as a Founding Board Director for OnePurpose School, a pre-K to 12 school scheduled to open in San Francisco's Mission district in August 2015 and as President of the Board of Cascade School of Music, which serves as the hub of music education for central Oregon. After a combined 27 years as a child and adult in Oakland, California, she now lives in Bend, Oregon with her husband and two children.

Melissa Barnes Dholakia
Executive Director, MBD Partners
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e: melissa@barnesdholakia.com

Lodestar Charter Petition - Appendix 1

Wayne L. Delker has spent more than 30 years in business leading innovation organizations and developing innovation processes, capability and culture. He recently retired as senior vice president & chief innovation officer of The Clorox Company and was appointed to the company's executive committee in June 2009. Delker, who previously held the title vice president -- global research & development since joining Clorox in 1999, served as the company's chief technical and innovation executive. He led worldwide R&D for all of the company's products, providing technical and scientific guidance within the operating divisions and other staff functions, and oversaw the company's stewardship activities, ensuring the health, safety and environmental benefits of Clorox products. During this time Clorox achieved a record level of growth from innovation, was recognized by Forbes Magazine as one of the top 100 global innovators and won the Corporate Innovator of the Year Award from the Product Development and Management Association in 2013.

Delker is currently building on this foundation to successfully apply the lean innovation methods developed by start-up companies to large enterprises in the profit and nonprofit sector. These practices enable the acceleration of innovation as well as allow companies to build bigger and better ideas.

Prior to joining Clorox, Delker spent 14 years with General Electric, where he served as general manager of Six Sigma Quality for GE Silicones and general manager of Technology for GE Silicones. He also worked for five years as a research chemist for Union Carbide.

Beginning in September he will join the faculty of the University of Virginia as the Dan T. Montgomery Endowed Professor in Engineering Leadership. This role will help engineers and scientists integrate their disciplinary expertise with knowledge about business enterprises and social organizations so that they can become the leaders needed for the 21st century. He will teach at undergraduate, graduate, and postgraduate levels, as well as engage in scholarship as to how leadership must evolve in response to the changing nature of technology and society. He will also serve as a Professor of the University of Virginia Darden Business School to help build innovation and entrepreneurial capability. He will also participate in the Jefferson Innovation Forum whose top priority, in partnership with the Governor of Virginia, is developing better ways to incorporate innovation and entrepreneurial action into K-12 schools.

A native of Pennsylvania, Delker holds a bachelor's degree in chemistry from the University of Chicago. He received his Ph.D. in Chemistry from Columbia University.

Brian Kingwell Rogers

7171 Norfolk Road
Berkeley, CA 94705
510-849-4763

Education

1991-1995	University of California at Berkeley – Class of 1995 B.S. Business Administration – Haas School of Business
2000 - 2001	Saint Mary's College of California – Class of 2001 State of California Teaching Credential

Work Experience

1/04 – Present	Rogers Family Foundation – Executive Director *Manage the grant making process for a private family foundation in Oakland, CA.*
11/01 – 8/03	Lair of the Golden Bear – Manager *Oversaw the training, supervision and scheduling of a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association .family camp in Pinecrest, CA.*
9/00 – 9/01	Bishop O'Dowd High School – English Teacher *Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic High School in Oakland, CA.*
2/99 – 9/00	7171 Co. LLC – President *Founded a construction development company focused on building single family homes in Oakland, CA.*
9/98 – 1/99	Mahalovich Partners – Associate *Assisted General Partner in securing commercial real estate clients in San Francisco, CA.*
3/98 – 8/98	Il Fornaio Restaurant – Host/Waiter
5/97 – 9/97	Lair of the Golden Bear – Athletic Director *Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.*
10/96 – 5/97	Northstar-at-Tahoe – Ski Instructor *Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.*

Other Acheivements and Pursuits

5/03 – present	Sigma Alpha Epsilon Cal Beta Housing Corporation – President
9/00 – present	Head Tennis Coach – Bishop O'Dowd High School
5/91 – present	Eagle Scout

5/96 – 9/96	U.S. Baseball Stadium Tour
1/99	Reached the summit of Mount Kilamanjaro in Tanzania

Christina Legg Greenberg

3385 Herrier Street Oakland CA 94602
(510) 299.2058 ♦ clegg.greenberg@gmail.com

Education

Princeton University, Woodrow Wilson School of Public and International Affairs
Master in Public Affairs, June 2003.

University of California, Los Angeles
Bachelor of Arts in Political Science (with College Honors), June 1997.

Professional Experience

Human Capital Development and Strategic Planning Services — Oakland, CA
Independent Consultant — 2010-Present

- Develop, implement, and evaluate organizational strategies for leader/leadership team identification, candidate recruitment and selection processes, and staff induction and retention.
- Strategic planning, program design and policy analysis of local, state, and national initiatives.
- Executive search for education organizations, including conducting a hiring needs assessment, identifying key hire characteristics, and implementing a strategic recruitment and selection process.

New Leaders for New Schools — San Francisco, CA
Director of Admissions and Strategic Partnerships — 2006-2010

- Managed the recruitment, selection and placement of incoming Resident Principals.
- Led multiple work teams to review and redesign New Leaders' national admissions process.
- Designed and facilitated New Leaders' Bay Area teacher leadership development program.

Resources for Indispensable Schools and Educators (RISE) — San Francisco, CA
Vice President, Programs and Development — 2004-2006

- Directed program relationships with school organizations and other partners.
- Responsible for RISE's operations, including personnel, budgeting, and financial projections.
- Designed, implemented and evaluated RISE's program expansion statewide.

Massachusetts Budget and Policy Center — Boston, MA
Education Policy Analyst and Director of Development — 2003- 2004

- Conducted research and wrote reports, appeared at public speaking engagements and participated in grassroots efforts to improve state education policy.
- Directed fundraising and public relations efforts for state budget policy organization

The Streisand Foundation — Santa Monica, CA
Program Officer — 1998-2001

- Managed day-to-day operations for private philanthropic foundation.
- Reviewed and made recommendations on more than 500 funding requests annually.
- Researched policy issues and drafted articles, speeches and correspondence for Ms. Streisand.

U.S. Senator Barbara Boxer, 1998 Senate Campaign — Los Angeles, CA
Fundraiser/Assistant to Finance Director — 1998

- Planned and coordinated fundraising events for $20 million Senate campaign.
- Primary liaison between Finance Director and other campaign departments.

Policy and Leadership Activities

Consultancy Workshop, Urban Education Fall 2002

Member of five-person team that designed and executed research study evaluating the effectiveness of the NJ Department of Education's statewide universal preschool program.

City of Philadelphia, Neighborhood Transformation Initiative Summer 2002

Researched and designed anti-predatory lending and employer assisted housing programs. Wrote RFPs and drafted policy statements; met with public officials and community members.

Los Angeles Immigrant Funders Collaborative 2000-2001

Board member of organization granting more than $750,000 per year to LA-based nonprofits.

Southern California Grantmakers 1999-2001

Active member and served on program committee.

DELPHINE SHERMAN

2285 Cedar Street **(617) 251-7629**
Berkeley, CA 94709 ***sherman.delphine@gmail.com***

EXPERIENCE

ASPIRE PUBLIC SCHOOLS, Oakland, California
High performing public school charter system serving 13,000 students; operating budget of $130 million
Vice President of Finance, April 2013 – Present

- Manage Finance and Accounting teams
- Member of Aspire's Senior Leadership Team
- Responsible for leading discussions with senior leadership team and board of directors on resource allocation decisions, funding updates, and financial analyses that influence long term growth strategies

Director of Finance, June 2009 – April 2013

- *Budget Oversight* – Direct budget process and manage team of three financial analysts who guide the principals of Aspire's 34 schools and the directors of 14 home office departments in their financial and budgetary decisions. Eliminated five million dollars in expenses in fiscal year 2010.
- *Grant Management* – Responsible for overseeing Aspire's grant portfolio of $10 million annually, incorporating over 15 funders. Develop grant budgets and milestones with home office directors and report financial progress to funders several times throughout the year.
- *Audit/Compliance* – Manage annual audit resulting in no material weaknesses or deficiencies. Oversee compliance with federal and state spending regulations, chartering districts and grantors.
- *Liquidity/Deal Execution* -- manage cash flow through California's funding deferrals. Worked with a network of private and public sector financing sources to structure and close $8 million revenue anticipation notes (RANs).
- *Process Improvements* – Designed and implemented a cash forecast tool that is integrated with Aspire's accounting platform; resulted in aggregate efficiency savings of 60 hours per month.

EDTEC, Emeryville, California
Business services and financial consulting to California charter schools
Vice President of Client Management, June 2008 – June 2009

- Member of five-person senior management team that developed and executed the firm's strategy. Developed and achieved profitability goals.
- Directed client management group consisting of three client managers and three business managers servicing approximately 30 clients throughout California. Client management group responsible for 75% of firm's revenues.

Director of Client Management, May 2006 – June 2008

- Developed multi-year budgets, cash flow projections, and capital allocation decisions with clients' Executive Directors and Boards of Directors. Monitored compliance with budgets. Ensured alliance between programmatic goals of the school and the Boards' financial decisions.

- Educated charter leaders on charter school regulations and conducted periodic internal audits to ensure compliance. Areas monitored include attendance reporting, state testing, teacher credentials, fund accounting, student lottery, and grant management.
- Managed cross-functional team of accountants, payroll specialists, and educational consultants to handle all financial transactions of the school.

UNIVERSITY OF CALIFORNIA, Office of the Treasurer, Oakland, California
Manages $70 billion portfolio of retirement and endowment funds for the UC System
Credit Analyst, Summer 2005
- Analyzed potential investments in publicly traded companies for fixed income portfolio. Interviewed management teams, equity analysts, and rating agencies. Synthesized research and presented recommendations to Fixed Income Research Team.

CAMBRIDGE ASSOCIATES, Boston, Massachusetts
Investment consulting firm for endowed non-profit institutions ranging from $20 million independent school to $4 billion foundation.
Senior Consulting Associate, 2002 – 2004
- Delivered recommendations at Investment Committee meetings for clients, which included a $1.2 billion foundation, a high performing public university, and an independent school.
- Performed due diligence on venture capital funds for client's three billion dollar portfolio.

Team Leader, 2002 – 2004
- Managed group of 45 consulting associates in cooperation with five other team leaders. Handled account staffing, determined promotions and salary increases, and developed hiring projections.
- Spearheaded projects to increase efficiency. Developed methods to standardize deliverables and cut overhead expenses.

Consulting Associate, 2001 – 2002

EDUCATION

University of California Berkeley, Haas School of Business
Master of Business Administration, 2006; Haas Community Fellow

Dartmouth College
Bachelor of Arts in Economics, Minor in Sociology, 2001; Phi Beta Kappa

NON-PROFIT BOARD EXPERIENCE

CENTER FOR NONPROFIT AND PUBLIC LEADERSHIP; Haas School of Business
Advisory Board Member, 2009 - present

CHARTERSAFE; charter school insurance and safety program
Board Member, January 2013 - present

UC BERKELEY BOARD FELLOWS PROGRAM; places graduate students on local non-profit boards
Program Director, 2005 – 2006

- Expanded program by recruiting 60 students from five UC-Berkeley graduate programs and 15 nonprofit organizations to the program

D'LONRA C. ELLIS

686 Euclid Avenue • Berkeley, California 94708 • dlonrae@gmail.com • (510) 932-4429

EDUCATION

Stanford Law School Stanford, California
J.D., May 2005
ACTIVITIES: Co-founder, *Stanford Journal of Civil Rights and Civil Liberties*; Volunteer, Community Legal Services

Columbia College, Columbia University New York, New York
B.A. Architecture, Preservation, and Planning, cum laude, May 2002
HONORS: Dean's List; Mellon Fellow; AP Scholar; Kluge Scholar
ACTIVITIES: Personnel Director, Director of Public Service Announcements and News, and Disc Jockey, WBAR;
STUDY ABROAD: La Universidad de la Habana, Cuba

WORK EXPERIENCE

Gap Inc. San Francisco, California
Corporate Counsel, October 2012 - present; *Associate Corporate Counsel*, November 2010 – October 2012
• Negotiate, draft, and revise joint promotion, creative services, public relations, advertising, sponsorship, charitable co-venture, modeling services, photography services, and product agreements for various apparel brands, including a women's performance wear brand; advise internal business partners on marketing, promotions, trademark use, trademark clearance, performance claims and substantiation, and product review issues; enforce trademark rights and copyrights in the United States and abroad; oversee maintenance of domestic and international trademark portfolio; manage trademark, copyright, patent, privacy, and consumer class action litigation matters; coordinate and review intellectual property diligence during the acquisition of a luxury apparel retailer; manage two direct reports.

Howard Rice Nemerovski Canady Falk & Rabkin, PC San Francisco, California
Litigation Associate, October 2005 – October 2010; *Summer Associate*, Summer 2003, 2004
• Second chaired an arbitration concerning a partnership dispute; counseled clients on trademark prosecution issues; negotiated, drafted, and revised settlement agreements, lease agreements, and vendor contracts; developed strategies for and led defense of high exposure wage and hour class actions; conducted legal research, coordinated discovery, and drafted and argued dispositive motions in the areas of partnership law, employment law, First Amendment law, trademark law, patent law, legal ethics, and contract law.

San Francisco District Attorney's Office San Francisco, California
Loaner Attorney, August 2009 – November 2009
• Tried six misdemeanor cases to verdict; negotiated sentences that aimed to rehabilitate and to discourage recidivism; shared civil litigation strategies with prosecutors; compelled reluctant witnesses to appear at trial.

Smithsonian Institution Washington, D.C.
Extern, Fall 2004
• Researched and advised the General Counsel on various legal issues arising from the Smithsonian's unique status as both a federal entity and a private entity; drafted and revised employment contract clauses of Institution executives; negotiated contracts with the District of Columbia; revised online privacy policy and ethics directive.

BOARD MEMBERSHIP

Lighthouse Community Charter School Oakland, California
Chair, 2011-present*; Member* since 2007

Leadership Public Schools Oakland, California
Secretary, 2012-present; *Member* since 2009

Seven Stories Institute New York, New York
Member since 2012

INTERESTS

• Oakland Athletics • Public Transportation • Berkeley Public Library • Museums and Cultural Institutions

Kristin Groos Richmond
112 Grace Lane, Mill Valley, CA 94941
(415) 505-6642 · *krichmond@revolutionfoods.com*

EDUCATION

University of California at Berkeley
Walter A. Haas School of Business
Master of Business Administration, May 2006
Co-chair, Global Social Venture Competition
Consultant for UN Hunger Task Force in Ethiopia assessing scalability of crop diversity program

Boston College
Wallace E. Carroll School of Management
Bachelor of Science – Finance and Accounting, May 1997

EXPERIENCE

Revolution Foods, Inc. **Oakland, California**
Co-Founder and Chief Executive Officer
2005 to present
Founded healthy food service company to fight obesity and improve health in US public schools. Revolution Foods serves healthy, fresh meals and offers nutrition education to thousands of low income students nationwide each day (75% of students served qualify for free and reduced lunch).

- Served over 7 healthy million meals since inception. Serve over 14,000 meals per day in San Francisco Bay Area, 7,000 meals per day in Southern California, 3,000 meals per day in Colorado and 5,000 meals per day in DC.
- Raised approximately $20M of financing from foundations and double bottom line venture capital groups and to fund expansion of Revolution Foods in San Francisco, Los Angeles, Colorado & DC. Plan to enter multiple new metro markets in next three years.
- Grew Revolution Foods team from 6 to 250 employees across multiple markets.
- Secured strategic sourcing agreement with Whole Foods. Launched "Revolution Foods" line of organic, kid's healthy food products in Whole Foods, using profits to support school food service business in low income schools.
- Built investor base and Board of Directors including Double Bottom Line Investors, NewSchools Venture Fund, Catamount Ventures, Westly Group, Kellogg Foundation and RSF Social Finance.

Leadership Public Schools **San Francisco, CA**
Nonprofit operating a network of high performing public high schools serving low income communities.
Summer Associate 2005
- Worked on launch team of two new public high schools in August 2005. Served as Operations team member focusing on facilities, budgeting, vendor contracts, food services, and hiring processes.
- Redesigned food service program and implemented operational efficiency measures at school sites.
- Wrote business plan detailing concept, operational and financial model, facilities and board of directors for new high school focusing on biotechnology in San Francisco.
- Created organization's Operations Manual detailing key business processes and roles and responsibilities.

Resources for Indispensable Schools and Educators (RISE) **San Francisco, CA**
Nonprofit dedicated to placing and retaining quality teachers in schools serving low-income families.
Vice President (2002-2004)
- Designed strategy, launch and goals for RISE. Executed plan, growing organization from a small community based teacher fellowship program to a nationally scalable model serving over 700 teachers and 60 public schools in the San Francisco Bay Area, Chicago and Los Angeles.
- Engineered earned-income strategy that will enable organization to be financially sustainable.
- Secured and managed client relationships at public schools and provided consulting services to school leaders that increased teacher retention in low income areas from 50% to 85% over four years.
- Raised over $500,000 from local and national foundations, corporations, and private individuals.

Kenya Community Center for Learning (KCCL) **Nairobi, Kenya**
The first school in East Africa to serve youth ages 10-18 with mild/moderate learning disabilities.
Co-Founder (2001-2002), Treasurer of the Board of Directors (2002-Present)
- Created KCCL business plan detailing strategy, operational goals, funding needs and timeline for implementation. Built budget, financial systems and development database still used by school.
- Executed plan and served as Director during school's first year. Secured facilities, recruited students and faculty, managed daily operations and finances, and developed website and PR efforts.

- Raised funds needed to support school in first two years, securing sponsorships from the US State Department, Princeton University, Citigroup, Gillette, and the Japanese and Canadian Embassies.

FleetBoston Robertson Stephens Inc. / Citicorp Securities Inc. **New York, NY**

High Yield Corporate Finance Associate (1998-2000)

- Member of team that built high yield franchise at FleetBoston Robertson Stephens (followed Managing Director from Citicorp to FBRS). Associate on deal teams that raised $800 million for high yield clients.
- Performed rigorous company modeling, utilizing integrated financial statements to assess the impact of various financing transactions on operational, accounting and tax levels.
- Worked directly with executives on client side to conduct due diligence evaluating operations, strategy, historical and projected financial performance and industry and company specific risks.

High Yield Corporate Finance Analyst (1997-1998)

- Analyst on Citicorp deal teams that raised $1.8 billion for clients in high yield and bridge loan financings.
- Developed structural and pro forma analyses through comparable company spreads and discounted cash flow models. Coordinated efforts with internal sales, research and syndicate departments.
- Covered lead-managed road shows and was primary day-to-day contact for management at client site.

ADDITIONAL

Awards/Distinctions:

- Aspen Institute Fellow: Entrepreneurial Leaders in Education Program (2008-2010)
- Winner of 2007 Global Social Venture Competition (presenting Revolution Foods model).
- Education Pioneers Fellow
- Selected to work on consulting project for United Nation's Millennium Development Goal task force analyzing industry privatization in Ethiopia (May 2005).
- Presented KCCL model at United Nations "Right of the Child" summit in Nairobi in 2002.

Languages: Studied Spanish, French and Swahili throughout education and time abroad.

Interests: Adult Education Tutor since 1997; triathlons; horseback riding; reading; travel; wine.

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Lisa Zuffi
lisa.zuffi@gmail.com
(510) 999-2820

Work Experience

12/11 – present **Senior Vice President, Relationships Manager**
Presidio Bank, Walnut Creek

- Support portfolio of small business and middle market commercial and non-profit clients to meet their credit and treasury management banking needs
- Ongoing marketing efforts to develop new relationships for the Bank

3/07 – 9/11 **Senior Vice President, Banking Group Head**
One PacificCoast Bank, Oakland
Multiple responsibilities at startup CDFI community development bank including:

- Participate in marketing and strategic planning for bank, including development of innovative banking solutions and new products to achieve mission impact.
- Collaborate with One PacificCoast Foundation and other community-based partners on new initiatives relating to banking services and financial literacy, including consumer energy efficiency and solar loan products, and New Markets Tax Credit leveraged loans.
- Originate new commercial loans and lines of credit for both non-profit and for-profit businesses.
- Manage team of lenders/relationship managers, including
- Prepare credit approval packages and present to credit committee.
- Work with note department and outside counsel, as needed, to prepare and negotiate loan documents.
- Significant community outreach, networking and speaking to publicize bank and develop new business.

11/05 – 2/07 **Senior Vice President, Senior Equity Manager, Tax Credit Group**
Bank of America Community Development Banking

- Negotiating and structuring tax credit equity deals utilizing Historic, New Markets and/or Low-Income Housing Tax Credits. Deals involved providing both debt and equity.
- Significant real estate underwriting and analysis; tax analysis; negotiating loan documents; partnering with other Bank groups as well as outside CDFIs, syndicators, consultants and others.
- On-going business development and networking.

5/01 – 11/05 **Senior Vice President, Commercial Banking Non-Profit Client Manager**
Bank of America Commercial Banking Group, Bay Area

- Managed portfolio of non-profit and church clients; provided general relationship management as well as extensions of new credit, both public finance and senior debt, primarily for real estate and construction
- Performed ongoing business development to bring in new clients and build industry segment at Bank of America
- Generated approximately $1.7MM in revenue per year.

11/94 – 5/01 **Vice President, Government Lending Products Specialist**
Bank of America Community Development Banking, Walnut Creek

- Originated SBA 504 and 7(a) real estate, construction and business loans and managed through closing process, including preliminary credit review,

packaging, pricing and working closely with both customers and loan center staff
- Community outreach including public presentations and providing training and technical assistance to small business owners
- Top five producer 1995-2000; closed $24 million in 7(a) and 504 firsts in 2000

5/90 – 11/94 **Business Development Specialist**
U.S. Small Business Administration, San Francisco
Managed public information and women's business ownership programs; developed delivery of entrepreneur training and technical assistance programs; grant oversight; marketed agency programs and services.

11/86 - 2/89 **Peace Corps Volunteer/Cooperatives Manager/ Public Information**
Ministry of Community Affairs, Togo, West Africa – U.S. Peace Corps
Implemented community development projects in West African village, which required consensus building, finding and leveraging resources and general oversight and reporting.

5/86 – 11/86 **Special Sections Editor**
Northern California Real Estate Journal, San Francisco
Writing, editing and research on specific real estate markets for each issue.

7/82 – 4/84 **Managing Editor**
Women's Sports magazine, Palo Alto
Managed all aspects of publication of monthly magazine including art production, writing, editing and layout.

Education

B.A. English
University of California, Berkeley

Economic Development Finance
Business Credit Analysis
National Development Council

On-going training through Bank of America including SPIN Selling, Client Advisory Workshops, Negotiation, NMTC and Low-Income Housing Tax Credits, among others.

Other

1997-present	Member, Credit Committee, Oakland Business Development Corporation
Current	Board Member, Options Recovery, Inc.
Current	Serve on Presidio Bank's internal CRA Committee
Current	Serve on Presidio Bank's internal Risk Management, IT and Compliance Committee

Lodestar Charter Petition - Appendix 1

MIKE "JB" JOHN-BAPTISTE
1275 Florida Street
San Francisco, CA 94131
(415) 845-1187
mjohnbaptiste@comcast.net

SUMMARY

A results-oriented professional with self-motivation, passion, a will-to-win attitude, and a team player with unwavering respect and regard for peers, subordinates and partners. Areas of expertise include financial applications, internet services, electronic payments, enterprise services, financial institutions and retail marketplaces. Assignments in business, market and product development, transaction structuring and negotiations, channel sales and marketing and partner management.

EXPERIENCE

FIRST DATA (NYSE: FDC) - Velosant (financial supply chain division)
(electronic invoicing presentment and payment services and tax calculation and filing software) San Francisco, CA

Vice President, Business Development 2003 - 2004
(Business Development, Channel Sales Management, Product Development)
Pursued, structured and managed relationships with leading technology and financial services companies related to the electronic payments and tax software product suites.

- Led indirect sales channels via six large financial institution partners – 50% of company customer base.
- Created sales tool kits and established partner marketing programs.
- Launched new private label and co-branded products through third-party integrations.
- Sponsored and conducted product development for the following categories a) working capital management and b) check and electronic payments processing.
- Cross sold with FDC managers responsible for specialty verticals – retail, telecommunications, healthcare, financial services/insurance.
- Managed directives with leading ERP companies (Oracle, SAP, Microsoft).
- Presented to treasurers, AP managers and procurement officers at 15 Fortune 500 companies in sales support function.

FIRST DATA (NYSE: FDC) - eONE Global (emerging payments division)
(emerging payments technology for businesses, consumers and governments) Napa, CA

Principal and Vice President, Corporate Development 2001 - 2002
(Strategic and Market Development, Business Development, Acquisitions, Investment Management)
Implemented strategic direction for the business and consumer payments market channels, lending expertise in trade finance, data analytics, business payments, consumer payments and authentication.
Hired by eONE CEO and FDC boardmember after prior company was sold to First Data's government electronic tax filing and payments business.

- Developed and presented $200 million business plan to First Data's chairman and eONE Global's CEO.
- Conducted extensive market analysis on dozens of financial services, payments and technology companies (financial modeling, RFIs, executive interviews).
- Completed detailed study of healthcare claims and benefits processing and payments category and made recommendation to eONE Management.
- Recommended over five acquisitions of technology and financial services companies in the business, government and consumer payment and tax sectors. One recommendation led to the acquisition of BillingZone.
- Responsible for transaction due diligence, pro forma financial forecasting and merger integration.
- Nominated board of directors' observer for eONE's investment in eCash Technologies. Company sold to Infospace (NSDQ: INSP) in 2002.
- Initiated and directed Canadian market development.

- Reported to both CEO and Managing Director of Corporate Development.

GOVWORKS, INC. (venture-backed by Mayfield Fund and KKR) - sold to First Data in January 2001
(state & local government transactional software and services) New York City/San Francisco,CA

Director, Corporate Development 1999 - 2000
(Corporate Partnerships, Financing, govWorks Canada)
Led a three person unit responsible for establishing, implementing and managing partnerships with companies that could deliver a strategic impact across several areas of the business (sales, product development, marketing, international expansion and investments).

- Negotiated and closed 75% of company's strategic transactions including deals with American Management Systems and Arthur Andersen Consulting.
- Raised $39 million in capital from financial and strategic private and public equity investors.
- Initiated expansion plan into Canadian eGovernment marketplace.

SPINS, INC. (market research provider to the Natural Foods and Vitamins industry) San Francisco, CA

Director, Business Development 1999
Focused primarily on developing business and financial models for the company's Internet business-to-consumer and business-to-business initiatives. Supported CEO in identifying, pursuing and closing major industry partnerships defined by the targeted business channels.

- Closed two major internet deals, one for content licensing, the other for distribution.

ROBERTSON STEPHENS (a FleetBoston Financial Company) San Francisco, CA

Senior Associate (Internet/Software/Media Focus) - Private Capital/Corporate Finance 1995-1999
Assisted in the process of raising capital and offering strategic guidance to private and public companies through marketing to institutional and corporate private equity investors. Responsibilities included identifying mezzanine investment round private companies, preparing Private Placement Memoranda and SEC documents, approving company's financial projections, soliciting investors, conducting investor meetings, developing financial valuation analysis tools, facilitating financial and management due diligence sessions, structuring transactions, and managing the negotiation of terms.

- Raised over $300 million for over twenty private companies.
- Financial Technology deals included: Enterprise payments company Trintech and coupon company Prio.
- Marketed successful IPOs for CBS SportsLine, Stamps.com, Pervasive and Genesys Telecommunications.

EDUCATION

HARVARD UNIVERSITY Cambridge, MA
A.B. in Economics, *cum laude*. Dean's list for four years. Three-year Varsity Track Letter Winner.

ADDITIONAL AREAS OF INTEREST

TENNISTALK, INC. (501c3 organization) San Francisco, CA

Co-founder and Chairman of the Board Since 2000
Created a non-profit called TennisTalk, a year-round program designed to empower under privileged urban youth.

- Launched in July 2000 with the participation of over 50 students mostly of Samoan and African American descent.
- Operated $60,000 annual budget and received grant from the United States Tennis Association.
- TennisTalk was featured in a San Francisco Chronicle article on start-up non-profits.

S.M.A.R.T. (STUDENT MENTORING AND RESOURCE TEAM) San Francisco, CA

Former Board Member _ Since 1999

SMART is a non-profit organization dedicated to the mission of ensuring that motivated, middle school students have access to a high quality of education regardless of their families' financial condition.

SARAH M. CHÁVEZ

EXPERIENCE

2011–Present East Oakland Boxing Association Oakland, CA

Executive Director

- Direct all aspects of non-profit organization with 10 employees, 100 volunteers and 700 members.
- Responsible for human resources, finance management, fundraising and policy making and strategic planning in joint effort with Board of Directors.
- Manage day to day operations of organization.

2013–Present ROJE Consulting Oakland, CA

Government Affairs Consultant

- Maintain regular communitcation with elected officials on behalf of major development project.
- Attend meetings with key stakeholders
- Research local political issues and their impact on project

2006–2011 SunCal Companies Oakland, CA

Project Coordinator/ Office Manager

- Organize and coordinate community meetings and internal project meetings.
- Meet regularly with city staff, project consultants and others to move development project forward.
- Project Marketing: research local sponsorship opportunities; attend local events sponsored by the organization.
- Community Outreach: join local organization such as Chamber of Commerce and Kiwanis to maintain the organizations presence in the local community.
- Supervise administrative staff

1999–2006 City of Oakland Oakland, CA

City Council Aide-City Councilman Larry Reid

- Organized and coordinated community meetings within council district
- Met with constituents, determined problem and coordinated problem solving efforts with city and county agencies
- Developed policy recommendations for public safety and other programs. Coordinated policy implementation with other city agencies.
- Worked with Police Department to develop and sustain violence reduction strategies.
- Met regularly with city staff to develop and implement geographically based problem-solving projects.

VOLUNTEER ACTIVITIES

2007–Present Lighthouse Community Charter School Oakland, CA

Board of Directors

- The LCCS Board of Directors makes the major business decisions in relation to the school's legal and fiscal viability

2007–2011 East Oakland Boxing Association/Smart Moves Oakland, CA

Board of Directors

- Responsible for overall policy and direction of the EOBA/ Smartmoves Program
- 2008-Present: Board Secretary; responsible for keeping records of Board actions, including taking of minutes at all Board meetings; sending out meeting announcements, distributing copies of minutes, and the agenda to each Board member.

EDUCATION

1999–2003 California State University Hayward Hayward, CA

- B.A., Political Science & International Studies

2005–2007 California State University East Bay Hayward, CA

- Master of Public Administration
- Graduated Phi Alpha Alpha Honor Society

2013–2014 California State University East Bay Hayward, CA

- Non-Profit Management Certificate

REFERENCES

Available upon request

E-MAIL SCHAVEZCONSULTING@COMCAST.NET
3279 MT. DIABLO CT. LAFAYETTE, CA 94549 • PHONE (510) 501-2635

Soo Zee Park
432a Harrison St. ▯ Oakland, CA 94607
310.721.2159 ▯ soo.park.2002@anderson.ucla.edu

EDUCATION

THE ANDERSON SCHOOL AT UCLA, Los Angeles, CA **10.2000 -**
M.B.A., 2002, Finance and Real Estate 06.2002
Heiko Haskamp Fellowship Recipient, Anderson Real Estate Association- Vice President of Career Services, Investment Finance Club, Women's Business Connection

INSTITUTO DE EMPRESA, *Madrid, Spain* ***09.2001 -***
International Business Exchange Program; Fall Quarter ***12.2001***

NORTH CAROLINA STATE UNIVERSITY, *Raleigh, NC* ***08.1991 -***
Bachelors of Environmental Design in Architecture, Magna Cum Laude 12.1996
Honors: John T. Caldwell Scholarship, Fellows Leadership Program, Dean's list
Activities: Student Government Senator, Tau Sigma Delta (Vice President '93, President '94)

EXPERIENCE

FRUITVALE DEVELOPMENT CORPORATION, Oakland, CA **07.2002-**
Real estate entity of the Unity Council, a Latino-oriented community development organization **Present**
committed to the economic, social, and physical development of the Fruitvale District.

- Project Manager for the tenant improvements of the mixed-use Fruitvale Village incorporating 110,000sf of office, 40,000 sf of retail and 47 residential units. Coordinating the telecom and data system for the complex.
- Performing the pro forma for Phase 2 of the Fruitvale Village, a 200 unit residential and retail development with a 30,000 sf fitness center.
- Project Manager of the development of the Las Bougainvilleas Senior Center Annex.

COMMUNITY PARTNERS, Los Angeles, CA **01.2002-**
Fiscal sponsor and incubator for non-profit startups serving the Southern California community. **06.2002**

- Analyzed the cost structure of the organization. Devised a macro-model to assess the efficiency of the three revenue-generating services. Created a micro-model to breakdown the costs of the organization on an activity basis.
- Recommended pricing strategies and alternative expense allocation methods.

FRUITVALE DEVELOPMENT CORPORATION, Oakland, CA **07.2001-**
Real estate entity of the Unity Council, a Latino-oriented community development organization **09.2001**
committed to the economic, social, and physical development of the Fruitvale District.

- Responsible for the valuation of future property investments. Performed architectural and urban planning studies, renovation cost estimates, cash flow analysis and internal rates of return. Researched future grants and optimal loan structures.
- Performed market research of both the commercial and housing market in the Fruitvale District. Participated in Outreach program to local merchants.

ESHERICK HOMSEY DODGE & DAVIS, San Francisco, CA **09.1997-**
International architectural, interiors and graphics firm- a leading designer of aquariums, museums,

civic buildings, libraries, and universities.

Exploratorium, San Francisco, CA

- Led design of administrative offices and museum café portions of the $30M renovation of San Francisco's Exploratorium- 150,000 sq. ft. Children's Science Discovery Museum.
- Managed and coordinated Structural, Electrical, and Mechanical Consultants. Approved and reviewed consultants' drawings and building specifications.

Tenderloin Elementary School, San Francisco, CA

- Responsible for the construction administration of the award-winning 66,000 sq. ft. innovative pre-school, K-5 elementary school and community center facility.
- Supervised construction progress and accurate implementation of the contract documents.

CLEARSCAPES, Raleigh, NC

01.1996- 09.1997Architectural office and sculpture firm specializing in adaptive re-use projects and fiberglass, steel, and concrete public sculpture.

R. TUCKER ("TUCK") COOP

Tuck Coop
111 Alta Ave.
Piedmont, Ca. 94611
Home: 510-428-2848
Work: 510-642-0220
Cell: 510-390-2969

- **Born And Raised In California (4th Generation)**
- **Graduate: U.C. Berkeley 1967 (4th Generation Grad, Great Grand Mother Graduated in 1887)**
- **Military Experience: Officer, U.S. Marine Corps 1969-1972**
- **Business Experience:**
  - **Current: Director, Lair of the Golden Bear (U.C. Berkeley Alumni Assoc. family camp)**
  - **1998-1999: Chairman, HTD Corporation. A National, $140 Million, 400 Employee, Healthcare Sales, Marketing and Distribution Company**
  - **1981-1998: Chairman and Chief Executive Officer, TRIAD Medical Inc., a National, $60 Million, 150 Employee Healthcare Company**
  - **1978-1981: President, CMP Inc., a West Coast Hospital Pharmacy Sales Company**
  - **1976-1978: Vice President, Sales and Marketing, Jarco Engineering Company**
  - **1972-1976: Product Manager, McGaw Labs, Division of American Hospital Supply Corporation**
- **Personal: Married (Nancy), 2 Adult Daughters (Kelly & Casey); 3 (soon to be 4) grandchildren.**
- **Other Personal Highlights:**
  - **Lived In Yugoslavia (2 years)**
  - **School in Switzerland (2 years)**
  - **Lived in Japan (1 year)**
  - **Lived in Southern California (26 years, Dana Point/Laguna Beach)**
  - **Moved to Northern California (Feb. 2000)**

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- **Lair of the Bear Camper Since 1950's**

KEITH MALCOLM SPEARS

6557 Ascot Drive, Oakland, CA 94611
Tel: (510) 842 8462; Cell: (415) 694-3520
Email: keithmspears@gmail.com

SUMMARY

- Negotiated and executed complex strategic transactions over a 24 year career
- Consummated over 100 transactions from less than $1.0 million to over $10 billion
- Managed the Golden State Investment Fund ("GSIF"), a $550 million program
- Led the due diligence efforts for over 50 private equity investments
- Generated top quartile financial return performance on behalf of CalPERS
- Achieved excellent strategic benefits including over 13,000 jobs in California
- Proprietarily sourced the majority of investment opportunities for GSIF
- Cultivated hundreds of strong private equity GP and LP relationships
- Added strategic value in various fund and co-investments
- Organized private equity conferences and spoke at dozens of events for deal flow

EDUCATION

JD, Yale Law School -May 1988
MBA, Stanford Business School – June 1988
BA, Magna Cum Laude in Economics, Brown University - May 1984

EMPLOYMENT

March 2011-Present — ***Legacy Equity Advisors, LLC Chief Investment Officer***

- Lead the firm's strategic direction and overview the financial investment process
- Oversee the structuring and raising of a $225 million fund – California Impact Fund
- Secured a $45 million hard commitment from The California Endowment ("TCE")
- Advised TCE on a $10 million allocation to DBL, a social impact venture firm
- Completed a TCE consulting assignment focused on healthcare and real estate
- Customize separate accounts for institutional investors in private equity
- Focus on economically-targeted and socially-responsible investments
- Evaluate fund and co-investment opportunities, particularly with emerging managers
- Explore global impact investing opportunities in emerging markets
- Manage a 16-person team in business development and relationship management
- Structure strategic relationships with other investment firms to drive asset growth

March 2007-March 2011 — ***Hamilton Lane*, Vice President**

- Led the deal sourcing and due diligence process for a $550 million program
- Focused on generating top quartile rates of return and creating jobs in California
- Worked extensively with the CalPERS investment team and board of trustees
- Spearheaded the firm's west coast due diligence efforts for fund and co-investments
- Evaluated hundreds of co-investment transactions, leading to over 50 investments
- Presented investment opportunities to the firm's investment committee for approval
- Represented Hamilton Lane on over 10 fund advisory and corporate boards
- Prepared and present portfolio reviews, benchmark analyses and strategic updates
- Cultivated strong relationships among leading private equity firms
- Sourced proprietary fund, co-investment and secondary investment opportunities

Lodestar Charter Petition - Appendix 1

March 2006-March 2007 ***Merrill Lynch, Private Client Group*** **- Financial Advisor**

- Team member with a group that manages $2.0 billion in assets
- Created relationships with potential clients that will create, grow and protect wealth
- Focused on entrepreneurs, small emerging growth companies and institutions
- Leveraged large network of long-term strategic relationships for potential clients
- Developed expertise in asset management, financial planning, and tax issues

January 2002-March 2006 ***Omega Capital Partner, LLC*** **- Chairman**

- Led the firm's marketing, deal execution, strategic planning and financial activities
- Evaluated all corporate finance, merger and acquisition transactions
- Focused on various industries - technology, healthcare, media, energy, and consumer
- Managed client and strategic relationships throughout the United States
- Directed all real estate financing and principal investment activities

January 2002-April 2005 ***West AM Private Equity Group & Muller and Monroe*** **– Consultant**

- Consulted the West AM Private Equity Group, a $2.5 billion asset management firm
- Developed and marketed an emerging manager fund-of-funds product
- Combined marketing efforts with Muller & Monroe Asset Management
- Assisted in securing $123 million for emerging managers in private equity
- Conducted due diligence on venture capital and LBO firms and direct investments

Nov. 1999-Dec. 2001 ***Gateway Inc.*** **– Vice President, Business Development**

- Coordinated Gateway's global business development efforts – $280 million invested
- Initiated, led, structured, and negotiated strategic and financial relationships
- Conducted strategic reviews, transaction approvals, and deal integration processes
- Focused on Gateway's consumer, small business, government, and training units
- Assembled, led, trained, and mentored a 10 person business development team

Feb. 1995- Nov. 1999 ***Genesis Capital Partners*** **– Founding Principal, Merchant Banking**

- Secured financial advisory mandates ranging from $5 million to $2 billion
- Developed firm's focus on healthcare, telecommunications and high technology
- Established and strengthened relationships with venture capital and buyout firms
- Structured strategic relationships which generated new business opportunities

March 1993-February 1995 ***Goldman, Sachs & Co.*** **- Vice President, Mergers & Acquisitions**

- Focused on healthcare merger and acquisition transactions
- Team leader for $10 billion merger in the primary care industry
- Trained various associates in valuation methods and transaction tactics
- Successfully executed takeover defense maneuvers in anti-raid situations

Sept. 1988-Feb. 1993 ***The First Boston Corporation*** **- Associate, Mergers & Acquisitions**

- Managed the deal assignment process for a 120 person M&A department
- Executed middle-market corporate sale and divestiture assignments
- Established a database and extensive relationships with LBO firms
- Focused on the natural resources, food services, and manufacturing industries

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BOARD OF DIRECTORS
Represented Hamilton Lane on the Following Boards, 2007- 2011

Accurate Metal Fabricators, Inc; Ascentia Wine Estates; Den-Mat Holdings, LLC; MCSC; Milton's Fine Foods; Pacific Wave Systems; Traffic Control and Safety Systems; Web Service Company

ADVISORY BOARD
Represented Hamilton on the Advisory Board of Following Funds, 2007-2011

Carpenter Community BancFund; Claremont Creek Ventures; DBL Equity; GRP; Huntington Capital; LLCP; California Growth; PCV Investment Partners; RHL Investors; Seidler Equity Partners; St Cloud Capital Partners; Vance Street Capital

TRANSACTION SUMMARY

HAMILTON LANE
Led Hamilton Lane's due diligence process for a number of funds

Genstar Capital Partners VI, LP	$1.5 billion	October 2010
Venrock Associates VI, LP	$450 million	December 2009
Oaktree Opportunities Fund VIII, LP	$5 billion	May 2009
Francisco Partners III, LP	$2 billion	March 2009
Khosla Ventures III, LP	$750 million	February 2009
Newstone Capital Partners II, LP	$900 million	February 2009
Accel-KKR Structured Capital Partners, LP	$150 million	January 2009
Claremont Creek Ventures II, LP	$175 million	July 2008
Vance Street Capital, LLC	$319 million	June 2008
Lovell Minnick Equity Partners III, LP	$350 million	March 2008
Clearstone Venture Partners Fund IV	$350 million	December 2007
St. Cloud Capital Partners II, LP	$172 million	December 2007
Ares Corporate Opportunities Fund III, LP	$4.7 billion	November 2007
GI Partners Fund III, LP	$1.8 billion	November 2007
Kline Hawkes Technology Ventures, LP	$200 million	November 2007
Lone Star Fund VI (U.S.), LP	$4.4 billion	November 2007
Rembrandt Venture Partners Fund II, LP	$150 million	November 2007
Transom Capital Fund I, LP	$100 million	November 2007
Garage Technology Ventures II, LP	$60 million	October 2007
Levine Leichtman Capital Partners IV, LP	$568 million	October 2007
Westly Capital Partners Fund, LP	$125 million	October 2007
Hispania Private Equity II	$200 million	August 2007
Frazier Technology Ventures III	$150 million	July 2007
Huntington Capital Fund II, LP	$78 million	June 2007
Levensohn Venture Partners IV, LP	$150 million	June 2007
Blum Strategic Partners IV, LP	$1.1 billion	May 2007
Yucaipa American Alliance Fund II	$1.6 billion	May 2007
Genstar Capital Partners V, LP	$1.6 billion	March2007
EPIC Venture Fund IV, LLC (Formerly Wasatch Venture Fund IV, LLC)	$50 million	February 2007

American River Ventures Fund II	$200 million	January 2007
Carpenter Community BancFund, LP	$200 million	January 2007
Vista Equity Fund III	$1.1 billion	December 2006

GOLDEN STATE INVESTMENT FUND

Co-Investments

Accurate Metal Fabricators, Inc	$10 million
Apria Healthcare Group	$15 million
Ascentia Wine Estates	$15 million
CPI International	$15 million
Den-Mat Holdings	$16 million
KANA	$10 million
McKechnie Aerospace	$15 million
MCSC	$5 million
Milton's Fine Foods	$10 million
NexTag	$3 million
Pacific Wave Systems	$5 million
PETCO Animal Supplies	$20 million
Santa Cruz Nutritionals	$10 million
Traffic Control and Safety Systems	$6 million
Univision Communications, Inc	$25 million
Web Service Company	$14 million
Wyle	$15 million

Fund Investments

Accel-KKR	$15 million
Caltius Equity Partners	$20 million
Carpenter Community BancFund	$20 million
Claremont Creek Ventures	$5 million
DBL Equity	$10 million
DFJ Frontier	$10 million
Energy Capital Partners	$25 million
GRP	$10 million
Huntington Capital	$15 million
Kayne Anderson Mezzanine	$15 million
LLCP California Growth	$39 million
PCV Investment Partners	$15 million
RLH Investors	$25 million
Seidler Equity Partners	$20 million
St. Cloud Capital Partners	$15 million
Vance Street Capital	$20 million

MULLER & MONROE ASSET MANAGEMENT, LLP

- Investment in Prism Mezzanine Fund for $5 Million – March 2005

- Commitment of $25 million from Chicago Police for Illinois Private Equity Fund of Funds ("ILPEFF") – February 2005
- Transfer of $20 million commitment from New Mexico to Muller & Monroe – January 2004
- Closed $75 million from Chicago Teachers ($25 million), Illinois Municipal Retirement Fund ($25 million) and State University Retirement System for ILPEFF, a $150 million target fund – December 2004
- Secured a $3 million investment from Chicago Fire for M2 Leadership Private Equity Fund, a $200 million emerging manager fund – November 2004
- Establishment of ILPEFF which will focus on emerging managers in the Midwest and minorities and women nationwide – September 2004
- Strategic relationship with West AM to assist in the investment process for ILPEFF - August 2004
- Combination of marketing efforts between Muller & Monroe and Leadership Private Equity Partners to form M2 Leadership Private Equity Fund – July 2004

LEADERSHIP PRIVATE EQUITY PARTNERS, LP

- Due diligence report on a potential aerospace investment by the state of New Mexico – March 2004
- $20 million commitment from the State of New Mexico in Leadership Private Equity Partners – November 2003
- $10 million investment in Reliant Equity Partners – June 2003
- Establishment of Leadership Private Equity Partners, LP a fund of funds focused on minority and women managers – June 2002

OMEGA CAPITAL PARTNERS, LLC

- $25 million commitment for an acquisition of an orthodontic company – January 2005
- $10 million commitment for Secugen, a biometric company focused on fingerprint recognition technology – November 2002
- Investment ($3 million) in Sage Metrics, a data mining company, by Ascend Venture Capital – May 2002
- Creation of Omega Capital Partners, a financial advisory firm focused on mergers and acquisitions and corporate finance, particularly minority and women led firms – January 2002

GATEWAY, INC.

- Strategic plan and relationships with partners in the wireless data space including carriers, PC Card company and a middleware provider – December 2001
- Strategic relationship with Shutterfly, an online photo-finishing company – September 2001
- Restructuring of strategic relationship with Microgistix, a software replication company – August 2001
- Outsourcing partnership with Viasource for Gateway's Hong Kong and Singapore operations – July 2001
- Strategic relationship with Viasource, a home installation company – June 2001
- Sale of 50% of equity stake in Transmeta realized a 100% gain in less than 1 year – May 2001
- Approval recommendation for a merger between Detto and Fusion One – April 2001
- Development of strategic plan for Gateway country stores to increase traffic and close rates – March 2001
- Strategic review of Gateway training business to develop new growth opportunities – February 2001
- Strategic relationship with ATT to bundle broadband with Gateway PCs – December 2000
- Evaluation of Ehitex acquisition of NECX, an online electronics exchange ($200 million) – December 2000
- Purchase of previously sold Gateway equipment from a strategic partner to generate a $5 million profit – December 2000
- Strategic investment in Global Communications, a European training company ($3 million) – November 2000
- Co-marketing arrangement with Handspring to bundle its handheld PDA device with Gateway products – October 2000
- Investment in Carlyle's European Private Equity Fund – October 2000
- Exclusive television marketing relationship with QVC to market Gateway products – September 2000
- Training and marketing initiative with Purchase Pro.com to develop an eMarketplace for the SMB segment – September 2000

- Strategic relationship with Family Education Network to market to the education segment – August 2000
- Venture leasing initiative to fund emerging growth and dot.com companies – August 2000
- Strategic partnership to form Ehitex, an online B2B exchange for the high tech industry ($6.7 million) – July 2000
- Financial partnership with IXL/CFN for opportunities in the employer PC market ($150 million) – June 2000
- Broad strategic relationship with Verio for SMB internet access and web hosting (no investment) – June 2000
- Equity investment in Transmeta, an internet appliance chip company ($8 million) – May 2000
- Exclusive retail relationship with Rentway, a 1,100 store rent –to-own company ($7 million) – April 2000
- Strategic relationship with Que Pasa, a U.S. based Hispanic portal, ($10 million) – March 2000
- Strategic partnership with Sun Microsystems to jointly attack the enterprise market (no investment) – February 2000
- Exclusive retail and e-commerce relationship with Office Max's 1,00 stores ($50 million) – February 2000
- Financial partnership with eSoft, a software ASP company for the SMB market ($25 million) – February 2000
- Equity investment in General Interactive, an email based eCRM company ($10 million) – January 2000
- Strategic relationship with Lightspan Partnership, an online education portal ($3million) – December 1999
- Financial investment in Idealab, an internet focused private equity investment vehicle ($10 million) – December 1999

GENESIS CAPITAL PARTNERS

- Privatization of United States Enrichment Corporation ($1.9 billion) – August 1998
- Equity and debt financing commitments for Davis Entertainment Classics ($60 million) - August 1998
- Bridge financing for International Media Group ($0.1 million) – August 1998
- Equity financing for American Physicians Network ($0.5 million) – February 1998
- Acquisition of Streater, Inc. by Allied Industrial Group ($48 million) – December 1997
- Equity and debt acquisition financing commitment for Direct Marketing Enterprises ($70 million) – September 1997
- Equity and subordinated debt acquisition financing commitment for Questcom ($112 million) – July 1997
- Acquisition financing commitment for Eagle West Communications ($200 million) – January 1997
- Equity acquisition financing commitment for Tiger Medical ($2.5 million) – June 1996
- Equity financing commitment for Dunkin Donuts franchisee in South Africa ($0.5 million) – June 1996
- Equity and debt financing commitment for Subway franchisee in South Africa ($1.5 million) – February 1996
- Acquisition financing commitment for Mid-American Foods ($40 million) – January 1996

GOLDMAN SACHS & CO

- Merger between AmeriHealth and Champion Health Care ($20 million) – August 1995
- Merger between HCA and Columbia Healthcare Corporation ($10 billion) – February 1995
- Successful anti-raid defense of a photo album company ($200 million) – February 1995
- Sale of Bytex Corporation to Network Systems Corporation ($35 million) – November 1995

THE FIRST BOSTON CORPORATION

- Sale of Marathon LeTourneau Company to Rowan Companies ($45 million) – February 1994
- Sale of Carl Marks & Co's Golden Sun Feeds, Inc to J H Whitney & Co ($75 million) – June 1993
- Sale of Ashland Oil, Inc's SuperAmerica of Florida, Inc to Shell Oil Co ($40 million) – March 1993
- Fairness opinion for DeVlieg-Bullard _ sale of its Pemberthy unit to Newflow Corp. ($25 million) – January 1993
- Fairness opinion for Fedders Corp. – sale of Rotorex Corp. to NYCOR, Inc ($125 million) – November 1992
- Sale of Pitney Bowes, Inc's Wheeler Group, Inc to Butler Capital Corp. ($75 million) – August 1992
- Reverse LBO for Carlisle Plastics, Inc ($300 million) – May 1991
- Sale of Abbey Holdings' Countess York Portfolio company to Inter- American Partners ($15 million) – February 1991
- Sale of Georgia Kaolin Company, Inc to ECC Group plc ($250 million) – December 1990

Lodestar Charter Petition - Appendix 1

- Recapitalization of Schuylkill Metals Corporation by Citicorp Venture Capital Ltd ($75 million) – November 1990
- Merger of Kay Jewelers, Inc and Ratners Group plc ($450 million) – October 1990
- Minority Shareholders Representation/Merger of Copperweld Corporation and Imetal ($175 million) – August 1990
- Minority Squeeze-out/Sale of Sikes Corporation to Premark International, Inc ($200 million) – June 1990
- Sale of Ashland Oil, Inc's Beaird Industries, Inc to Trinity Industries, Inc ($35 million) – April 1990
- Sale of Control Data's U.S. Third Party Maintenance Services to Bell Atlantic Corp ($50 million) – January 1990
- Sale of Modernfold, Inc to Maiden Lane Associated, Ltd ($30 million) – January 1990
- Defense/Sale of TW Services to Coniston Partners ($1.7 billion) – December 1989
- Joint Venture between Sulzer Escher Wyss and J M Voith ($50 million) – November 1989
- Sale of Control Data's European Third Party Maintenance Services to Thomson-CSF ($25 million) – June 1989

Executive Profile



JONATHAN VELLINE

Senior Vice President,
ATM Banking & Distribution Strategies
Wells Fargo & Company

Jonathan Velline is responsible for managing Wells Fargo's network of more than 6,300 ATMs which is the third largest bank ATM network in the United States. Velline is also responsible for distribution analysis for Wells Fargo's network of more than 3,000 banking stores.

Wells Fargo has long been an industry leader in finding new ways for ATMs to better serve its customers. The company pioneered web-enabled ATMs, and under Velline's leadership, became the first financial institution in the U.S. to complete its roll-out. Wells Fargo was the first to develop a plan for installing ATMs with voice instructions for the visually impaired and today all of its locations have a *Talking WebATM*® machine. In addition, Wells Fargo was the first to pilot the *Envelope-Free webATM* and convert a deposited check at the ATM into a digital image under Check 21.

Velline began his career with Wells Fargo in 1991 as a financial analyst in the Savings and Investment Group. In 1993, he was named assistant vice president responsible for finance and strategy for the In Store Banking Division helping to chart the growth of this new distribution channel. In 1994 he was named vice president.

In 1995 Velline moved to the Physical Distribution Group and was responsible for database marketing and customer analysis. Here he developed and implemented strategies to improve customer profitability. In 1998 he managed finance and strategy for the California store network. In 1999 he was named group finance officer for the Distribution Strategies Group, where he was responsible for developing financial strategies to improve the efficiency and effectiveness of Wells Fargo's entire physical distribution network. He was named to his current position in 2000.

Velline holds a bachelor's degree in economics from the University of California, Berkeley.

April 2005

Lodestar Charter Petition - Appendix 2

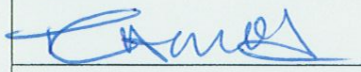
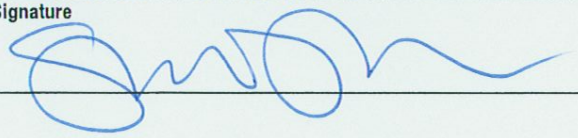
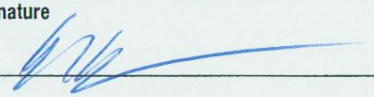
Lighthouse Community Charter School

Lighthouse Community Charter School II – Charter Petition Submission
Signatures of Parent Support

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. ***The below signatures are parents who are meaningfully interested in enrolling their child at the school.*** *The petitioners authorize the Lead Petitioner, Steve Sexton, to make or negotiate any amendments to the attached charter necessary to secure approval by the OUSD governing board and state administrator.*

Name	Address
Print Name: Rosaura Altamirano	Street Address: 899 Barri Dr
Signature: Rosaura Altamirano	City, State, Zip Code: San Leandro CA 94578
rosaura143@yahoo.com	Phone Number: (510) 219-0930
Print Name: Adrianna Maciel	Street Address: 1355 87th Avenue
Signature: Adrianna Maciel	City, State, Zip Code: Oakland, CA 94621
[redacted]	Phone Number: (510) 827-6851
Print Name: X X X X X X	Street Address: X X X X X

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name MARIA RAMOS	Street Address 9945 D St
Signature 	City, State, Zip Code OAKLAND CA 94603
	Phone Number (510) 967 2617
Print Name Eden Girmay	Street Address 10854 Edes Ave Oakland, CA 94603
Signature	City, State, Zip Code
	Phone Number
Print Name Noemi Montano	Street Address 1917 E 17th St
Signature 	City, State, Zip Code Oakland CA 94606
	Phone Number (510) 827-7200
Print Name Esteban Guzman	Street Address 1917 E. 17½ St
Signature 	City, State, Zip Code Oakland CA 94606
	Phone Number (510) 87-7200

Name	Address
Print Name: Maria A Jimenez	Street Address: 7520 Arthur St Oakland Ca 94605
Signature: Maria A Jimenez	City, State, Zip Code:
	Phone Number:
Print Name: Viridiana Patino	Street Address: 1016 82nd Ave APT B
Signature: Viridiana Patino	City, State, Zip Code: Oakland CA 94614
	Phone Number: 510 302 9171
Print Name: ~~Jose S. Ortiz~~ S	Street Address: 6932 Lockwood St.
Signature: Jose Jesus Ortiz	City, State, Zip Code: OAKLAND CA. 94621
	Phone Number (Home) (510) 382-0120 (Cell) (510) 919-5095
Print Name: Ruth mekennon	Street Address: 1444 67th Ave. OAKLAND. CA.
Signature:	City, State, Zip Code: OAKLAND CA. 94621
	Phone Number: (510) 388-5756

Lodestar Charter Petition - Appendix 2

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name: Gabriela Peña Signature: [signature]	Street Address: 464 Ashton Ave City, State, Zip Code: Oakland, CA 94603 Phone Number: 510.746.6224
Print Name: Dana Ramirez Signature: Dana Ramirez	Street Address: 2044 Damuth St 2 City, State, Zip Code: Oakland CA 94660 Phone Number: 510-866-8790
Print Name: Yasmin Rojas Signature: [signature]	Street Address: 2044 damuth St #1 City, State, Zip Code: Oak Ca 94602 Phone Number: 510) 316-6505
Print Name: Gabriel Cervantes Jr Signature: [signature]	Street Address: 2746 Parker ave City, State, Zip Code: Oakland CA 94605 Phone Number: 510-499[illegible]9

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name: Yessenia Cervantes Signature:	Street Address: 2746 Parker ave City, State, Zip Code: Oakland CA 94605 Phone Number: 510·384·5257
Print Name: Tara Smith Signature:	Street Address: 424 Jones Ave City, State, Zip Code: Oakland CA 94603 Phone Number: 510-386-1793
Print Name: Maria Garcia Signature: Maria Garcia	Street Address: 1716 Seminary Ave. City, State, Zip Code: Oakland, CA, 94621 Phone Number: 510-206 8639
Print Name: EVELYN Serrano Signature:	Street Address: 2433 107th Ave City, State, Zip Code: Oakland calif Phone Number: (510) 485-1753.

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name: Lugina Sanchez	Street Address: 1704 - 34TH Ave
Signature:	City, State, Zip Code: Oakland, CA. 94601
	Phone Number: 510-316-4770
Print Name: Alice Wilson / Tracy Wilson	Street Address: 1327-98th Ave
Signature:	City, State, Zip Code: Oakland, Ca 94603
	Phone Number: (510) 681-4132 (510) 719-6084
Print Name: Phylisa McCoy	Street Address: 1936 101st Ave
Signature:	City, State, Zip Code: Oakland CA 94603
	Phone Number: 510-388-9774
Print Name: Jose J. Ortiz	Street Address: 6932 Lockwood St.
Signature:	City, State, Zip Code: OAKLAND CA. 94621
	Phone Number: (50)382-0120 sell (510)919-5095

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name: Juana Contreras	Street Address: 10971 Robledo Dr. Oakland C.A 94603
Signature: Juana Contreras	City, State, Zip Code: (510) 688-4518
	Phone Number
Print Name: Viviana Aguilar	Street Address: 1630 90th ave
Signature: Viviana Aguilar	City, State, Zip Code: Oakland CA 94603
	Phone Number: (510) 978-65-37
Print Name: Irlanda K. Navarrete	Street Address: 7141 Favor St
Signature: Ikarolinavanete.	City, State, Zip Code: Oakland 94621
	Phone Number: 510-472 1308
Print Name: Harley P. Navarrete	Street Address: 7225 Favor St
Signature:	City, State, Zip Code: Oakland CA 94621
	Phone Number: 510-472 1308

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name: Claudia Aguilar Signature:	Street Address: 3122 Ward Lane Oakland CA 94602 City, State, Zip Code: Phone Number: 510-393-0833
Print Name: Alina Lopez Signature:	Street Address: 1473 82nd Ave City, State, Zip Code: Oakland, CA 94621 Phone Number: (510) 584-6174
Print Name: Andrea Hall Signature:	Street Address: 1114 Redwing Dr City, State, Zip Code: Hayward CA 94544 Phone Number:
Print Name: Maisha Tate Signature:	Street Address: 5407 Hillen Drive City, State, Zip Code: Oakland CA 94619 Phone Number: (559) 285-0076

Name	Address
Print Name: Maria Zarate.	Street Address: 3800 Quigley St. Oakland Ca.
Signature: [signature]	City, State, Zip Code: Oakland Ca. 94619
	Phone Number: (510) 6893981
Print Name: Valentin Sanchez	Street Address: 996 90 Ave Oakland Cal
Signature: Valentin Sanchez.	City, State, Zip Code: 94603
	Phone Number:
Print Name: Adrienne McClendon	Street Address: 236 Haas Ave #3
Signature: A McClendon	City, State, Zip Code: San Leandro CA 94577
	Phone Number: (510)599-6358 cell (510)6339983 hm
Print Name: Patricia Rangel	Street Address: 1346 107th Ave.
Signature: P Rangel	City, State, Zip Code: Oakland CA 94603
	Phone Number: 510 - 418 - 7304

Lodestar Charter Petition - Appendix 2

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name: Sarah Allen	Street Address: 2573 Truman Ave
Signature: Sarah Allen	City, State, Zip Code: Oakland, CA 94605
	Phone Number: 323-333-4150
Print Name: Maria Garcia	Street Address: 1716 Seminary Ave
Signature: Maria Garcia	City, State, Zip Code: Oakland CA 94621
[illegible]	Phone Number: 510-2068639
Print Name: [illegible]	Street Address: 9929 1Ast
Signature: [illegible]	City, State, Zip Code: OAKLAND CA 94603
	Phone Number: (510) 395-0458
Print Name: Sergio Gutierrez	Street Address: 373 Caswell ave
Signature: [illegible]	City, State, Zip Code: Oakland, CA
	Phone Number: 510) 610-0671

Lodestar Charter Petition - Appendix 2

Name	Address
Print Name Maria Avalos	Street Address 373 Caswell Ave
Signature Maria Avalos	City, State, Zip Code 94603
	Phone Number 510) 705-2353
Print Name	Street Address
Signature	City, State, Zip Code
	Phone Number
Print Name	Street Address
Signature	City, State, Zip Code
	Phone Number
Print Name	Street Address
Signature	City, State, Zip Code
	Phone Number

Lodestar Charter Petition - Appendix 2

Lighthouse
Community Charter School

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Name	Address
Print Name Guadalupe Hernandez	**Street Address** 9909 Plymouth St. Oakland CA. 94603
Signature	**City, State, Zip** Oakland CA 94603.
Email bernardoh@att.net	**Phone** (510) 418-4813 (510) 418-4815
Print Name Bernardo Hernandez	**Street Address** 9909 Plymouth St.
Signature Bernardo Hernandez.	**City, State, Zip** Oakland CA 94605.
Email bernardoh@att.net	**Phone** (510) 418-4813 (510) 418-4815

Lodestar Charter Petition - Appendix 2

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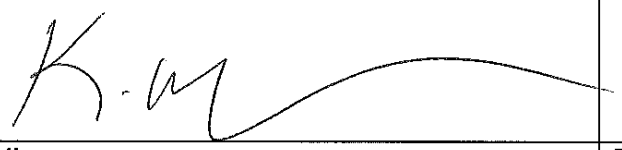
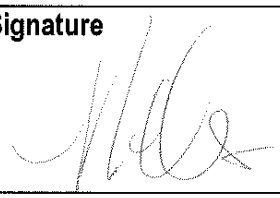
Name	Address
Print Name Kati Meyers	**Street Address** 10963 Moonlight Ct. Oakland 94603
Signature 	**City, State, Zip** Oakland, CA 94603
Email Kati.Meyers@gmail.com	**Phone** 510-853-1329
Print Name Monica Ortiz	**Street Address** 2614 76th Ave
Signature 	**City, State, Zip** Oakland, CA 94605
Email amortiz28.mo@gmail.com	**Phone** 510-427-1873

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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Name	Address
Print Name Adekemi Onatade	**Street Address** 9326 Cherry St
Signature	**City, State, Zip** Oakland CA 94603
Email kemiosun@aol.com	**Phone** 510 830-5531
Print Name Adeife Onatade	**Street Address** 9326 Cherry St
Signature	**City, State, Zip** Oakland CA 94603
Email osunwumi@yahoo.com	**Phone** 510 207 1795

Lodestar Charter Petition - Appendix 2

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Name	Address
Print Name Juan C. Aguilar	**Street Address** 8119 birch st Oakland CA. 94621
Signature Juan C. Aguilar	**City, State, Zip**
Email ajuanC69@gmail.com	**Phone** (510) 508-1509
Print Name Aurora Madrigal	**Street Address** 1147 88th Ave Oakland ca 94621
Signature Aurora Madrigal	**City, State, Zip**
Email aurora Madrigal1728@hotmail.com	**Phone** (510) 457-6759

Lodestar Charter Petition - Appendix 2

Lighthouse
Community Charter School

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Name	Address
Print Name Cornelio Valencia	**Street Address** 1147 88th Ave Oakland ca 94621
Signature	**City, State, Zip**
Email auroramadrigal4128@Hotmail.com	**Phone** (510)457-6804
Print Name Ivan Arevalo	**Street Address** 406 Hale ave
Signature	**City, State, Zip** Oakland C.A 94603
Email	**Phone** (415) 971 2197

Lodestar Charter Petition - Appendix 2

Lighthouse
Community Charter School

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Name	Address
Print Name Jose J. Ortiz	**Street Address** 6932 Lockwood St. OAKLAND CA. 94621
Signature Jose J. Ortiz	**City, State, Zip**
Email Jesus 723-901@hotmail.com.	**Phone** cell (510) 919-5095 (510) 382-0120 home
Print Name Alisha Castillon	**Street Address** 1124 84th AVE
Signature Alisha Castillon	**City, State, Zip** Oakland, CA 94621
Email Castillonfamily825@gmail.com	**Phone** 510 325-4584

Lodestar Charter Petition - Appendix 2

Lighthouse
Community Charter School

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Name	Address
Print Name VIRGINIA QUINTANILLA	**Street Address** 378 CASWELL
Signature VIRGINIA QUINTANILLA	**City, State, Zip** OAKLAND, CA 94603
Email	**Phone** (510) 919-7996
Print Name Ariana Hines	**Street Address** 6846 Hawley St. #208
Signature Ariana Hines	**City, State, Zip** Oakland, CA 94621
Email arianahines35@yahoo.com	**Phone** 510 875-3640

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Ana Romero	**Street Address** 406 Hale ave
Signature [signature]	**City, State, Zip** Oakland CA 94603
Email	**Phone** (415) 971-2196
Print Name Karla Hernández	**Street Address** 9833st Sunnyside
Signature Karla.H	**City, State, Zip** Oakland CA 94603
Email	**Phone** (510) 712-2663

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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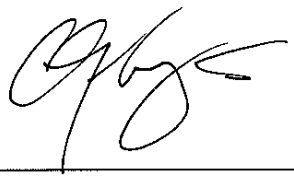
Name	Address
Print Name Brisa Garcia	**Street Address** 5087 Congress Ave Oakland CA. 94601.
Signature Brisa Garcia	**City, State, Zip** Oakland CA. 94601.
Email Bv8419 98@gmail.com	**Phone** (510) 692-6771
Print Name TRINH MAI	**Street Address** 2681 W 133rd Ave.
Signature Mai	**City, State, Zip** San Leandro Ca 94577
Email totrinh03@yahoo.com	**Phone** (510) 825-6244

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Lidia Olvera	**Street Address** 132 Kerwin Av.
Signature Lidia Olvera	**City, State, Zip** oakland cal. 94603
Email Lidia0122@gmail.com ~~Lidia0122@gmail.com~~	**Phone** 510 813 0827
Print Name Jesús Germán Fong Silva	**Street Address** 4130 LYON OAKLAND
Signature 	**City, State, Zip** Ca. 94601
Email german_fong@hotmail.com	**Phone** 510 368 7552

Lodestar Charter Petition - Appendix 2

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We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Ana Dubois	**Street Address** 1166 71st Ave
Signature 	**City, State, Zip** Oakland CA 94621
Email ana.dubois@att.net	**Phone** (510) 282 1837
Print Name Saira Santos	**Street Address** 1634 100th Ave
Signature 	**City, State, Zip** Oakland Ca 94603
Email SairaSantos469@gmail.com	**Phone** 510 967 3771

Lodestar Charter Petition - Appendix 2

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Name	Address
Print Name Patricia Soto B	**Street Address** 9838 A St
Signature	**City, State, Zip** Oakland ca. 94603
Email	**Phone**
Print Name Silvia Gonzalez	**Street Address** 1852 39 th AVE
Signature Silvia Gonzalez	**City, State, Zip** Oaklan Calif 94601
Email	**Phone** (510) 206 8467

Lighthouse
Community Charter School

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Name	Address
Print Name Maricela Gasca	**Street Address** 1617 39th Ave ~~Oakland 94601~~
Signature Maricela Gasca	**City, State, Zip** Oakland Ca. 94601
Email gascamaricela07@gmail.com	**Phone** (510) 2-28-64-33
Print Name Juana Aguilera Montes	**Street Address** 2443 76th Ave.
Signature Juana Aguilera Montes	**City, State, Zip** Oakland Cal. 94605
Email mymontes93@gmail.com	**Phone** (510) 303-0224

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Mariana Montes	**Street Address** 2443 76th Ave.
Signature Mariana Montes	**City, State, Zip** Oakland, CA 94605
Email mymontes93@gmail.com	**Phone** (510) 612-8051
Print Name Rosaura Altamirano	**Street Address** 7015 Halliday Ave Oakland CA 94605
Signature Rosaura Altamirano	**City, State, Zip** Oakland CA 94605
Email rosaura143@yahoo.com	**Phone** (510) 219-0930

Lodestar Charter Petition - Appendix 2

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Name	Address
Print Name KARLA GARCIA	**Street Address** 2914 76TH Ave.
Signature Karla Garcia	**City, State, Zip** Oakland, CA 94605
Email AURUROKIA@HOTMAIL.COM.	**Phone** (510) 827-5151
Print Name Saadiyah Rasheed	**Street Address** 9250 C Street
Signature	**City, State, Zip** Oakland CA 94603
Email Dsrasheed@gmail.com	**Phone** 916 271-3672

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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Name	Address
Print Name aida Benito	**Street Address** 94611 5762 Florence terrace Oakland
Signature Aida Benito	**City, State, Zip**
Email aida.benite123@hotmail.com	**Phone** (510) 472-7214
Print Name Evenda Vilchis	**Street Address** 648 S. Elmhurst ave
Signature Evenda Vilchis	**City, State, Zip** Oakland CA
Email	**Phone** 510 467-2957 510 430-0471

Lodestar Charter Petition - Appendix 2

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Name	Address
Print Name Barbara Gilles	**Street Address** 5762 Florence Terr Oakland, CA. 94611
Signature Barbara Gilles	**City, State, Zip** Oakland, CA. 94611
Email bgdincal@sbcglobal.net	**Phone** (510) 207.3077
Print Name Graciela Vilchis	**Street Address** 648 S. Elmhurst ave
Signature	**City, State, Zip** Oakland CA. 94603 510 928-9557
Email	**Phone** 510 228 9557

Lodestar Charter Petition - Appendix 2

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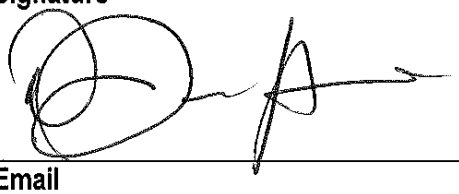
Name	Address
Print Name Nelida Chavarria	**Street Address** 820 53rd Ave
Signature Nelida Chavarria	**City, State, Zip** Oakland CA 94601
Email vnelida90@yahoo.com	**Phone** (510) 798-2158
Print Name Dajeanna Hogue	**Street Address** 3515 Springlake Dr.
Signature 	**City, State, Zip** San Leandro, CA 94578
Email infodajeannah@gmail.com	**Phone** (510)290-1611

Lodestar Charter Petition - Appendix 2

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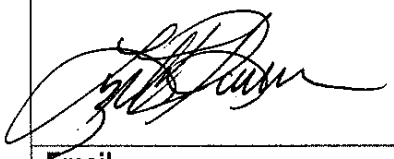
Name	Address
Print Name Viridiana Rosette	**Street Address** 5087 Congress Ave Oakland CA 94601
Signature 	**City, State, Zip** Oakland CA 94601
Email Viridiana.Rosette@yahoo.com	**Phone** (510) 246-4018
Print Name Lizeth Rivera	**Street Address** 241 Tunis Road Oakland, CA 94603
Signature 	**City, State, Zip** Oakland, CA 94603
Email lizzie01_02@yahoo.com	**Phone** (510) 302-9472

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Gloria Fong	**Street Address** 4130 Lyon ave
Signature	**City, State, Zip** Oakland Ca 94601
Email gloria.fongg@gmail.com	**Phone** (510)338 2089
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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Name	Address
Print Name Viridiana Rosette	**Street Address** 5087 Congress Ave
Signature Viridiana Rosette	**City, State, Zip** Oakland CA 94601
Email Viridiana.Rosette@yahoo.com	**Phone** (510)246-4018
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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Name	Address
Print Name Karina Avalos	**Street Address** 2249 107th Ave
Signature Karina Avalos	**City, State, Zip** Oakland ca 94603
Email Karavalos10@gmail.com	**Phone** (510) 363 69 24
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

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Name	Address
Print Name Olga De Lara	**Street Address** 11058 Robledo Dr.
Signature Olgalle Lara	**City, State, Zip** OAKLAND CA
Email deLaraolga@Yahoo.com	**Phone** Home 510 878-[redacted]1453 Cell 510 735- 5740
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

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Name	Address
Print Name Selene Aguilar	**Street Address** 1834 96 ave
Signature Selene Aguilar	**City, State, Zip** Oakland CA 94603
Email Seleaguil@gmail.com ~~Selea~~	**Phone** (510) 415-5039
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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Name	Address
Print Name Diana Diaz	**Street Address** 9290 Coral Road Oakland Ca 94603
Signature 	**City, State, Zip** Oakland Ca 94603
Email dianadiaz0610@gmail	**Phone** 415-769-1502
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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Name	Address
Print Name Freima Rose Lee	**Street Address** 1467 70th ave
Signature Freima Rose Lee	**City, State, Zip** Oakland, Ca 94621
Email ferose@ft.newyorklife.com ferose@ft.newyorklife.com	**Phone** (510) 433104 (w) (510) 5020787 (cell)
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

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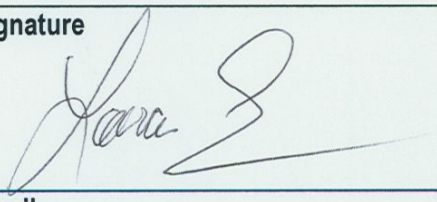
Name	Address
Print Name Noemi Montano	**Street Address** 5922 E 17th St Oakland CA 94621
Signature	**City, State, Zip**
Email	**Phone**
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned teachers, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are teachers who are meaningfully interested in the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name LAURA EINHORN	**Street Address** 6511 SIMSON ST.
Signature 	**City, State, Zip** OAKLAND, CA 94605
Email Laura.einhorn@lighthousecharter.org	**Phone** 617-818-1639
Print Name Robbie Torney	**Street Address** 1506 4th Ave Apt 12
Signature RTorney	**City, State, Zip** Oakland, CA 94606
Email robbie.torney@lighthousecharter.org	**Phone** 505 310 9160

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned teachers, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are teachers who are meaningfully interested in the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Brianne Zika	**Street Address** 415 Foothill Blvd. #4
Signature Brianne Zika	**City, State, Zip** Oakland, CA 94606
Email Bri.zika@gmail.com Bri.zika@lighthousecharter.org	**Phone** (818) 300-5025
Print Name Lauren Hofmayer	**Street Address** 1506 4th Ave Apt 12
Signature Lauren Hofmayer	**City, State, Zip** Oakland, CA 94606
Email lhofmayer@gmail.com lauren.hofmayer@gmail.com	**Phone** (925) 788-744.

Lodestar Charter Petition - Appendix 2

Lighthouse Community Charter School

We, the undersigned teachers, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are teachers who are meaningfully interested in the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name LAURA KRETSCHMAR	Street Address
Signature 	City, State, Zip
Email laura.kretschmar@lighthousecharter.org	Phone
Print Name	Street Address
Signature	City, State, Zip
Email	Phone

Lighthouse II Parent Informational Meeting





Lighthouse Community Charter School





Choose the time that works best for you:

Evening:
Friday
August 21st
September 25
6 – 7:30 pm

Morning:
Wednesday
August 19
Spetember 23
9:00 – 10:30 am

Have your family become a part of the Lighthouse II experience!





We're opening Lighthouse II in Fall of 2016 for Kindergarten, 1st, 2nd and 6th grades! Lighthouse II will have the same high student expectations, teacher quality and high levels of student success. Join us for this meeting to find out more information about how you can sign your child for this amazing opportunity. Childcare and snacks will be provided! For more information, contact Maritza Ortiz, parent organizer for Lighthouse II – (510) 562-8225 or maritza.ortiz@lighthousecharter.org CALL TO RSVP!

Junta Informacional para Padres sobre Lighthouse II





Lighthouse Community Charter School





Une a su familia con nuestra familia de Lighthouse!





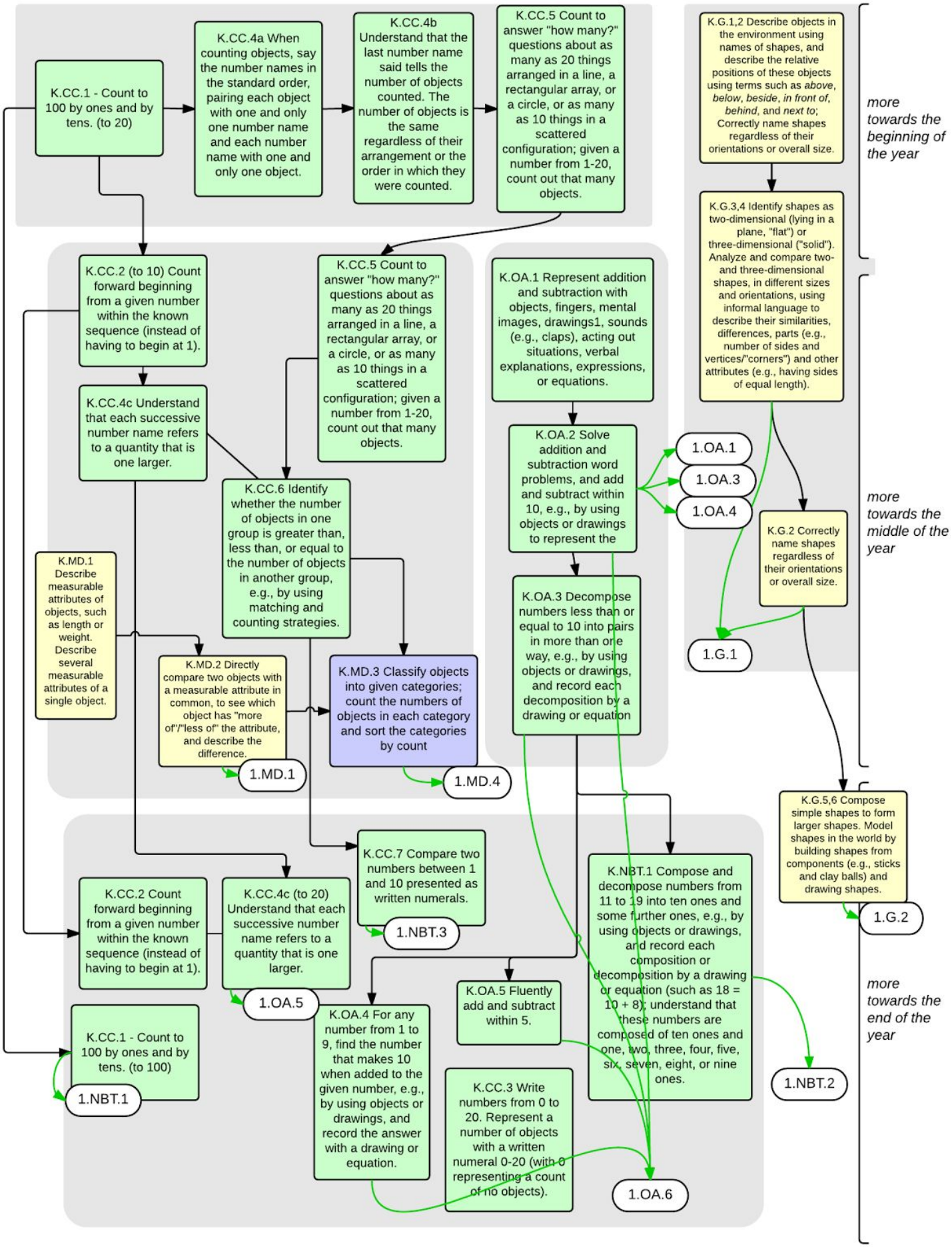
Elija el tiempo que funcione mejor para usted:

Por la Noche:
Viernes
21 de Agosto
25 de Septiembre
6 – 7:30 pm

En la Mañana:
Miercoles
19 de Agosto
23 de Septiembre
9:00 – 10:30 am

Estamos abriendo Lighthouse II en el otoño de 2016 para el kinder, primero, segundo y sexto grados! Lighthouse II tendrá las mismas altas expectativas de los estudiantes y calidad de maestro. Venga a esta reunión para obtener más información acerca de cómo puede inscribir a su hijo con esta oportunidad increíble. Cuidado de niños y refrigerios serán proporcionados! RESERVE SU ASISTENCIA. Para obtener más información, póngase en contacto con Maritza Ortiz, organizadora de padres - (510) 562-8225 o maritza.ortiz @ lighthousecharter.org

Lodestar Charter Petition - Appendix 4



TEACHING THE CORE – EXEMPLAR LESSON PREPARATION GUIDE, MATHEMATICS

Thank you for participating in the Teaching the Core exemplar video project. We appreciate your important contribution to creating these valuable professional development resources for teachers across the country. The Teaching the Core exemplar video project is focused on capturing lessons that are exemplars of the Common Core State Standards in practice. In order to support you in planning for this lesson we have developed the following lesson preparation guide. When planning your lesson for video capture please follow the steps outlined below.

Step 1: Complete the below demographic information.

School Name: Lighthouse Community Charter School	Teacher Name: Robbie Torney
Date: 6/2, 6/4	Period / Time (e.g. 8:45-9:30): see Oakland Taping Schedule
Room Number: S106	Grade Level: Kindergarten
Demographics of the class (e.g., % ELL, % SPED, other relevant): ● 20/24 ELL ● 2/24 IEP (both for speech) ● ~90% receive Free/Reduced Price Lunch	

Step 2: Determine the standard(s) to be addressed in this lesson.

For the purposes of this project, we are prioritizing the standards in the chart below. For K-8, lessons should target the grade level cluster(s), grade level content standard(s) or part(s) thereof as outlined in the table below. These priorities represent a subset of the major work[1] of the grade for K-8. For high school, reference the Widely Applicable Prerequisites[2] for a list of domains and clusters to focus on with the concepts listed in the table below as the top priority.

Gr	First Priority	Close Second
K	K.CC	K.OA
1	1.NBT	1.OA
2	2.OA.A, 2.OA.B	2.NBT
3	3.OA (Excluding 3.OA.9)	3.NF, 3.MD.C
4	4.NF, 4.NBT.B	4OA.A
5	5.NF, 5.NBT.B	5.MD.C
6	6.RP.A, 6.EE, 6.NS.1 (showing in particular how it arises from 5.NF.7)	6.NS.C
7	7.RP.A, 7.NS.A	7.EE.3
8	8.EE.B, 8.EE.C, 8.F.A	8.F.B, 8.SP.3 (supporting cluster)
HS	● Variety of modeling tasks. ● Multi-step quantitative problems with lots of units and rates ● Applications leading to 2 simultaneous linear equations in two variables ● Applications of linear, quadratic , and exponential functions	If the lesson targets geometry in HS: the lesson should be focused on using algebra to solve measurement problems and/or the use of coordinate geometry

[1] www.achievethecore.org/focus
[2] www.achievethecore.org/prerequisites

	● Seeing and using structure practice with symbolic manipulation ● "Thinking like a mathematician" (e.g., making a conjecture, checking consistency, generalizing) ● Working with y=mx + b	

a. Note the cluster(s), standard(s) or parts thereof addressed in this lesson.

Focus standards:

- CCSS.MATH.CONTENT.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- CCSS.MATH.CONTENT.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

b. Note the aspect(s) of rigor called for by the standard(s) being addressed in this lesson: Conceptual Understanding, Procedural Skill and Fluency, and/or Application.

For both standards, composing/decomposing and writing equations calls for **procedural skill and fluency.**

The major **conceptual understanding** represented by K.OA.A.3 is that numbers like 8 can be composed and decomposed into pairs, which represents a different understanding of number than seeing 5 as 5 discrete objects.

The major **conceptual understanding** for K.OA.A.4 is that finding the number that makes 10 when given a number 1-9 is a special case of composing and decomposing numbers more generally, a special case that has implications for our base 10 number system.

(Reminder: the aspect(s) of rigor called for by the standard(s) being addressed should also be the aspect(s) of rigor targeted in this lesson)

Step 3: Plan the Lesson

a. Use the grade-appropriate Instructional Practice Guide (achievethecore.org/math-common-core/instructional-practice) to plan your lesson. An exemplar lesson will meet all of the indicators for Core Action 1 and many, if not all, of the indicators for Core Action 2 and 3. Please write your lesson plan using the lesson plan format with which you are most familiar. Be sure to note:
   - Any materials you will use in the lesson (including multi-media)
   - Where this lesson fits within the context of the larger unit – what was covered before this lesson, and what will be covered after this lesson
   - Any student activities and where in the classroom those activities will take place

Topic: Composing and Decomposing 10

Stage 1 - Desired Results

Context:
So far this year, kindergarten mathematicians have done significant work with:
- Numbers to 10
- Counting to 100 by 1s and 10s

- Understanding numbers 11-19 as 10 ones and some ones
- 2d and 3d shapes
- Comparing numbers to 10
- Composing/decomposing numbers and addition and subtraction to 10
- Fluently adding and subtracting within 5

Our two most recent topics have been focused on K.NBT.1 and then K.G.A/B. This lesson sequence aims to extend students' existing understanding of composing and decomposing numbers to the special case called for by K.OA.A.4 -- finding the number that makes 10 when given a number 1-9.

Goals:

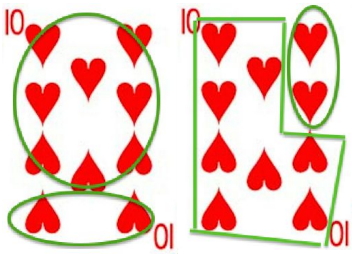
- CCSS.MATH.CONTENT.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- CCSS.MATH.CONTENT.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Understandings:

- numbers 1-10 can be broken into smaller groups in many different ways
- the count sequence can be used to count individual items as well as groups of items
- we can represent number compositions/decompositions with addition number sentences that are connected to the smaller groups that compose the whole
- finding the number that makes 10 given a number 1-9 is a special composing/decomposing context

Essential Questions:

- When we decompose numbers (ex. 3+4=7), which part of the decomposed set of objects is represented by the 3? the 4? the 7?
- How are decompositions like this the same? How are they different?



- (both represent 10=2+8)
- If there are only __ groups, how can the total be 7? 8? 9? 10?

Students will know / students will be able to… [LTs]

- Decompose numbers less than or equal to 10 into pairs in more than one way .. and record each decomposition with a drawing or equation
- For any number 1-9, find the number that makes 10 when added to the given number (by using objects or drawings)

Stage 2 - Assessment Evidence

Performance tasks:

- Daily work (decompositions on playing cards with equations) -- multiple small problems to check for understanding

Other Evidence:

- ideas surfaced through talk

Stage 3 - Learning Plan

Lesson 1. Decomposing the Number Seven[2]

Lesson Steps	Anticipated Student Responses	T responses, prompts, talk moves; language supports
Introducing (15-20 minutes) 1. Gather students on the carpet. Show students one large copy of a 6 of hearts playing card. As a class, count the hearts. Ask students: "What does the 6 on the top and the bottom of the card tell us?" 2. Ask students: "When you look at these 6 hearts, do you see any little groups inside there? a. If no one volunteers a correct response, volunteer a group that I see: for example,I see 3 hearts here. What else do you see?" 3. Call on a volunteer to come up and circle other groups. Ask student to describe what he or she circled. Then ask other students to repeat first student's description. 4. Note that all of the hearts have been circled. 5. Record a number sentence for what the student saw. Explain how each part of the number sentence relates to the drawing. For example, if the student circled a group of 3 and a group of 3, say: "This is how a mathematician might record these groups. I'm going to write a 3 because it goes with this group (point to group). *Write +3.* [Student] also saw this group of 3 hearts (point to group). How many hearts does that make all together?" When students say 6, write =6 so the number sentence reads 3+3=6. 6. Move this card to the side. Project another blank copy of the 6 of hearts card. Wait at least 10 seconds before calling on a student to draw and describe the groups that he or she sees. Then ask the other students to repeat the description of what their classmate circled. Record a number sentence for this student's thinking at the bottom of the cart. Connect each part of the number sentence back to the groups of hearts on the card. For example: "The number sentence shows a 4. Where do you see four on the card?" 7. Practice counting whole groups as a whole class.		**Clarify and share thoughts.** Wait time, turn and talk, stop and jot, say more, revoicing, tell us more, give an example **Orient to the thinking of others.** Who can repeat? Who can say that again? Who can put it in their own words? Tell us what your friend said?

[2] Based on *Classroom Discussions in Math* (Math Solutions, 2012).

8. Push on the idea of the difference between the number of hearts and the number of groups. For example, if a student draws a group of 2, a group of 2, and a group of 2, say: "I'm confused. If there are only three groups here, how can there be 6 hearts?" Share ideas 9. Discuss what is the same and different between the copies of the 6 of hearts card we have done together. 10. Summarize thinking -- there are smaller groups inside the 6 of hearts, and many students saw these groups in different ways. No matter how we decomposed the 6, there were always still 6 hearts on the card.		
Exploring / Extending (15 minutes) 1. Invite students to go back to their tables with copies of the 7 of hearts card. Invite them to find as many different ways as possible to decompose that number by circling groups and recording their decomposition using a number sentence. 2. Circulate to support students and engage them in productive talk. 3. Extensions include decomposing 8 and decomposing 9.	Some students will be able to decompose by drawing groups, but will need support: ● linking these groups to the total ● using numbers or equation symbols to represent their decomposition I will point these students to appropriate resources, and also ask them to engage with their peers in checking, explaining, or discussing their work at their tables.	**Deepen own thinking.** Why do you think that? How did you get the answer? What is your evidence? Why do you think that worked? Can you prove that? Can you explain step by step?
Summarizing (15 minutes) 1. Invite students to come back to the carpet and share their decompositions with a partner. 2. After everyone has had a chance to share, invite 1-2 students to come up and explain how they decomposed the 7 of hearts, 8 of hearts, or 9 of hearts.		**Orient to the thinking of others.** **Deepen own thinking.** **Engage with reasoning of others**. Do you agree or disagree? What do you think about that? Who can add on? Can you think of a different way? Does anyone have more evidence?

b. Reflect on the lesson you have just planned and note which of the Core Action indicators you think this lesson illustrates particularly well.

c. Tell us anything else you feel is important to know about this lesson that is not captured above or in the lesson plan.

Lesson 2. Decomposing the Number Ten

CCSS.MATH.CONTENT.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

Lesson Steps	Anticipated Student Responses	T responses, prompts, talk moves; language supports
Introducing (10 minutes) 1. Remind the students that they worked yesterday on decomposing the 7, 8, or 9 of hearts in many different ways. 2. Present students with two decompositions of the 10 of hearts card. Both will represent the 10=2+8, but the decompositions will be visually different. 3. Ask a student to describe what they see; ask other students to repeat the first student's description. 4. Ask students what is the same and what is different about the two cards (both show 2+8, but the group of 2 and the group of 8 are in different places). 5. Once students have come to agree (or perhaps disagree) that these decompositions are described by the same equation (or that the quantity of each group is the same even though the two decompositions are visually different), students move into the independent work phase of the lesson to find find as many different possible decompositions of 10 as possible.	Depending on students' developmental levels, I expect that it may be very difficult for some students to accept that two visually different representations of the same decomposition are the same, even if they accept that the quantities and equations are the same. If this happens, I will focus the discussion on what is the same (the group of 8, the group of 2, and the total 10).	**Clarify and share thoughts.** Wait time, turn and talk, stop and jot, say more, revoicing, tell us more, give an example **Orient to the thinking of others.** Who can repeat? Who can say that again? Who can put it in their own words? Tell us what your friend said? **Engage with reasoning of others**. Do you agree or disagree? What do you think about that? Who can add on? Can you think of a different way? Does anyone have more evidence? **Deepen own thinking.** Why do you think that? How did you get the answer? What is your evidence? Why do you think that worked? Can you prove that? Can you explain step by step?
Exploring / extending (20 minutes) 1. Students work to decompose 10 in as many different ways as possible by circling groups on their 10 of hearts cards; they will record these decompositions using equations. 2. Push students who are finding multiple decompositions that are visually different but mathematically identical to articulate that difference -- and move to finding a different combination. 3. An extension is for students to find as many different ways (visually) to represent the same decomposition.	Some students will be able to decompose by drawing groups, but will need support: ● linking these groups to the total ● using numbers or equation symbols to represent their decomposition	
Summarizing (15 minutes) 1. Bring students to the carpet. Give them time to share their work with the person sitting next to		

them. 2. Collect work. 3. Have students discuss work from two students that are visually different but represent the same combination (ex. 3+7=10). Push students to describe using precise mathematical language what is the same (the number in the groups) and what is different (where the groups are visually).		

b. Reflect on the lesson you have just planned and note which of the Core Action indicators you think this lesson illustrates particularly well.

Core Action 1 A, B, and D -- This lesson is based entirely on CCSS.MATH.CONTENT.K.OA.A.3. At this point in time in the year, the students understand how to decompose (a procedural fluency), so our opening discussion is focused on the meaning of "in more than one way," trying to push students to understand that this is not just describing the visual representation of the decomposition, but rather the quantities within the two groups represented in the equation. This lesson is part of an intentional sequence that builds on what students already know about decomposition, leading towards the conceptual understanding that decomposition of 10 and K.OA.A.4 are inherently related.

Core Action 1 C -- K.OA.A.3 calls for procedural skill in being able to decompose and represent that decomposition with an equation, and this lesson gives students the opportunity to decompose 10 and represent that decomposition multiple times over the course of the exploring extending block. K.OA.A.3 also implies conceptual understanding in decomposing "in more than one way" -- kindergarteners need lots of experience and focused conversation around decomposition to understand that visually different decompositions may still be represented by the same equation because the quantities within the decomposed groups are identical.

Core Action 2 A -- The playing card is a representation that makes the mathematics of the lesson explicit -- it invites decomposition of 10 hearts in many different ways. It also allows students to focus on the important work of decomposing (rather than drawing sets of 10 objects repeatedly), reducing cognitive load and allowing students to focus on decomposing and representing decompositions with equations.

Core Action 2 B and F -- These lessons are focused around high quality questioning that falls into a 4 categories: clarify and share thoughts, orient to the thinking of others, engage with the reasoning of others, and deepen own thinking. The questioning and commensurate student responses drive the instruction; there is no direct instruction or teacher modeling phase in this lesson.

Core Action 2 C, D, and E -- A significant amount of time is built in for students to work and constructively struggle; students are doing multiple short problems to allow me to check for understanding. I will also be able to identify students who need additional support or small group conferring based on the work and conversation from the previous lesson.

Core Action 3 -- The planning of this lesson experience and work I put into facilitating conversations is going to provide all students with the opportunity to demonstrate mathematical practices in the context of the lesson.

c. Tell us anything else you feel is important to know about this lesson that is not captured above or in the lesson plan.

Lesson 3. How many more do you need to make 10?

CCSS.MATH.CONTENT.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Lesson Steps	Anticipated Student Responses	T responses, prompts, talk moves; language supports
Introducing (10 minutes) 1. Remind the students that they were working on		

decomposing 10. 2. Have students look at the 10=9+1 decomposition (student work from previous day). Have students turn and talk and describe what they see to their partner. Have one student share out. 3. After students agree that they see 10=9+1, show them a set of 9 hearts. Ask students: "How many more hearts do I need to get to 10?" Wait to give students thinking time; then allow individual students to explain their thinking. Have students draw the additional heart -- and write an equation. Ask students to explain their thinking; ask other students to repeat the first student's description. 4. Prompt students to explain what is similar between the decomposition that they looked at at the beginning of the lesson and the 9+1=10 composition that they just made. 5. Note that the equation for both the decomposition of 10 and composition we just made is the same. 6. If needed, run through a second parallel example -- look at a 10=8+2 example from the previous day. Repeat steps 3, 4, and 5.	Students should see that these are analogous -- 9+1=10 is related to a decomposition of 10 into 9+1. If students are still expressing partial understandings, run through a second example.	Continue to use questioning / talk moves: 1. clarify / share thoughts 2. orient to the thinking of others 3. engage with the reasoning of others 4. deepen own thinking
Exploring / Extending (20 minutes) 1. Students go to tables. Each student will have a set of 1-9 of hearts. Students will figure out how many more they need to make 10; then they will draw the additional hearts needed and write an equation.		
Summarizing (15 minutes) 1. Closure discussion will talk about what is similar and different from experience yesterday. If a student found that given 7 you need 3 more to make 10, focus on the decomposition 10=7+3. Ask students for both previous day's work and todays work: Where is the 7? Where is the 3? What's similar? What's different?		

b. Reflect on the lesson you have just planned and note which of the Core Action indicators you think this lesson illustrates particularly well.

Similar to my reflections on Lesson 2 -- except **Core Action 1 C** reflects K.OA.A.4.

c. Tell us anything else you feel is important to know about this lesson that is not captured above or in the lesson plan.

Step 4: Share the Lesson

a. At least 10 days before your lesson is recorded, please share all lesson materials (this completed document, lesson plan, handouts, and text) with [INSERT DISTRICT CONTACT(s)]. [INSERT DISTRICT CONTACT(s)] will review and provide you with feedback on your lesson at least one week before your lesson is recorded.

b. At least three days before your lesson is recorded, email the electronic versions of all lesson materials (this completed document, lesson plan, handouts) to lessonmaterials@teachingthecore.org.

c. The day of the lesson, attach a copy of your lesson plan and any student handouts to this document and give it to the videographer.

d. After the lesson, provide the videographer with samples of student work. If it is not possible to make copies of the student work, the videographer can take a picture. If you are not able to provide student work immediately after the lesson you can also bring samples to your interview.

Step 5: Prepare for Filming

The filmmaker will make every attempt to minimize the disruption to your classroom. In order to support this goal, we ask that you please keep the following in mind as you prepare for the day of the video-taping.

We ask that you:

a. Use black whiteboard markers – they show up better on film. The filmmakers will bring extra black markers in case they are needed.
b. Try to minimize background noise. If you typically play music while students work, please lower the volume or choose not to for this one day.
c. If students are moving in the classroom during the lesson, please let the filmmakers aware of this. Please keep students in the classroom (do not move into the hallway, etc.)
d. You will need to wear a wireless microphone so that your voice is captured clearly on the video. Wear clothing that has a pocket or belt on which to place a transmitter as well a top which will allow a small microphone to clip on easily.
e. Before the video-taping begins, please advise the filmmaker of any students who have not turned in their video release forms and allow the filmmaker to photograph any previously uncollected video release forms

Important information about the filmmaking process:

a. The filmmaker may request to adjust the blinds or classroom lighting.
b. While camera set-up times may vary based on the class size and set-up, it typically takes 20 minutes.
c. A total of 4 cameras will be placed in the classroom. The most common set up will be 2 in the front and 2 in the back of the room. 6 small audio recorders will placed in different locations around the room. Once the class has started, the filmmaker will operate the 2 cameras in the back of the room, leaving the 2 front cameras rolling continuously. This will minimize classroom disruption.

Step 6: Reflect on the Lesson

At some point after your lesson you will be asked to participate in an interview. The goal of this interview is to learn more about the lesson, the decisions you made in planning for it, and your assessment of how it could have been strengthened. The questions below will help you reflect on the lesson and prepare some thoughts for the interview. Please take a few moments to think about your responses to the following questions – note that you do not need to write out answers to these questions; imagine this is a conversation with a fellow teacher about your lesson. However, because a few days may elapse between the lesson and the interview, you may want to jot down a few notes so you do not forget your thoughts.

1. **We want to understand the decisions you made in planning for this lesson and how it fits into the unit and year.**
   a. How does this lesson connect to and build on students' prior skills and knowledge? What was taught before this lesson, and what will come after it? Discuss the sequence of lessons that surround this one lesson.
   b. Talk about the standard(s) or cluster targeted in this lesson. What did you do to make the lesson reflect the full intent of that standard or cluster?
   c. Which of the Core Action indicator(s) do you think this lesson best exemplified? How did you plan for this?
2. **We are interested in how the Shifts required by the CCSS are being incorporated into your classroom.**
   a. Discuss how this lesson illustrates the Shifts required by the CCSS.
   b. How did you teach the content of this lesson prior to the CCSS? What is the same and what is different?

3. **Student engagement is crucial to the work of the CCSS – we want to understand how you ensured that all students had the opportunity to productively engage in the work of the lesson.**
    a. How did the students handle this lesson? Did they understand the mathematics of the lesson? How do you know?
    b. Explain how you differentiated in this lesson. Did all students have opportunities to work on grade-level content? If all students did not have this opportunity, please explain why. Which behaviors from Core Action 3 did the students' best exemplify in this lesson? What actions have you taken as a teacher to make that happen?
    c. Would you like to comment on any of the submitted student work? Was there something that delighted or surprised you with this work?
4. **Great instructors are continuously learning – we want to understand what you celebrated in this lesson and what you would improve upon.**
    a. Reflecting on the lesson, what worked particularly well and what might you do differently?
    b. Were there any surprises or unexpected student behaviors or reactions?

Overview

Standards Addressed

CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, **and describe the difference.**

CCSS.MATH.CONTENT.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Learning Plan

1. Introduce the context.

There are 3 kids. There are 2 balloons. Are there enough balloons?	There are 3 kids. There are 3 balloons.	There are 3 kids. There are 4 balloons.

Model drawing a picture and writing a more than / less than expression.
Act out story context for each situation. Are there extra kids? Are there extra balloons? How is this related to the more than / less than expression?
Model reading and making sense of the problem context

Exploring:

5 kids	7k	10k
8 balloons	7b	5b
6 kids	9k	6k
7 balloons	9b	5b

Summarizing: Students share a few problems and representations. Could you tell if there were going to be extras?

Talking Point: In every story where there is more balloons than kids, there will always be enough balloons.

Look for stories where there will be enough, not enough, just right.

Sample Student Work:



2. Can you tell which will be more before you draw a picture? How do you know?

Lodestar Charter Petition - Appendix 4

Overview

Over the course of this quarter, students have gained greater knowledge and practice with addition and subtraction. They have worked with +/- word problems, written +/- equations, and done significant work with their conceptual understanding of addition and subtraction. This return to word problems (K.OA.A.2) is intended to make sure that students encounter all 4 types of addition and subtraction problem that are called for by the Standards, as illustrated in the K-5 OAT and CC progressions document. Darker shading indicates kindergarten problem types.

Table 2: Addition and subtraction situations by grade level.

	Result Unknown	Change Unknown	Start Unknown
Add To	A bunnies sat on the grass. B more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	A bunnies were sitting on the grass. Some more bunnies hopped there. Then there were C bunnies. How many bunnies hopped over to the first A bunnies? $A + \square = C$	Some bunnies were sitting on the grass. B more bunnies hopped there. Then there were C bunnies. How many bunnies were on the grass before? $\square + B = C$
Take From	C apples were on the table. I ate B apples. How many apples are on the table now? $C - B = \square$	C apples were on the table. I ate some apples. Then there were A apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate B apples. Then there were A apples. How many apples were on the table before? $\square - B = A$
	Total Unknown	**Both Addends Unknown[1]**	**Addend Unknown[2]**
Put Together /Take Apart	A red apples and B green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has C flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	C apples are on the table. A are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$

Standards Addressed

CCSS.MATH.CONTENT.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
CCSS.MATH.CONTENT.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Learning Plan

There are four kinds of word problems that students can encounter. Students should be asked to read the problem, make sense of it, use appropriate tools/representations to solve the problem, and then reflect on whether their answer makes sense given that they are adding or subtracting. Here are the four contexts:

- I have C apples. I eat B apples. How many apples do I have? (take from)
- I have A apples. Mom gives me B apples. How many apples do I have? (add to)
- I have A red apples and B green apples. How many apples do I have? (put together/take apart)
- I have C apples. How many can be red? How many can be green? (put together/take apart)

Introduce contexts at a reasonable pace. Eventually, students will work with problem sets that have all 4 problem types together and have to read/make sense of the problems.

Name: _____ Date: _____

I have ___ apples □.

I eat ___ apples □.

How many apples do I have?

Name: _____ Date: _____

I have ___ apples □.

Mom gives me ___ apples □.

How many apples do I have?

Name: _____ Date: _____

I have ___ red apples □.

I have ___ green apples □.

How many apples do I have?

Name: _____ Date: _____

I have ___ apples.

Some are red □. Some are green □.

How many red apples □? How many green apples □?

Math See Teaching Math at Lighthouse to think about the major work of the grade and how it progresses. The CCSS Math Wiring diagram is a planning tool for coherence. The kindergarten coherence chart is a k specific version of this document. documentation status done not done	**M1: Counting/Comparing numbers to 10 (8 Weeks)** Weeks 1 and 2: gentle start, no math Fruit Stories & Dreambox (K.CC.1, K.CC.4, K.CC.5) Collections & Surveys (K.CC.3-6) Button Sorting -- What's your rule? (K.CC.5, K.MD.1, K.MD.2, K.MD.3) Stories about 5 (K.OA.3, K.CC.5) Context Stories: Fish, Cars, and Bugs (K.CC.6, K.CC.3, K.CC.5, K.OA.1, K.OA.2) Subtraction context: Bears in a Cave (K.OA.1, K.OA.2, K.CC.5)	**M2: 2d and 3d Shapes (3 weeks)** 2d shapes (K.G.1-5) 3d shapes (K.G.1-5) **M3: Counting and comparing with numbers to 10 (5 weeks)** Creations (K.CC.4, K.CC.5) Counting with number shapes (K.CC.4, K.CC.5) Shape puzzles and line puzzles (K.CC.6, K.CC.5, K.MD.2) Two Towers (K.CC.6, K.CC.5) Are there enough? (K.CC.6, K.CC.7 , K.CC.5, K.MD.2, K.MD.3) How many does it hold? (M.D.1, K.CC.4, K.CC.5, K.CC.6 Counting on (K.CC.2) **M4: Number pairs, addition and subtraction of numbers to 10 (2 weeks)** Stories about 8 (K.OA.A.3)	**M4: Number pairs, addition and subtraction of numbers to 10 (10 weeks)** Fish Stories: Part-Part-Whole Subtraction and Addition and +/- equations (K.OA.1, K.OA.2) +/- fluency within 5 routines: flash cards and sprints; Kid Stories: +/- equations (K.OA.5) Make 10 -- 10 frames, Math Rack, Fingers, and More (K.OA.4) Composing and Decomposing: Card Problems (K.OA.3, K.OA.4) Word Problems, Equations, and Working with 0: Apple Stories (K.OA.2) EOQ3 Assessment and Reteaching	**M5: Numbers 11-19, Counting to 100 by 1s and 10s (6 weeks)** Making a 10 and some 1s (K.CC.1, K.NBT.1) Counting a 10 and some 1s (K.NBT.1) Counting to 100 (K.CC.1, K.CC.2, K.CC.3) **M6: Compose shapes (2 weeks)** Fill the Hexagons (K.G.6) Tangrams (K.G.6) EOQ4 Assessment

Teaching Mathematics at Lighthouse Community Charter School

Alignment with the CCSS and EL Core Practice 15

Math instruction at Lighthouse has both content and philosophical specifications. Our program is standards-based; therefore, your instruction must reflect the content specified in the standards. However, teaching math at Lighthouse is more than covering standards. Both EL Core Practice 15 and the CCSS speak to how we believe math should be taught. This overview draws from several sources:

- *Focus in Math* (Student Achievement Partners). What content is to be taught at each grade? How is content coherent within and across grades? Which element of rigor is called for by different standards?
- The CCSS Math Wiring Diagram (by Jason Zimba, lead writer of the standards) a planning tool which is used to sequence math units.
- *Examples of Structure in the* Common Core State Standards' *Standards for Mathematical Content* (by Jason Zimba, lead writer of the standards)
- The CCSS Math Progressions, used to establish the coherence of the Standards within and across grades
- The K-8 Instructional Practice Guide in Mathematics (From Student Achievement Partners). This coaching tool helps us identify evidence of Common Core alignment in instructional practice.
- EL Core Practice 15 (from Expeditionary Learning). Describes EL's take on Conceptual Understanding, Foundational Math Facts, Problem Solving Skills, Culture of Math, and Assessing Math. Coherent with CCSS resources listed above.
- The Teaching The Core video library and the Milestone Video Project, two resources to see what instruction and proficiency look like across the grades. Look at the Illustrative Math Project for CCSS aligned tasks.

Contents

What do I teach?

1. The shifts 2. Grade-band focus areas 3. The major work of each grade 4. Major work and instructional time 5. Planning for coherence

What does planning and instruction look like?

1. Determine the element of rigor indicated by the Standards 2. The Instructional Practice Guide 3. A lesson framework 4. What does this look like in practice?

What do I teach?

This section outlines the content to be covered in each grade. It is copied from *Focus in Math*, with modifications and clarifications that aim to illustrate what it looks like to teach math *at Lighthouse*.

1. The shifts

It is first important to understand how the CCSS are different than other math standards and curricula based on those standards -- the three shifts.

Shift 1: Focus strongly where the standards focus

The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Key points:

- teach what the standards ask you to teach; focus on the major work of the grade
- prioritize depth over coverage
- the foundation of math is: conceptual understanding, procedural skill/fluency, and application

Shift 2: Coherence. Think across grades. Link major topics within grades.

The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.

Key points:

- the standards progress coherently from grade to grade
- each standard should be related to previous learning. standards are not to be taught in isolation
- topics that are not major work (additional topics or supporting topics) can be taught in support of the major work of the grade

Shift 3: Rigor. In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity (balance).

Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures.

Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

Key points:

- All three components of rigor are important and must be taught with equal intensity.
- Nix the tricks. Procedural teaching is for procedural learning. Do not teach conceptual understanding or application problems in a procedural way (ex., "this is how to read a word problem. first, ...").
- When there are natural opportunities for application, take them. Do not make artificial or unnatural application problems. If integration of math is not natural, teach it discretely.

2. Grade-band focus areas

The Standards were built from progressions in order to make sure they are coherent. Before looking at the major work of individual grades, it is important to look at the major work of grade bands in order to understand how what you teach builds from what comes before and builds towards what is coming next.

K-2: Addition and subtraction: concepts, skills, and problem solving
Place value
3-5: Multiplication and division of whole numbers and fractions -- concepts, skills, and problem solving
6: Ratios and proportional reasoning; early expressions and equations
7: Ratios and proportional reasoning; arithmetic of rational numbers
8: Linear algebra; linear functions
9-12

Key fluencies support these grade-band focus areas. While there are other fluencies (for instance, learning to read, write, and count with numbers in kindergarten) implied by the standards, these fluencies support the major focus

areas. Students who lack these fluencies will be unable to fully engage with the major focus areas -- they are priorities.

K.OA.A.5 -- Add/subtract within 5

1.OA.6 -- Add/subtract within 10

2.OA.2 -- Add/subtract within 20
2.NBT.5 -- Add/subtract within 100

3.OA.7 -- Multiply/divide within 100
3.NBT.2 -- Add/subtract within 1000

4.NBT.4 -- Add/subtract within 1,000,000

5.NBT.5 -- Multi-digit multiplication

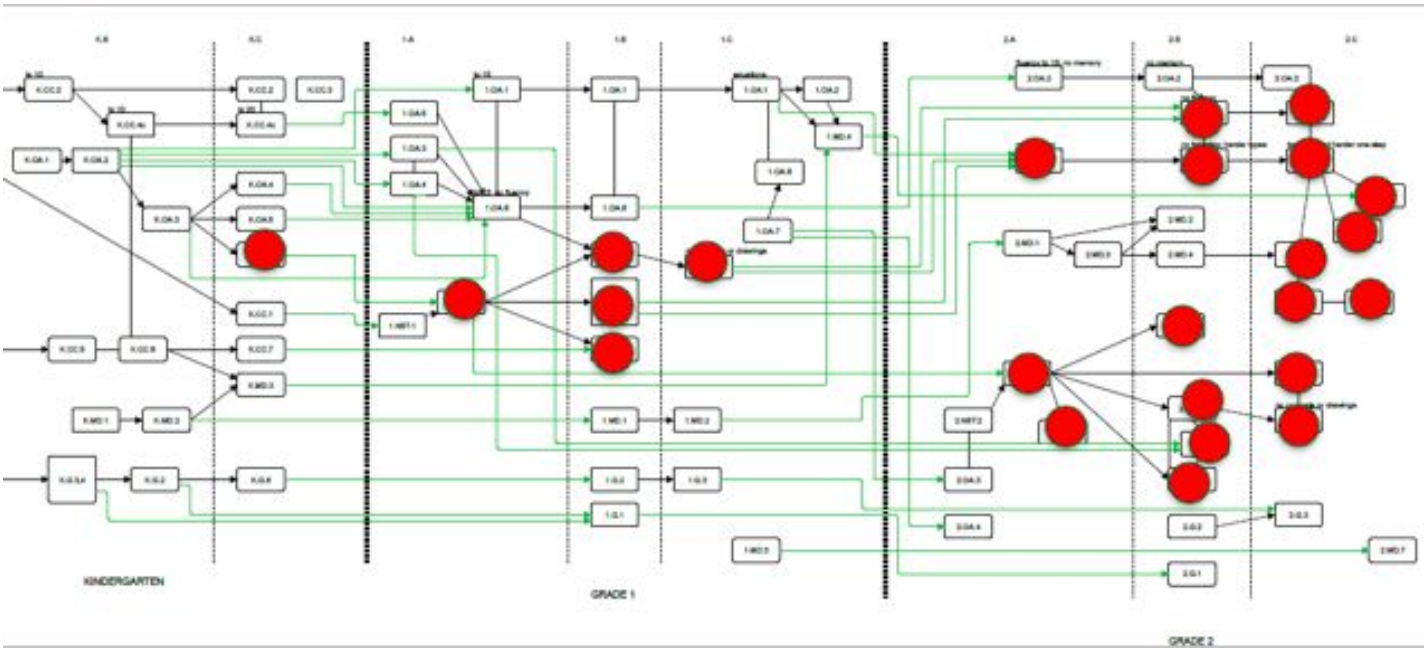
6.NS.2 -- Multi-digit division
6.NS.3 -- Multi-digit decimal operations

If you want to see what grade-band focuses look like with Lighthouse students, go to GreatKids' Milestone Video Project.

3. The major work of each grade

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. For instance, this representation of the Zimba chart shows subsequent learning that is impacted across the grades if K.NBT.1 is neglected, with particular impact on the OA standards in later years.



Here are the major content clusters, supporting content clusters, and additional content clusters for each grade K-8. Supporting content clusters are intended to be taught in support of major content clusters; additional content clusters must be taught but do not require the majority of instructional time.

Kindergarten

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.

- Analyze, compare, create, and compose shapes.

Grade 1

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extending the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 2

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 3

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Grade 4

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations--Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Grade 6

Ratios and Proportional Reasoning

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Compute fluently with multi-digit numbers and find common factors and multiples.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.

- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry
- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability
- Develop understanding of statistical variability.
- Summarize and describe distributions.

Grade 7

Ratios and Proportional Reasoning
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Grade 8

The Number System
- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions
- Define, evaluate, and compare functions.

- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

4. Major work and instructional time

It is clear that the majority of instructional time should support the major work of a grade. Here is one example from the kindergarten curriculum that shows how content clusters get translated into instructional time. Out of the 40 instructional weeks, 17 are explicitly devoted to K.CC, 10 are devoted to K.OA, 8 are devoted to K.NBT, and 5 are devoted to K.G. This does not count overlap (when K.CC standards are developed alongside K.OA work, for instance); nor does it count how supporting clusters are integrated into the major clusters.

Start with major, additional, and supporting clusters…

Kindergarten

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Distributed into instructional time: major clusters, supporting clusters, additional clusters

Unit 1 - CC, MD: Numbers to 10 - 7 weeks
Unit 2 - G, MD: 2d and 3d shapes - 3 weeks
Unit 3 - CC, MD: Comparing numbers to 10 - 10 weeks
Unit 4 - OAT, CC: Addition and Subtraction to 10 - 10 weeks
Unit 5 - NBT, CC: Numbers 11-19, Counting to 100 - 8 weeks
Unit 6 - G, MD: Analyze, compare,compose shapes - 2 weeks

5. Planning for coherence

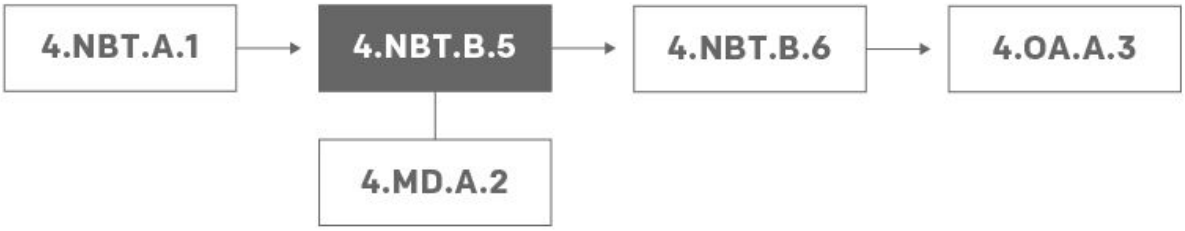
Because the Standards are built from learning progressions -- to be coherent between and across grades -- the Standards must in some cases be taught in an order based on the progressions. While order can be determined by

reading the progressions documents, the CCSS Math Wiring Diagram is a visual way of representing coherence. Be prepared: this document is sometimes called the “a beautiful mind” chart, and while it appears to be complex, there are profound relationships between standards that can be established.

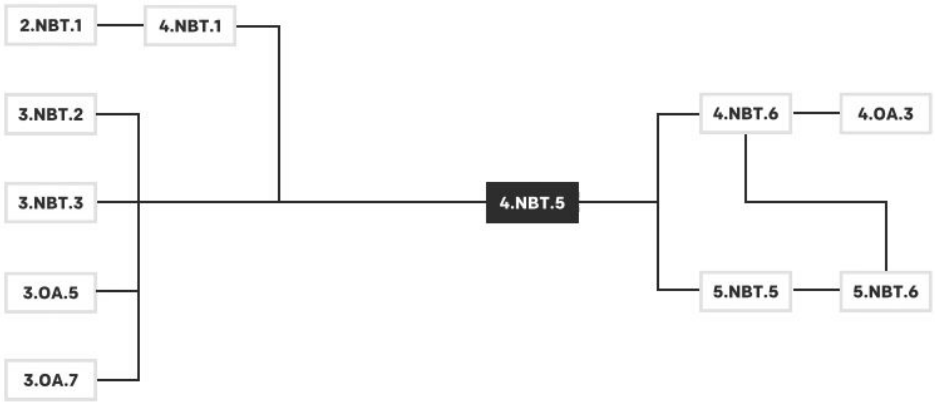
Some notes:

- Green arrows represent links *between* grade levels. Black arrows represent links *within* grades. Arrows (X→Y) indicate that students who cannot meet the demand of X are not likely to meet the demand of Y either.
- Black lines without arrows suggest lessons or tasks that should treat the content together.
- Arrows do not specifically suggest “go here next” -- only the nearest neighbor is included.
- Grain size is not uniform in the Standards, and it is not uniform in the diagram either.
- The A-B-C groupings at the top of each grade level represent weak sequencing; A groupings should be taught more towards the beginning of the year, while C groupings should be taught more towards the end of the year.

I pulled this unit sequence from the wiring diagram for 4th grade:



This planning sequence shows the same standard, but linked to standards one grade above and one grade below:



The progressions in the standards have profound implications for planning, intervention, and differentiation. One cautionary note, though: it is important to go back and fill in holes in students’ mathematical development *without significantly deviating from the major work of the grade.* In the example above, imagine that a student is struggling with 4.NBT.5 -- and needs additional time and support with 3.NBT.2 and 3.NBT.3. The student must get support with the previous standards *at the same time* that she works with 4.NBT.5. Teaching only lower-grade level standards will prevent the student from ever reaching or working with grade level standards.

What does planning and instruction look like?

The section above focuses on focus and coherence at the level of grade-bands, grades, and units.
This section looks at rigor at the lesson-sequence level -- and the instructional practices that are associated with rigorous lessons.

1. Determine the element of rigor indicated by the Standards

The elements of rigor called for by the Standards are conceptual understanding, procedural fluency, and application. Not every lesson needs to have these three components; instead, they must be taught with equal intensity over time.

The language of the standards indicate the element of rigor called for. Examine these second grade standards:

Standard:	Element of rigor called for:
CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Application
CCSS.MATH.CONTENT.2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	Procedural skill and fluency
CCSS.MATH.CONTENT.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	Conceptual understanding

This means, for instance, that students should not work with 2.NBT.A.1 in the context of word problems; nor should students be asked to do conceptual work with addition and subtraction within 20. Determining the element of rigor being called for by the standards is the first step in designing an appropriately rigorous math lesson.

2. The Instructional Practice Guide

This is a coaching tool that looks at instruction in three core actions, each of which has associated indicators. Core action 2 and 3 indicators identify instructional practices associated with high quality math instruction.

CORE ACTION 1: Ensure the work of the lesson reflects the shifts	CORE ACTION 2: Employ instructional practices that allow all	CORE ACTION 3: Provide all students with opportunities to exhibit

required by the CCSS for Mathematics.	students to master the content of the lesson.* *These actions may be observed over the course of 2-3 class periods.	mathematical practices in connection with the content of the lesson.* * some or most of the indicators and student behaviors should be observable in every lesson, though not all will be evident in every lesson
A. The lesson focuses on grade-level cluster(s), grade-level content, standard(s) or part(s) thereof. B. The lesson intentionally relates new concepts to students' prior skills and knowledge. C. The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. D. The lesson reflects the full intent of the grade-level cluster(s), grade-level content standard(s), or part(s) thereof being addressed.	A. The teacher uses explanations, representations, and/or examples to make the mathematics of the lesson explicit. B. The teacher poses high quality questions and problems that prompt students to share their developing thinking about the content of the lesson. C. The teacher provides time for students to work with and practice grade-level problems and exercises. D. The teacher uses variation in students' solution methods to strengthen other students' understanding of the content. E. The teacher checks for understanding throughout the lesson, using informal but deliberate methods (such as questioning or assigning short problems). F. The teacher guides student thinking toward the focus of the lesson and summarizes the mathematics with references to student work and discussion.	A. The teacher uses strategies to keep all students persevering with challenging problems; Even after reaching a point of frustration, students persist in efforts to solve challenging problems. B. The teacher establishes a classroom culture in which students explain their thinking; Students elaborate with a second sentence to explain their thinking and connect it to their first sentence. C. The teacher orchestrates conversations in which students talk about each other's thinking; Students talk about and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding. D. The teacher connects students' informal language to precise mathematical language appropriate to their grade; Students use precise mathematical language in their explanations and discussions. E. The teacher has established a classroom culture in which students choose and use appropriate tools when solving a problem; Students use appropriate tools strategically when solving a problem. F. The teacher asks students to explain and justify work and provides feedback that helps students revise initial work; Student work includes revisions, especially revised explanations and justifications.

3. A lesson framework

There are a variety of lesson frameworks that can be used to teach math. This framework is suggested because it reflects the standards' call that *only procedural skills should be taught procedurally*, which rules out traditional

direct-instruction approaches for non-procedural skills. Note the space created for Core Action 2 and Core Action 3 in this lesson framework.

Lesson Steps	Anticipated Student Responses	T responses, prompts, talk moves; language supports
1. Introducing *Introduce students to the learning experience. Present a high-quality task. Invite students to discuss the task and how they might get into it. Pose high-quality questions that promote student thinking.*	*This is a space for you to anticipate what students might do, say, and understand, both in patterns of understanding and developing understanding. How will you respond if students think ____?*	*What questions and talk moves will you use to support students in:* ● *clarifying and sharing thoughts* ● *orient to the thinking of others* ● *deepen their own thinking* ● *engage with the reasoning of others*
2. Exploring / Extending *Give students time to explore the task. Students should have access to tools, talk, and representations that allow them to grapple and constructively struggle with the task. Students also need extensive time to explore the task -- sometimes over multiple days.*		
3. Summarizing *This is an opportunity for the class to learn from each other, through the sharing of work, thinking, and questions.*		

4. What does this look like in practice?

For this section, you will leave this document and look at videos from two Lighthouse teachers, Robbie Torney (K) and Lauren Hofmayer (3) on www.teachingthecore.org. This collection of classroom videos and associated lesson materials is intended to help K-12 educators implement the instructional shifts required by the Common Core State Standards. Each videotaped lesson includes descriptive annotations that identify lesson elements and teacher and student actions and behaviors that support Common Core learning.

These Teaching the Core lessons have been carefully reviewed and annotated by experienced educators and content experts using the Instructional Practice Guide.

Lighthouse Community Charter School

First, look at lesson plans:

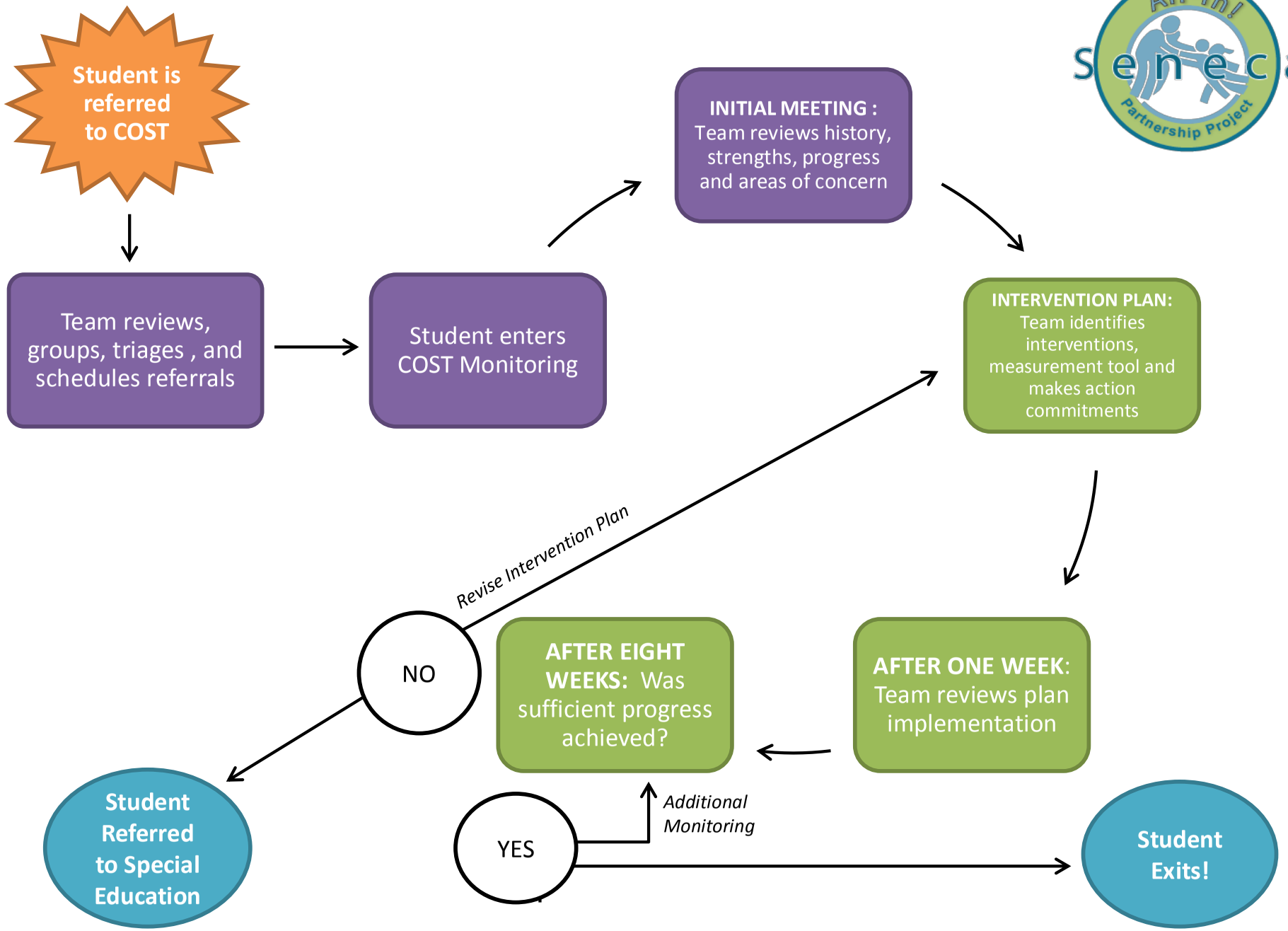
- Torney Teaching the Core lesson plans
- Hofmayer Teaching the Core lesson plans

Then look at the associated videos. You will need to make a free account, and it may be useful to have a copy of the Instructional Practice Guide in front of you. If you are interested, feel free to explore other videos, but start with the Lighthouse videos to see what this instruction looks like with Lighthouse teachers and students.

- Decompose numbers less than 10 (Torney)
- Numbers that make 10 (Torney)
- Using Properties of Operations to Multiply (Hofmayer)

Look at the Illustrative Math Project for CCSS aligned tasks.

COORDINATION OF SERVICES TEAM (COST) PROCESS



Lodestar Charter Petition - Appendix 5

SCHOOL NAME

Coordination of Services Team (COST) Referral

STUDENT INFORMATION				
Student Name:		**Age:**	**Date of Birth:**	**Grade Level:**
Classroom Teacher:	**Referred By:**	**Previously Retained?:** ☐ YES ☐ NO	**Special Ed. IEP?:** If yes, please see Case Manager with these concerns. ☐ YES ☐ NO	
Parent/Guardian:		**Phone #** [OR OTHER CONTACT INFORMATION]**:**		
E.L.L.?: ☐ YES ☐ NO HOME LANGUAGE?:		**Referral Date:**	*OFFICE USE:* **C.O.S.Team Meeting Date:**	

HOME/LIFE INFORMATION

List any relevant information/history: [i.e. – siblings, custodial parent, other adult(s) living in the home]

Who did you speak with at home to gather this information?

Who at home was notified of this COST referral?

STRENGTHS

ACADEMIC CONCERNS

☐ MEMORY DIFFICULTIES	☐ ATTENDANCE/TRUANCY	☐ TIME MANAGEMENT
☐ FINE MOTOR DIFFICULTIES	☐ POOR ORGANIZATIONAL SKILLS	☐ DOES NOT COMPLETE ASSIGNMENTS
☐ GROSS MOTOR DIFFICULTIES	☐ ATTENTION	☐ DOES NOT/ CAN NOT FOLLOW DIRECTIONS

☐ CARELESS WITH WORK	☐ POOR HANDWRITING	☐ LANGUAGE AND COMMUNICATION
☐ OTHER CONCERNS: _____		

SOCIAL • EMOTIONAL • BEHAVIORAL CONCERNS

☐ INATTENTION	☐ NON-COMPLIANCE	☐ STEALING
☐ DISTRACTIBILITY	☐ AGGRESSION/FIGHTING	☐ ANXIETY
☐ UNMOTIVATED	☐ BULLYING/TEASING/THREATENING	☐ GRIEF
☐ DIFFICULTY W/ PEER INTERACTIONS	☐ CHRONICALLY DISRUPTIVE	☐ SELF ESTEEM/ SELF WORTH
☐ ANGER MANAGEMENT (IRRITABLE, LOW FRUSTRATION TOLERANCE)	☐ SEXUALIZED BEHAVIOR	☐ APPEARS DEPRESSED, SAD, WITHDRAWN
☐ DOES NOT/ CANNOT FOLLOW DIRECTIONS	☐ SEXUAL HARASSMENT	☐ GANG INVOLVEMENT
	☐ GENDER IDENTITY	☐ ENGAGES IN DANGEROUS BEHAVIOR
☐ OTHER CONCERNS: _____		

HEALTH CONCERNS

☐ HEADACHES	☐ GLASSES ___ *NEEDS* ___ *HAS* ___ *WEARS*	☐ MEDICATIONS
☐ EARACHES	☐ ASTHMA	☐ STOMACH COMPLAINTS
☐ HYGIENE	☐ FATIGUE	☐ PHYSICAL DISABILITY
☐ OTHER CONCERNS:_____		

CURRENT INTERVENTION

School Based		**Community Based**
☐ IN-CLASS DIFFERENTIATION	☐ AFTER SCHOOL PROGRAMS	☐ BEHAVIOR CONTRACT/PLAN
☐ SMALL GROUP INSTRUCTION	☐ INDIVIDUAL TUTORING/EXTRA HELP	☐ COUNSELING SERVICES
☐ MODIFIED ASSIGNMENTS	☐ MENTORING	___ *SCHOOL/INDIVIDUAL* ___ *SCHOOL/GROUP*
☐ INCENTIVES	☐ HOMEWORK HELP	___ *OUTSIDE AGENCY* _____
☐ PARENT CONFERENCE	☐ OTHER: _____	☐ OTHER: _____
☐ PULL-OUT GROUP	☐ OTHER: _____	☐ OTHER: _____

All-In! Academic Intervention Menu

	ELA	Math	Writing
Intervention Programs to Supplant	• Language!	• V Math	
Intervention Programs to Supplement	• Slingerland • Stepping Stones to Literacy (pre-reading skills) • SRA – Phonemic Awareness (pre-reading skills) • Phonics for Reading (decoding, some fluency/comprehension) • Lindamood-Bell LiPs • Lindamood-Bell Seeing Stars • Lindamood-Bell Talkies • Lindamood-Bell Visualizing Verbalizing • Corrective Reading (decoding, fluency, comprehension) • Guided Reading/Reciprocal Teaching (comprehension)	• FocusMath (essential math skills by grade level) • Touch Math (computation) • Making Math Real • Do The Math	• Language for Writing
Additional Tools	• Words Their Way • Phonemic Awareness in Young Children Activity Book		• Handwriting without Tears
Technology Intervention Programs	• Fast ForWord (reading skills and decoding) • Reading Assistant (reading accuracy, fluency, comprehension)		
Additional Apps/Tech Tools	• RazKids • StarFall • LearningA-Z		

SENECA Family of Agencies

FUNCTIONAL BEHAVIORAL ASSESSMENT

All-In! Partnership Project
Completed on Behalf of _____

CONFIDENTIAL

IDENTIFYING INFORMATION:
Student Name: _____
Student Date of Birth: _____
Student Age: _____
Disabling Condition(s): _____

Today's Date: _____
Next Review Date: _____
Team Meeting Date: _____
Examiner Name: _____
Examiner Title: _____
School Name: _____

REFERRAL INFORMATION
Please answer the following questions as appropriate.

Reason for referral including specific behaviors:
History of target behaviors:
How do these behaviors interfere with academic progress:
Estimate level of severity of need for intervention:
Have any prior BSP, FBAs or PBIPs been conducted:

REVIEW OF RELEVANT RECORDS (HEALTH, MEDICAL & EDUCATIONAL)

Include all previous assessments, IEPs, diagnoses
Discuss all prior records containing background, developmental, medical and education history

BIRTH AND MEDICAL HISTORY

Prenatal Information	
Birth Information	
Hospitalizations	
Surgeries	
Major Illnesses or Injuries	
Seizures	
Vision	
Hearing	
Medications	
Allergies	
Sleep	

Eating	
Elimination	
Current Health	
Other concerns	

DEVELOPMENTAL/COGNITIVE AND COMMUNICATION ABILITIES

Early Developmental milestones	
Cognitive Levels	
Academic Achievement Levels	
Adaptive Behavior Levels	
Communication Abilities	
Primary / Dominant Language	
Home Language	

RELEVANT EDUCATIONAL HISTORY AND SOCIAL FUNCTIONING

Prior Educational Interventions	
Prior IEPs or Special Education Placement	
Social Emotional Status	
Previous Assessments	
Cooperation and Work Habits	
Organizational Skills	
Homework Completion	
Attendance	
Retention	

HISTORY OF PROBLEM BEHAVIOR – *(Specify Behaviors)*

First Historical Episodes	
Worst, Most Severe Episodes	
Most Recent Episodes	
Previous Interventions	
Use of Functionally Equivalent Replacement Behaviors – FERBS	

DATA SOURCES

(Structured and Unstructured Interviews, Direct Behavioral Observations, ABC Charting, Data Collection, FAST, etc.)

INTERVIEWS

Interview with client
Specify date and structure/type of interview/ assessment
Discuss key observations

Interview with Parent/Guardian

Specify date and structure/type of interview/ assessment
Discuss key observations

Interview with Teacher /Ed Specialist

Specify date and structure/type of interview/ assessment
Discuss key observations

DIRECT BEHAVIORAL OBSERVATIONS

Classroom Observations
Specify date and specific behaviors

Recess Observations
Specify date and specific behaviors

PROBLEM BEHAVIOR(S)
(Please feel free to include more than three behaviors, if applicable)

Excesses:

1.

2.

3.

Deficits:

1.

2.

3.

COMMUNICATIVE ISSUES

Include information pertaining to language developments and any applicable speech assessment. Discuss strengths and weaknesses, and provide recommendations included within formal speech assessments.

DATA MEASUREMENT PROCEDURES

(Behavior:)
How will the target behavior be measured or tracked? (I.e., ten 30 minute observation intervals)

Include information on any directives or probes.

Discuss data collection, including data on FERBS, if applicable.

Interval or Time:										**Total:**
Frequency:										

(Behavior:)
How will the target behavior be measured or tracked?

Include information on any directives or probes.

Discuss data collection, including data on FERBS, if applicable.

Interval or Time:										**Total:**
Frequency:										

(Behavior:)
How will the target behavior be measured or tracked?

Include information on any directives or probes.

Discuss data collection, including data on FERBS, if applicable.

Interval or Time:										**Total:**
Frequency:										

DATA INPUT:

Input all totals into excel spreadsheet, referencing the behavior data input task analysis for instructions. Data will auto-populate the behavior graph. Copy and paste the behavior graph below using the instructions below .

BASELINE DATA

Specify data collection process (i.e. interval data taken at 30 minute intervals, for a total of 10 daily occurrences, success per opportunities to comply with probes, etc.). What are the data based on (i.e. ongoing classroom charting system)? Summarize the data and areas of significant or ongoing concern. Data will be used as a baseline against which interventions may be tracked and evaluated.

[Insert Baseline Behavior Graph Here]

1) Copy Excel "all behavior" graph
2) In Word, select Paste Special
3) Paste as JPEG
4) The graph will not show up until you select the graph, and under Format tools, change the text wrapping option to "behind text."
5) Resize graph to fit into allocated space on this page of the FBA (graph should replace these directions).

What does this baseline data depict? Specify target behaviors, opportunities for success, probe requests per day. Specify data collection process (i.e. partial interval system of 10 thirty minute intervals per day).

Antecedent Behavior Consequence/ABC Charting

Date:	Time: Start and Stop		A Describe what happened before the behavior:	B Describe the behavior: (Frequency, intensity, duration. Use count data when applicable)	C Describe what happened after the behavior:

FUNCTIONAL ANALYSIS

1. (Behavior:)

Note specific instances in which the target behavior is observed, including any description from anecdotal, parent or teacher observations that portray ABC events. When is this behavior most likely to occur? What is the behavior? What is the observed response and consequence? Please note specific language, prompting, or stimulus demand presentation.

Hypothesized Function:

What appears to be the function(s) of this behavior?

2. (Behavior:)

Note specific instances in which the target behavior is observed, including any description from anecdotal, parent or teacher observations that portray ABC events. When is this behavior most likely to occur? What is the behavior? What is the observed response and consequence? Please note specific language, prompting, or stimulus demand presentation.

Hypothesized Function:

What appears to be the function(s) of this behavior?

3. (Behavior:)

Note specific instances in which the target behavior is observed, including any description from anecdotal, parent or teacher observations that portray ABC events. When is this behavior most likely to occur? What is the behavior? What is the observed response and consequence? Please note specific language, prompting, or stimulus demand presentation.

Hypothesized Function:

What appears to be the function(s) of this behavior?

Functionally Equivalent Replacement Behaviors (FERBs):
Briefly summarize the functions of the target behaviors, and discuss recommended and appropriate FERBS.

FERBs:

1.

2.

3.

4.

5.

POTENTIAL REINFORCERS
Primaries:

Passive Leisure:

Active Leisure:

Social:

Tangible:

Generalized:

Other:

Note:

Recommendations:

_____

Name

Title

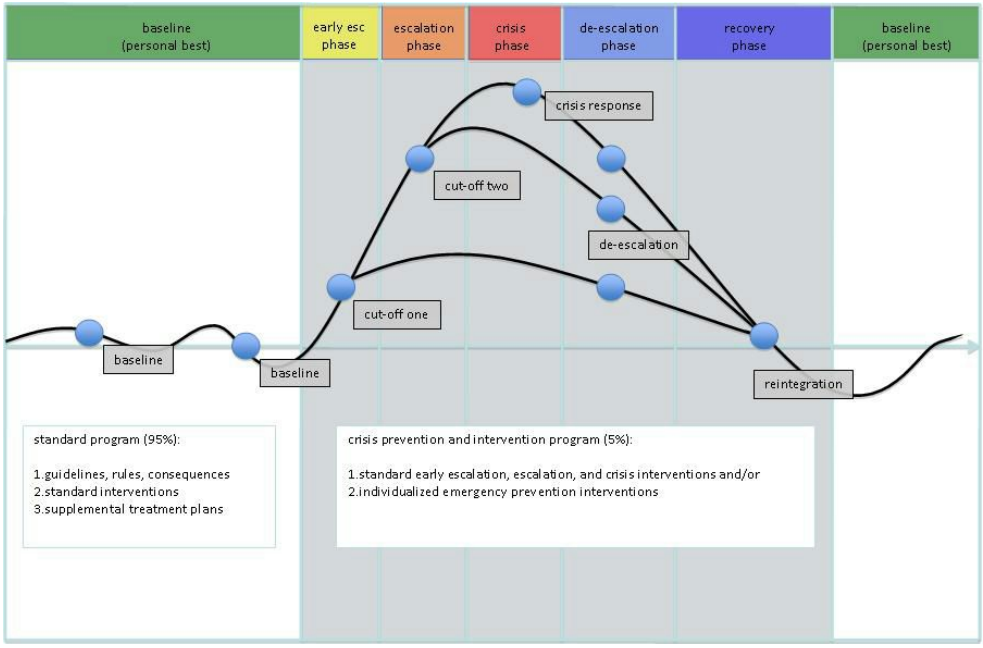
Seneca Family of Agencies

ALL-IN! (Allied Interventions Partnership Program)

BEHAVIOR INTERVENTION MAP

This is a living document and should be updated as often as needed to address behaviors in the classroom. Updating the document should be a collaborative effort among youth, family, and staff. Information from the Intervention Preference Tool should be used throughout this document in its original form.

Student:_Fernando___



People exhibiting crisis behaviors go through several phases both before and after the crisis.
The interventions contained in this document are designed to best respond to each particular phase.

BASELINE PHASE

BASELINE BEHAVIORS

What are notable examples of the youth's baseline behaviors? What activities do they enjoy? How do they interact with others?

- Can focus on tasks at hand.
- Can do independent work in a logical sequences
- Can follow along with group instruction, follow along with lesson, raise hand,
- Very intelligent
- Can read all sight words, knows most of his letters

VULNERABILITIES

- Only child – used to getting a lot of attention

EARLY ESCALATION PHASE

SETTINGS/CONDITIONS THAT TRIGGER YOUTH

Times of day or year, activities, situations, academic subjects, interactions, people, or environmental changes

- Mornings are better, afternoons are more difficult
- Having to wait turn, when teachers attention is given to another student
- Standing in line
- Redirection to complete work that's not complete
- When an activity ends and he lacks something else to do, lacks engagement
- When morning routine is different at home
- When he feels like others are making fun of him

EARLY ESCALATION BEHAVIORS

Signs, comments, gestures, or behaviors that let us know youth is agitated and moving out of baseline

- Fidgeting
- Touching others
- Jumps to next activity too soon
- Argues about limits
- Impulsive

CUT-OFF ONE INTERVENTIONS

Staff or youth should use when trigger behaviors appear to prevent further escalation

- Proximity
- Reminder about positive rewards (stars)
- Positive praise
- Keeping him active, engaged, assigning a special activity
- Distraction

INTERVENTIONS TO AVOID
Staff or youth should avoid using these interventions

- Redirection (feels rejected)

ESCALATION PHASE

ESCALATION BEHAVIORS
Signs, comments, gestures, or behaviors that let us know youth has continued to escalate and cut-off 1 interventions did not successfully resolve situation

- Touching others
- Shouting out
- Moving around
- Asks to go to the bathroom

CUT-OFF TWO INTERVENTIONS
Staff or youth should use when escalation behaviors appear to prevent crisis

- Same as above

CRISIS PHASE

CRISIS BEHAVIORS:

- Cries loudly
- Hides (in closet, under desk)
- Runs away

CRISIS INTERVENTIONS:

- Adult attention
- Giving comfort

INTERVENTIONS TO AVOID:

- Telling him “no”

Additional Interventions

-

Keep up on higher colors (yellow/green)
Revise sticker chart to reflect chunks of the day. He earns a sticker for either being with the group or using his drawing journal to take space

  - If he earns 5/6 stickers prior to lunch – possible 10 min of time with Razy
  - If he earns 5/6 stickers after lunch - in class access to special art supplies or other reward

LIGHTHOUSE COMMUNITY CHARTER SCHOOL's Uniform Complaint Procedure

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title III, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Head of School, Director of Strategic Development, Director of Finance, and/or Board President; LIGHTHOUSE COMMUNITY CHARTER SCHOOL; 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies

A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Protected Groups

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.

2. Have the Charter School advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively

deny you access to the records.

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.

16. File a formal complaint with the U.S. Department of Education.

    Office for Civil Rights, Region IX
    50 Beale Street, Suite 7200
    San Francisco, CA 94105
    (415) 486-5555

Please contact RTI Director, c/o LCCPS, **444 Hegenberger Road, Oakland, CA 94621** with any questions regarding the information contained herein.

Lighthouse Community Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 POLICY

Policy # _____
Date Approved: _____

The Board of Directors of Lighthouse Community Charter School ("LCCS" or "School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").

The School's Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If LCCS does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. LCCS shall periodically review the student's progress and placement.

Lighthouse Community Charter School will implement this policy through its corresponding Administrative Regulations.

Lighthouse Community Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 ADMINISTRATIVE REGULATIONS

Policy/Regulation # _____
Date Approved: _____

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Lighthouse Community Charter School ("LCCS" or "Charter School").

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The **[TITLE]**, **[NAME]**, shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at **[NUMBER]**.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

   a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

   b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. LCCS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The LCCS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

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

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground

observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program

and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. LCCS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, LCCS shall schedule a 504 Team meeting to review the existing 504 Plan. LCCS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to school policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial

hearing. Requests shall be made to **[NAME],** 504 Coordinator c/o Lighthouse Community Charter School, 444 Hegenberger Road, Oakland, California 94621. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within **[FILL IN]** SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, LCCS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Director or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and the Charter School shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are

qualified as disabled under Section 504.

- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

LCCS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom LCCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. LCCS will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom LCCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA or Oakland Unified School District (Whichever is Appropriate)[USE THE AGENCY DECIDED UPON HERE]

LCCS shall immediately notify the SELPA or Oakland Unified School District ("OUSD")[USE THE AGENCY DECIDED HERE, WHETHER SELPA OR OUSD], if appropriate, and coordinate the procedures in this policy for the discipline of any student with a disability or student who LCCS or SELPA/OUSD would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress

toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

a. Have a BICM conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that LCCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and LCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If LCCS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student’s disability and that the conduct in

question was not a result of the failure to implement the IEP/504 Plan, then LCCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Hearing/Appeals

The parent of a child with a disability under an IEP who disagrees with any decision regarding placement, or the manifestation determination, or LCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or LCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request utilize the appeal process outlined in the Procedural Safeguards section of this procedure.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or LCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and LCCS agree otherwise.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to LCCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other LCCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other LCCS supervisory personnel.

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

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

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



CREW CURRICULUM
REVISED JULY 2012

ALEX EDELMANN

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CREW OVERVIEW

EXPEDITIONARY LEARNING

PURPOSES OF CREW

In Expeditionary Learning schools, each student is known well by at least one adult within the school. One structure for developing this relationship is crew.

Crew is a required, graded, credit-based class. It meets for a minimum of 2.5 hours per week with opportunities to expand this time within the flexible block schedule as needs arise. Crews are either single grade or multi-grade groups, and crew advisors stay with the same crew for two to four years. Ideally, crew size does not exceed 14 students. Crew sessions are generally scheduled for maximum attendance, avoiding the beginning and end of each school day. All faculty members are crew leaders, including the school's leader.

CONTENT AND PURPOSES OF CREW

The following broad areas provide the focus of crew sessions in EL high schools:

Relationships
Crew provides each student a one-to-one relationship with an adult advisor (crew leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Crew meetings are frequently used for teambuilding exercises and for group discussions on topical issues. These exercises and discussions help establish crew identity and a positive school culture.

Sample strategies and practices to support relationships are:

- Establishing group norms
- Participating in group initiatives and debriefing them
- Circling up to celebrate student successes and address student issues
- Discussing and resolving social and school culture issues
- Understanding the Design Principles through readings and reflection
- Using daily readings and other daily rituals to inspire thinking and discussion
- Learning and applying the school's code of conduct and character traits
- Contacting parents on a regular basis
- Monitoring the academic progress and needs of each student through contact with other faculty members
- Discussing and practicing organizational and social skills

LITERACY

Crew has a strong academic focus on the goal of developing life-long readers. This goal, while primarily addressed in academic classes, has a special home in crew. Crew time is used each week for literature circles and structured discussions based on short text or high interest books. Crew leaders utilize readers' workshops and other practices that hone students' ability to apply reading comprehension strategies to progressively more challenging texts. Independent reading is also monitored in crew, often through book chats that also enhance the relationship between crew leader and individual students. The crew portfolio outlines the minimum independent reading requirements for each term of the school year. Crew leaders confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the independent reading requirement.

Sample strategies and practices to support literacy are:

- Participating in Socratic Seminars and other text-based protocols centered on current topics
- Developing crew book clubs around a text of choice
- Using crew time to reflect on who we are as readers
- Modeling of specific reading strategies by the crew leader
- Monitoring students' outside independent reading, using reading logs, book chats, and personal conferences
- Learning how to "read" a test
- Providing time for reading

SERVICE

Within their crews and with the guidance of their crew leaders, students identify needs in the school and in outside communities, and propose and develop projects to address those needs. Students document their involvement in service throughout their school experience, selecting examples of service for inclusion in passage portfolios and presentations**.**

Sample strategies and activities to support crew service are:

- Inviting guests from service organizations to share their stories
- Finding potential service sites for individual student service outside school
- Completing service as a crew on specially planned, longer crew days
- Recording and assessing individual service logs of crew members
- Serving as mentors for younger students
- Creating audio tapes of reading materials for younger students

PORTFOLIO AND PASSAGES

Students use regularly designated crew sessions to assemble and organize materials for the crew portfolio and to prepare for passage presentations and portfolios. Crew leaders monitor portfolio progress and assess student readiness for presentation.

Sample strategies and practices to support portfolio development:

- Learning about school-wide portfolio requirements
- Establishing crew portfolio work days to collect portfolio artifacts
- Creating resumes
- Writing and collecting personal letters of reference
- Using a peer review protocol for portfolio development
- Preparing for student led conferences
- Preparing for portfolio passages events

ADVENTURE AND FITNESS

Crew offers opportunities for shared discovery and explorations into the unfamiliar, both inside and outside of the school building. These experiences are initially crafted and guided by the crew leader, and then gradually led by students. Fitness and nutrition plans are developed and revisited by students during crew meetings.

Sample strategies and practices to support adventure and fitness in crew are:

- Participating in an Outward Bound course or similar adventure experience with the crew at the start of the freshman year
- Reflecting and following-up on lessons learned from adventure
- Participating in physical activities that engage the whole crew, such as active initiatives or daily walking
- Discussing and monitoring student adventure and fitness plans

POST-SECONDARY PREPARATION

Crew leaders support and coach students in their exploration of options for higher education, application processes, and college selection. They also assist in exploration of a variety of other post-secondary options. All students have specific post-secondary plans upon graduation.

Strategies and practices to support college preparation are:

- Setting post-secondary goals with crew members
- Inviting recruiters from post-secondary institutions
- Discussing the nature of testing and practicing test-taking skills
- Hosting financial aid workshops for students and families
- Visiting a variety of campuses as early as freshman year

OVERARCHING GUIDING QUESTIONS

1) **WHO AM I?**
   Addressed in all four years of crew, students examine "*who am I?"* through looking at who they are as an individual, within their families, as a learner, and as a contributor to the TGS and broader community. Students learn and play with the differences between *choices* and *decisions* and develop their identity within the group, addressing: *"who are we as a group."*

2) **WHERE AM I NOW?**
   Addressed in all four years of crew, students track their academic careers by tracking credits earned, their GPA, how they are doing in MAP, NECAP, and SAT tests. Students also examine their own personal, social and academic goals. Crew members also examine the juxtaposition of *"who am I,"* with *"where am I now,"* within their various social structures.

3) **WHERE AM I GOING? / WHAT ARE MY PLANS FOR THE FUTURE?**
   A central focus of their first two years, the examination of *"where am I going,"* is used to help students transition into the expectations and rigor of high school. Crew members will begin brainstorming what they want from life in the greater picture of their lives. In their upperclassmen years, students build upon those dreams and formulate concrete post-secondary plans.

COURSE DESCRIPTIONS	
FRESHMAN	Freshman crew begins by focusing on Relationships, community building and the guiding question, "*who am I?"* The two-day Wilderness Experience brings the crew together and tone-sets the experiences of their next four years. Students are immersed into Expeditionary Learning and Greene School culture through work on Stewardship (Crew Duties) and Portfolios. Students begin Post-Secondary work through the tracking and examination of Habits of Work and their long-term goals. Crew members meet one-on-one with their crew leader to discuss their goals and progress in their classes. All Crew members participate in a two-day Wilderness Experience to Acadia.
SOPHOMORE	Sophomore crew addresses the three overarching guiding questions by focusing primarily on *"where am I now?"* and each of the big-picture learning targets. Crew members also spend significant time preparing materials and their presentation for Passage Portfolio. Other areas of concentration are Relationships, Literacy (reading), and Stewardship (Crew Duties). All Crew members participate in the two-day Wilderness Experience to renew the crew's spirit and begin asking "*where am I now?"* All Crew members participate in a two-day Wilderness Experience to Acadia.
JUNIOR	Junior crew addresses all three overarching guiding questions with special emphasis on *"what are my plans for the future?"* Crew members begin an in-depth college search with the support of their crew leader and will have several one-on-one meetings with the guidance counselor as part of their Post-Secondary Preparation. Other areas of concentration are Relationships, Literacy (writing), and Stewardship. All Crew members participate in the multi-day Wilderness Experience on Rhode Island's North/South Trial.
SENIOR	Senior crew continues to build upon the question, *"what are my plans for the future?"* and embodies significant Literacy (writing) work reflecting on their four years at The Greene School. Crew members continue their college searches and support one another as members of the community are accepted into college. One-on-one meetings with the guidance counselor ensure that all students' post-secondary needs are met. Other areas of concentration are Relationships, Stewardship (Legacy Project), and Senior Passage. All Crew members participate in the multi-day Wilderness Experience on the water.

ASSESSMENT: GRADING & REPORTING_____

PRUNED FROM THE TGS STUDENT HANDBOOK:

Assessment at our school is meant to provide students and families accurate, detailed, and clear feedback on the quality of learning based upon multiple assessments. Students are expected and supported to actively reflect upon their work and articulate their own assessment of their progress as well.

GRADING PRACTICES:

- All grade-level Learning Targets should be assessed within the school year.
- A scale of 1 to 4 is used to assess student mastery of each Learning Target. Each numeric score reflects the student's level of mastery.
- Habits of Work will NOT be factored in Crew. Students will receive academic grades only.
- An "M" should be used for missing assignments.

For each long-term learning target, a student will earn a score of 1, 2, 3 or 4, based on the multiple projects or assessment opportunities provided in the class. The final grade for each learning target will be determined through averaging each project or assessment.

CORE PRACTICES OF CREW

CP 9: SUPPORTING COLLEGE AND CAREER READINESS (PRUNED FOR TGS CREW)

Expeditionary Learning schools prepare all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a school-wide college-bound culture, and setting up structures that allow time for the college search and application process. EL recognizes that there may be particular students for whom entering college directly from high school may not be the optimal path, yet school leaders and teachers nevertheless prepare and compel all students to get accepted to college so that they have the choice now, and the confidence to reapply in the future. All students should have the option and opportunity to go to college.

A. A COLLEGE-BOUND CURRICULUM

1. Students of all ages develop the habits of scholarship (e.g., self-monitoring, problem solving) that they will need to navigate the academic and social demands of college. This is a continuous and explicit focus of crew.

2. Literacy instruction is a focus in every subject area and at all grade levels in order to prepare students for the complexity of college texts.

B. CREATING A COLLEGE-BOUND CULTURE

1. Teachers and school leaders make it clear to all students that they are on a path to college.

2. Students have multiple opportunities to visit college campuses -to build their knowledge of the multiple opportunities available to them.

3. In high schools, college acceptances are celebrated in classrooms, in crews, and at school-wide events.

4. In high schools, students and families hear messages about college at school-wide events and see college resources on the school's website and in its materials.

5. High school students learn the facts about applying for admission and financial aid and about the norms and culture of college life. Whenever possible, alumni are invited to the school to serve as mentors and resources.

C. SECONDARY STRUCTURES TO SUPPORT COLLEGE AND CAREER READINESS

1. High school crew teachers help students make strong course selections that are connected to college and career aspirations, monitor progress toward academic and character learning targets, and work with college-bound counselors to choose colleges and navigate applications for admission, financial aid, and scholarships. Crew teachers invite guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges.

2. College-bound counselors and teachers offer students and families support in maintaining a strong high school transcript, taking SAT/ACT tests, essay writing, selecting colleges, applying for admissions and financial aid, and seeking scholarships.

CP 27: ESTABLISHING STRUCTURES FOR KNOWING STUDENTS WELL (PRUNED FOR TGS CREW)

An Expeditionary Learning 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. Students in Expeditionary Learning schools are known well and supported by adults. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g. multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

CREW IN SECONDARY CLASSROOMS

1. Crew (similar to Advisory in some schools) meets on a consistent basis, multiple times every week, every day if possible.

2. Crew is not homeroom. By contrast, crew sizes are small (ideally 14 students) and allow significant meeting time (45 minutes), and students are active participants in the class.

3. Crew leaders se school-wide or grade level-wide learning targets and instructional plans to address relational and performance character development, literacy, portfolio work, adventure, service, school-wide concerns, and post-secondary readiness.

4. Crew allows students and teachers to forge productive relationships over time to support their achievement. To this end, crew composition is structured in the way the school feels works best in its culture (i.e. whether the crew stays together over multiple years or the same crew leader stays for all the years).

5. Crew provides a time to focus on relationship building among students and between adults and students (e.g. greetings, personal sharing, classroom discussions).

6. Crew provides a check-in on how the class is doing in terms of academic progress and habits of work. If there are problems with courtesy, behavior, tolerance or responsibility in the group, those problems are often addressed in this setting.

7. Crew provides an opportunity to help students define what it means to be an Expeditionary Learning school (e.g. commitment to positive character, exploration of the design principles, the concept of crew, not passengers).

8. Whenever possible, students in crew sit in a circle so they can see each other, participate actively in discussion, and hold each other accountable for high standards of character.

9. Crew leaders set the tone for high achievement by engaging students in *collaboration and competition* in a joyful, supportive environment.

10. Crew leaders form relationships with parents/ guardians, monitor academic progress, lead interventions, and ensure readiness for graduation.

11. Crew leaders ensure that all their students know about and have access to demanding academic courses, extracurricular activities, academic and social supports, and the best sequence of classes for college placement.

12. Crew is used as a setting to prepare for student-led conferences, portfolio reflection and presentations, and school exhibition preparation.

13. Crew is almost always the setting for college pathway preparation (e.g. college visits, college research, applications, financial forms, interview preparation).

BUILDING RELATIONSHIPS

1. The school ensures that every student is known well by at least one adult who serves as an advocate for the student's academic and social progress.

2. Teachers use a variety of structures and strategies to get to know students well (e.g. crew time, flexible grouping, regular check-ins).

3. The school celebrates the contributions of members of the learning community through community meetings.

4. Multi-year connections between students and adults are created through looping, multi-age classrooms, and/or mentoring or crew relationships that last more than one year.

MENTORING

1. When appropriate and feasible, older student Crews are paired with younger student Crews for orientation, tutoring, mentoring, and community building—this is called having a "buddy crew."

EXPEDITIONARY LEARNING

CREW BEST PRACTICES

Ideas generated by the crew discussion group at the Expeditionary Learning National Conference 2009.

Structures and Crew Management

- Ensure staff and student buy-in through clear purpose and communication
- Meet daily
- Use a consistent structure and schedule/cycle of activities
- Tie curriculum to a calendar – have this in place before launching
- Name a crew facilitator to organize lessons, or rotate planning responsibilities, or ensure planning time for teams. In any case, build crew plans in advance
- Put in place consistent expectations, routines, and rituals
- Use school-wide crew learning targets
- Clarify the role of instructional guides/school leaders in supporting crew (e.g., they facilitate, participate, observe, and provide feedback)
- Ensure that time is well-structured
- Make crew sizes as small as possible (all hands on deck for crew facilitation)
- Extend crew time once a week/once a month for outings, portfolio work, etc.

Content

- Incorporate adolescent development curriculum
- Incorporate curriculum related to social justice
- Include theater/improvisation games
- Incorporate time for students to work on portfolios and prepare for conferences
- Reflect – incorporate learning from personal experiences
- Journal, do reflective writing
- Incorporate "Drop Everything and Read" silent reading time
- Have a school-wide shared text as a read aloud
- Use book clubs
- Link self-assessment and goal-setting to other school structures (e.g., portfolio presentations, student-led family conferences)
- Include initiatives and games (sometimes leading up to a crew competition to give this work a sense of purpose) to foster team-building and improve group dynamics
- Make time and safe space for open, frank discussions of important issues (use a talking stick)
- Go cross-country skiing, mountain climbing, hiking, walking – incorporate adventure in whatever ways make sense
- Discuss current events: national, local, international, science-related, fun, or odd info
- Participate in collaborative activities/shared experiences (e.g., snow castle building, service projects like hunger walks, clothing drives, neighborhood clean-ups)
- Go camping. Include fire-side readings and discussions
- Play outdoor games

Discuss and work with school character traits/habits of scholarship

- Play word games
- Buddy up older student crews with younger crews – for reading, service, shared experiences
- Look into local community needs and find relevant service projects
- Take wilderness adventure trips

Other Ways to Build Engagement and Student Ownership

- Have crews plan and facilitate and/or present at Community Circle
- Build a culture of respect among students
- Build positive relationships with one another through shared experiences
- Ensure age-appropriate activities and topics relevant to kids' interests
- Use a decision-making protocol as needed
- Have a "Battle of the Books" – crew that reads the most gets money to donate to charity(ies) of choice
- Get out with your crew – in small ways and more
- Use student-generated seat assignments
- Include student-generated activities
- Have a good time – celebrate successes and milestones (e.g., birthdays); recognize students' accomplishments
- Turn crew over to students to lead
- Combine crews for events or to mix things up

FOUR-YEAR LEARNING TARGET SEQUENCE_____

	LEARNING TARGETS	GRADE FOCUS 9	10	11	12
RELATIONSHIPS	I can participate authentically in rituals and uphold our Design Principles (R1). ✦ I can respectfully participate in Morning Meeting ✦ I can contribute meaningfully in my Crew's circle ✦ I can engage in competition & collaboration with my Crew	✓	✓	✓	✓
LITERACY & NUMERACY	I can demonstrate basic financial math to promote my understanding of our economic system (NUM1). ✦ See grade level sequence of learning targets for grade 9-12 supporting targets.	✓	✓	✓	✓
	I can articulate my thoughts about my life and my experiences through effective personal writing (LIT1). ✦ I can create six-word memoirs (11th) ✦ I can contemplate my life through specific creative prompts ✦ I can examine and share *This I Believe* (11th or 12th) ✦ I can develop my *Laws of Life* (12th)			✓	✓
	I can challenge myself to become a stronger reader (LIT2). ✦ I can participate in a Crew-led novel study ✦ I can share interesting information from articles I've read	✓	✓		
STEWARDSHIP	I can participate actively in TGS stewardship projects (STEW1). ✦ I can develop and contribute to my Crew's *Peace Project* ✦ I can contribute to preservation of my Crew classroom ✦ I can help plan school-wide or community service learning projects	✓	✓	✓	✓
WILDERNESS	I can actively and genuinely participate in my Wilderness Experience (AF1). ✦ I can contribute to the success and fun of my Crew's experience ✦ I can develop upon my *skills* when things are hard ✦ I can reflect on my experiences in my Wilderness Journal	✓	✓	✓	✓
P PASSAGE & PORTFOLIO	I can maintain a Crew Binder (PP1). ✦ I can keep my Crew binder organized ✦ I can organize my academic work from Crew	✓	✓	✓	✓
	I can prepare for my Student Led Conference/ Passage (PP2). ✦ I can maintain a body of work that can be used as evidence of my academic growth ✦ I can reflect authentically about who I am as a learner & what I have learned ✦ I can complete the process of preparing for my SLC/ Passage Presentation	✓	✓	✓	✓
	I can examine, analyze, defend and share my academic work (PP3). ✦ I can facilitate my own SLC and access myself on a rubric ✦ I can facilitate my own Passage presentation with a group	✓	✓	✓	✓
POST-SECONDARY	I can actively engage in preparation for my post-secondary experience (PS1). ✦ I can demonstrate job acquisition skills by completing and maintaining a resume ✦ I can prepare for and complete high-stakes tests (10th- 12th) ✦ I can evaluate and adjust my high school plans to meet my long-term goals	✓	✓	✓	✓
	I can complete the application process for a four-year college or university (PS4). ✦ I can apply to more than one school			✓	✓

FRESHMAN TARGET SEQUENCE_____

	LEARNING TARGETS	FALL	SPRING
RELATION SHIPS	I can participate authentically in rituals and uphold our Design Principles (R1). ✦ I can respectfully participate in Morning Meeting ✦ I can contribute meaningfully in my Crew's circle ✦ I can engage in competition & collaboration with my Crew	✓	✓
LITERACY & NUMERACY	I can demonstrate basic financial math to promote my understanding of our economic system (NUM1). ✦ I can learn about the general purpose banks and their services they offer ✦ I can develop my on checking accounts ✦ I can open a personal checking account		✓
	I can challenge myself to become a stronger reader (LIT2). ✦ I can participate in a Crew-led novel study ✦ I can share interesting information from articles I've read	✓	
STEWARD SHIP	I can participate actively in stewardship projects (STEW1). ✦ I can develop and contribute to my Crew's *Peace Project* ✦ I can contribute to preservation of my Crew classroom ✦ I can help plan school-wide or community service learning projects	✓	✓
WILDER NESS	I can actively and genuinely participate in my Wilderness Experience (AF1). ✦ I can contribute to the success and fun of my Crew's experience ✦ I can develop upon my *skills* when things are hard ✦ I can reflect on my experiences in my Wilderness Journal	✓	
PASSAGE & PORTFOLIO	I can maintain a Crew Binder (PP1). ✦ I can keep my Crew binder organized ✦ I can organize my academic work from Crew	✓	✓
	I can prepare for my Student Led Conference/ Passage (PP2). ✦ I can maintain a body of work that can be used as evidence of my academic growth ✦ I can reflect authentically about who I am as a learner & what I have learned ✦ I can complete the process of preparing for my SLC/ Passage Presentation	✓	✓
	I can examine, analyze, defend and share my academic work (PP3). ✦ I can facilitate my own SLC and access myself on a rubric ✦ I can facilitate my own Passage presentation with a group	✓	✓
POST-SECONDARY	I can actively engage in preparation for my post-secondary experience (PS1). ✦ I can demonstrate job acquisition skills by completing and maintaining a resume ✦ I can evaluate and adjust my high school plans to meet my long-term goals	✓	✓

SOPHOMORE TARGET SEQUENCE_____

	LEARNING TARGETS	FALL	SPRING
RELATION SHIPS	I can participate authentically in rituals and uphold our Design Principles (R1). ✦ I can respectfully participate in Morning Meeting ✦ I can contribute meaningfully in my Crew's circle ✦ I can engage in competition & collaboration with my Crew	✓	✓
LITERACY & NUMERACY	I can demonstrate basic financial math to promote my understanding of our economic system (NUM1). ✦ I can create and maintain a personal spending plan ✦ I can understand the importance of saving money ✦ I can I can describe saving & invest options		✓
	I can challenge myself to become a stronger reader (LIT2). ✦ I can participate in a Crew-led novel study ✦ I can share interesting information from articles I've read	✓	
STEWARD SHIP	I can participate actively in stewardship projects (STEW1). ✦ I can develop and contribute to my Crew's *Peace Project* ✦ I can contribute to preservation of my Crew classroom ✦ I can help plan school-wide or community service learning projects	✓	✓
WILDER NESS	I can actively and genuinely participate in my Wilderness Experience (AF1). ✦ I can contribute to the success and fun of my Crew's experience ✦ I can develop upon my *skills* when things are hard ✦ I can reflect on my experiences in my Wilderness Journal	✓	
PASSAGE & PORTFOLIO	I can maintain a Crew Binder (PP1). ✦ I can keep my Crew binder organized ✦ I can organize my academic work from Crew	✓	✓
	I can prepare for my Student Led Conference/ Passage (PP2). ✦ I can maintain a body of work that can be used as evidence of my academic growth ✦ I can reflect authentically about who I am as a learner & what I have learned ✦ I can complete the process of preparing for my SLC/ Passage Presentation	✓	✓
	I can examine, analyze, defend and share my academic work (PP3). ✦ I can facilitate my own SLC and access myself on a rubric ✦ I can facilitate my own Passage presentation with a group	✓	✓
POST-SECONDARY	I can actively engage in preparation for my post-secondary experience (PS1). ✦ I can demonstrate job acquisition skills by completing and maintaining a resume ✦ I can prepare for and complete high-stakes tests (10th - 12th) ✦ I can evaluate and adjust my high school plans to meet my long-term goals	✓	✓

JUNIOR TARGET SEQUENCE_____

	LEARNING TARGETS	FALL	SPRING
RELATION SHIPS	I can participate authentically in rituals and uphold our Design Principles (R1). ✦ I can respectfully participate in Morning Meeting ✦ I can contribute meaningfully in my Crew's circle ✦ I can engage in competition & collaboration with my Crew	✓	✓
LITERACY & NUMERACY	I can demonstrate basic financial math to promote my understanding of our economic system (NUM1). ✦ I can create & **maintain** a personal spending plan ✦ I can determine when and how to appropriately use credit ✦ I can discriminate between different credit card offers	✓	
	I can articulate my thoughts about my life and my experiences through effective personal writing (LIT1). ✦ I can create six-word memoirs (11th) ✦ I can contemplate my life through specific creative prompts ✦ I can examine and share *This I Believe* (11th or 12th)		✓
STEWARD SHIP	I can participate actively in stewardship projects (STEW1). ✦ I can develop and contribute to my Crew's *Peace Project* ✦ I can contribute to preservation of my Crew classroom ✦ I can help plan school-wide or community service learning projects	✓	✓
WILDER NESS	I can actively and genuinely participate in my Wilderness Experience (AF1). ✦ I can contribute to the success and fun of my Crew's experience ✦ I can develop upon my *skills* when things are hard ✦ I can reflect on my experiences in my Wilderness Journal	✓	
PASSAGE & PORTFOLIO	I can maintain a Crew Binder (PP1). ✦ I can keep my Crew binder organized ✦ I can organize my academic work from Crew	✓	✓
	I can prepare for my Student Led Conference/ Passage (PP2). ✦ I can maintain a body of work that can be used as evidence of my academic growth ✦ I can reflect authentically about who I am as a learner & what I have learned ✦ I can complete the process of preparing for my SLC/ Passage Presentation	✓	✓
	I can examine, analyze, defend and share my academic work (PP3). ✦ I can facilitate my own SLC and access myself on a rubric ✦ I can facilitate my own Passage presentation with a group	✓	✓
POST-SECONDARY	I can actively engage in preparation for my post-secondary experience (PS1). ✦ I can demonstrate job acquisition skills by completing and maintaining a resume ✦ I can prepare for and complete high-stakes tests (10th - 12th) ✦ I can evaluate and adjust my high school plans to meet my long-term goals	✓	✓
	I can complete the application process for a four-year college or university (PS4). ✦ I can apply to more than one school	✓	✓

SENIOR TARGET SEQUENCE_____

	LEARNING TARGETS	FALL	SPRING
RELATION SHIPS	I can participate authentically in rituals and uphold our Design Principles (R1). ✦ I can respectfully participate in Morning Meeting ✦ I can contribute meaningfully in my Crew's circle ✦ I can engage in competition & collaboration with my Crew	✓	✓
LITERACY & NUMERACY	I can demonstrate basic financial math to promote my understanding of our economic system (NUM1). ✦ I can create and **maintain** a personal spending plan ✦ I can describe the characteristics of loans ✦ I can learn about the housing market and apply it to my own life	✓	
	I can articulate my thoughts about my life and my experiences through effective personal writing (LIT1). ✦ I can contemplate my life through specific creative prompts ✦ I can examine and share *This I Believe* (11th or 12th) ✦ I can develop my *Laws of Life* (12th)		✓
STEWARD SHIP	I can participate actively in stewardship projects (STEW1). ✦ I can develop and contribute to my Crew's *Peace Project* ✦ I can contribute to preservation of my Crew classroom ✦ I can help plan school-wide or community service learning projects	✓	✓
WILDER NESS	I can actively and genuinely participate in my Wilderness Experience (AF1). ✦ I can contribute to the success and fun of my Crew's experience ✦ I can develop upon my *skills* when things are hard ✦ I can reflect on my experiences in my Wilderness Journal	✓	✓
PASSAGE & PORTFOLIO	I can maintain a Crew Binder (PP1). ✦ I can keep my Crew binder organized ✦ I can organize my academic work from Crew	✓	✓
	I can prepare for my Student Led Conference/ Passage (PP2). ✦ I can maintain a body of work that can be used as evidence of my academic growth ✦ I can reflect authentically about who I am as a learner & what I have learned ✦ I can complete the process of preparing for my SLC/ Passage Presentation	✓	✓
	I can examine, analyze, defend and share my academic work (PP3). ✦ I can facilitate my own SLC and access myself on a rubric ✦ I can facilitate my own Passage presentation with a group	✓	✓
POST-SECONDARY	I can actively engage in preparation for my post-secondary experience (PS1). ✦ I can demonstrate job acquisition skills by completing and maintaining a resume ✦ I can prepare for and complete high-stakes tests (10th - 12th) ✦ I can evaluate and adjust my high school plans to meet my long-term goals	✓	✓
	I can complete the application process for a four-year college or university (PS4). ✦ I can apply to more than one school	✓	✓

LEARNING TARGET ASSESSMENT DOCUMENTS_____

*****DENOTES DOCUMENT IS IN APPENDIX A*

	LEARNING TARGET	ACTIVITY	ASSESSMENT
RELATIONSHIPS	I can participate authentically in rituals and uphold our Design Principles (R1). ✦ I can respectfully participate in Morning Meeting ✦ I can contribute meaningfully in my Crew's circle ✦ I can engage in competition & collaboration with my Crew	1) Morning Meeting • Crew Unity • Upperclassmen Lead 2) Crew Circle-Up 3) Initiatives 4) Design Principle Centered Events 5) Discovery *Skills* Program	1) Morning Meeting • Bi-weekly Observations • Morning Meeting Reflection & Self-Assessment Log* 2) Crew Circle-Up • Observations based off crew-generated rubric with crew specific LTs 3) Initiatives • Self, peer, crew leader observations 4) Design Principle Centered Events • Thanksgiving Food Drive, Spirit Week, Marble Initiative 5) Discovery *Skills* Program • Defining Skills, Conflict Resolution , Anger Management, Transactional Analysis, Assertiveness Training
LITERACY & NUMERACY	I can demonstrate basic financial math to promote my understanding of our economic system (NUM1). ✦ See grade level sequence of learning targets for grade 9-12 supporting targets.	1) Financial Literacy	1) Financial Literacy • Completion of Credit Card workshop** • Balancing Your Checkbook workshop with assessment**

	I can articulate my thoughts about my life and my experiences through effective personal writing (LIT1).	1) Six-word Memoirs 2) 17- Journal Prompts 3) *This I Believe* Essay (11th or 12th) 4) *Laws of Life* (12th)	1) Six-word Memoirs* • Memoir Bingo 2) 17- Journal Prompts* • Crew leader assessment 3) *This I Believe* Essay* (11th or 12th) • Public Crew/ Community Meeting reading (+R1) 1. Laws of Life* (12th) • Public Crew/ Community Meeting reading (+R1)
	I can challenge myself to become a stronger reader (LIT2).	1) Book Club/ Literature Circles	1) Book Clubs/ Literature Circles* • Lit Circle Observation • School-wide Lit Circle Rubric
STEWARDSHIP	I can participate actively in stewardship projects (STEW1). ✦ I can contribute to preservation of my Crew classroom ✦ I can help plan school-wide or community service learning projects	1) Legacy Project 2) Crew Duties 3) Lunch Room Duties 4) Service to Others 5) Service to Greene	1) Legacy Project • Participation in planning and implementing a year-long service project 2) Crew Stewardship* • Participation in weekly chosen Crew Duties • Monthly or as needed community address 3) Lunch Room Duties • Observation of crew members caring for lunch room 4) Service to Others • Active participation in steward projects for the greater community • Service Log* 5) Service to Greene • Active participation in stewardship projects at Greene • Service Log*
WILDERNESS	I can actively and genuinely participate in my Wilderness Experience (AF1).	1) Wilderness Orientation	1) Wilderness Orientation • Active participation in Wilderness • Wilderness Journal

P PASSAGE & PORTFOLIO	I can maintain a Crew Binder (PP1). ✦ I can keep my Crew binder organized ✦ I can organize my academic work from Crew	1) Crew Binder	1) Crew Binder • Crew Binder Checklist*
	I can prepare for my Student Led Conference/ Passage (PP2). ✦ I can maintain a body of work that can be used as evidence of my academic growth ✦ I can reflect authentically about who I am as a learner & what I have learned ✦ I can complete the process of preparing for my SLC/ Passage Presentation	1) Student Led Conference 2) Passage	1) Student Led Conference • SLC Preparation* • Accountability-orientated facilitation of three SLCs 2) Passage • Passage Preparation* • Successful completion of a Passage Presentation
	I can examine, analyze, defend and share my academic work (PP3). ✦ I can facilitate my own SLC and access myself on a rubric ✦ I can facilitate my own Passage presentation with a group		
POST-SECONDARY PREPARATION	I can actively engage in preparation for my post-secondary experience (PS1). ✦ I can demonstrate job acquisition skills by completing and maintaining a resume ✦ I can prepare for and complete high-stakes tests (10th- 12th) ✦ I can evaluate and adjust my high school plans to meet my long-term goals	1) Resume 2) SAT and NECAP Preparation 3) High School Course Planning 4) Credit and GPA Tracker 5) College Fair	1) Resume • Completion of Resume Workshop* • Multiple Drafts of Resume 2) SAT Preparation • Workshop assignments completed for vocab & math 3) High School Course Planning • Completion of four-year plan for course offering* 4) Credit and GPA Tracker • End-of-year completion of Tracker* 5) College Fair • Fair Worksheet completion*
	I can complete the application process for a four-year college or university (PS4). ✦ I can apply to more than one school	1) Application Process	1) Application Process • Financial Aid Plan (FAFSA) • Admission Essay • Completion of college application

STUDENT-LED CONFERENCES

CORE PRACTICE 24: COMMUNICATING STUDENT ACHIEVEMENT
(PRUNED FOR TGS CREW)

Expeditionary Learning schools share information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities – they maintain a portfolio and discuss their learning during family conferences and passage presentations and they participate collectively in communicating about achievement during public presentations of learning. Expeditionary Learning schools implement standards-based grading because it clarifies expectations for students, families, and teachers, and separates academic outcomes from habits of scholarship. Students understand what they have learned and why. They can speak to their own strengths, struggles, goals, and processes of learning, and they are prepared for college success.

STUDENT-LED CONFERENCES

1. The school schedules time at least twice per year to engage students and their families in conferences in which students communicate their progress toward both academic learning targets and habits of scholarship.

2. The school engages families in the process by sharing expectations, schedules, and information in advance of the conferences. Families understand their role, the student's role, and the purpose of the conference.

3. Each class requires two pieces of work to present at the SLC. One piece is selected by the teacher and one is selected by the student.

4. Teachers support students in articulating their progress and identifying areas for growth through specifying specific goals.

5. Students select expedition and project work to demonstrate mastery of learning targets. They complete self-assessments of their performance, share them with their families and house them in their portfolio.

6. Students practice specific conference skills, such as eye contact, clear articulation of ideas, and presenting evidence to support statements.

STUDENT-LED CONFERENCES

A TRUE CORNUCOPIA OF SLC PRACTICES:
THREE MORE PRACTICES FROM EL CORE PRACTICES

CORE PRACTICE 18: TEACHING THE ARTS

Art portfolios and artistic achievements in all areas are included in student portfolio presentations and student-led conferences, and are valued as academic achievement.

CORE PRACTICE 19: TEACHING AND PROMOTING FITNESS AND WELLNESS

Progress toward personal fitness wellness learning targets is shared in student portfolios, student presentations, and student-led conferences.

CORE PRACTICE 28: ENGAGING FAMILIES AND THE COMMUNITY IN THE LIFE OF SCHOOL

Student-led conferences are supported as a cornerstone school structure. Participation of all families is expected and supported. Conferences are well organized and students are well prepared.

STUDENT-LED CONFERENCES

THE GOALS OF STUDENT-LED CONFERENCES INCLUDE:

- Provide an opportunity for students to take responsibility for their academic progress
- Offer an occasion for student self-assessment
- Promote positive and proactive discussions about academics with parents

THE IMPORTANCE OF PREPARING STUDENTS:

Students should have the opportunity to move through a reflection process before sharing their academic progress with parents. This process includes:

- *Pulling work from their working folders to their subject portfolios*. This process may look a bit different for electives, but there should still be an opportunity for students to review the work they have completed in an effort to support them in determining their success in relations to academic and character learning goals.

- *Reviewing models:* Students need examples of both content and quality. Eventually student models should take the place of teacher generated models. Models should be based on clear criteria.

- *Scaffolded steps:* The task of writing their reflection for either their portfolios or their trimester reports should be broken down into clear instructional stages. As students gain more experience with writing reflections, the stages do not need to be so explicit, but still should be practiced. Those steps should include creating or reviewing criteria for quality reflection, reviewing portfolios, brainstorming, pre-writing, writing, revision and publishing.

- *Practice for presentation:* Again students need models for presenting their academic progress. Practice can happen in core classes or during crew time. In order to support students in the early stages, a general script may be useful.

THE TYPE OF INFORMATION A STUDENT SHARES A CONFERENCES INCLUDES:

- Academic work – required for all core subjects and student-chosen for electives
- Evidence of character growth
- Cognizance of personal learning styles

MATERIALS NECESSARY FOR CONFERENCES:

- Progress reports for every class
- Two pieces of work from each class – recommend that students have access to subject portfolios during their conferences
- Attendance records/tardy forms
- Records of discipline interventions

STUDENT-LED CONFERENCE DOCUMENTS FOUND IN APPENDIX B

PORTFOLIOS

CORE PRACTICE 28: COMMUNICATING STUDENT ACHIEVEMENT
(PRUNED FOR TGS)

Expeditionary Learning schools share information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities – they maintain a portfolio and discuss their learning during family conferences and passage presentations and they participate collectively in communicating about achievement during public presentations of learning. Expeditionary Learning schools implement standards-based grading because it clarifies expectations for students, families, and teachers, and separates academic outcomes from habits of scholarship. Students understand what they have learned and why. They can speak to their own strengths, struggles, goals, and processes of learning, and they are prepared for college success.

PORTFOLIOS

1. Students archive and organize their work across subject areas the end of each semester. Students then select specific work from their working folders to save for future student-led conferences and passages.

2. Students' portfolios demonstrate proficiency of content and skills over time. They also show students' growth and proficiency regarding habits of scholarship.

3. Portfolios include rubrics linked to learning targets for major projects and assignments.

4. Students' portfolios include multiple drafts, self-reflections, and feedback from teachers that show how their work has improved and how they have met the learning targets.

5. Each year a student should add the following to their Portfolio:

    a. Two writing samples
    b. Two math problem computations
    c. One science lab report

PORTFOLIOS

A portfolio is a collection of work showing what a student has been thinking about, working on, and learning. It will contain written work and may also include artwork, audio or videotapes of performances, photographs of three-dimensional constructions, computer graphics, and more. A portfolio does not include all work. Rather, it is a selection made by the student with teacher guidance. The purpose of the portfolio is to give an ongoing record of:

- How thinking about significant issues and questions has grown;
- How a range of knowledge and skills has developed; and
- The effort that has been made.

Portfolios can help students learn at a deeper level and measure their growth over time.

The portfolio system at THE GREENE SCHOOL includes the following:

CLASSROOM WORKING FOLDER. As they complete pieces of work, students will store both drafts and final products in their Classroom Working Folders. When students compile their passage and graduation portfolios, they will go to their Classroom Working Folders and select work to include.

CREW PORTFOLIO. Crew Binders should all have tab dividers for each learning target (a total of six sections) and be a ½" to 1" in 3-ring binder size. Each student will present highlights of his or her Crew Portfolio during student-led family conferences. The student will chose pieces from the Crew Portfolio to include in Passage and Graduation Portfolios as well as in college applications.

TENTH GRADE PASSAGE PORTFOLIO. In order to graduate to the eleventh grade at many of our high schools, students must participate in a portfolio assessment process that simulates the tasks and process that students will complete during the 11th & 12th grades. Students who are capable of meeting Passage requirements will show that that they are ready to succeed as juniors and seniors. Each student will present his or her Passage Portfolio to a panel made up of community members. Each Tenth Grade Passage Portfolio will consist of the following sections:

- Author introduction, including personal statement and resume
- Science and technology
- Historical understanding
- Literature and writing
- Mathematical thinking
- Artistic creation
- Second language acquisition
- Selections from the Crew Portfolio

GRADUATION PORTFOLIO. The Graduation Portfolio has two purposes: to show that the student has met the graduation standards of The Greene School, and to help the student prepare for college admissions. Each student will present his or her Graduation Portfolio to a panel made up of members of the school community and members of the community outside the school building.

See the *Required Components of the Senior Portfolio* document in the appendix for more information.

PORTFOLIO DOCUMENTS FOUND IN APPENDIX C

PASSAGE PRESENTATIONS

CORE PRACTICE 28: COMMUNICATING STUDENT ACHIEVEMENT
(PRUNED FOR TGS)

Expeditionary Learning schools share information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities – they maintain a portfolio and discuss their learning during family conferences and passage presentations and they participate collectively in communicating about achievement during public presentations of learning. Expeditionary Learning schools implement standards-based grading because it clarifies expectations for students, families, and teachers, and separates academic outcomes from habits of scholarship. Students understand what they have learned and why. They can speak to their own strengths, struggles, goals, and processes of learning, and they are prepared for college success.

PASSAGE PRESENTATIONS

1. Passages (i.e. presentations and portfolio) require students to take part in traditions that confirm a student's readiness to move forward into their junior year of high school.

2. Passages include students articulating their current levels of proficiency in core subjects, sharing exemplary work from different subject areas, sharing artistic, athletic, and/or technology accomplishments, sharing outside of school and/or service learning contributions, and growth and proficiency with relational and performance character.

3. Passage takes place in May for all 10th grade students.

4. Students, with teacher support, analyze their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets and habits of scholarship and readiness for passage.

5. Teachers support students in showcasing their progress and demonstrating their readiness for passage.

6. Teachers support students in practicing presentation skills, such as eye contact, clear articulation of ideas, use of technology, and presenting evidence to support statements.

PASSAGE PRESENTATION DOCUMENTS FOUND IN APPENDIX C

APPENDIX A

- **DESIGN PRINCIPLES**
- **GLOSSARY OF EL TERMS**
- **LEARNING TARGET ASSESSMENT DOCUMENTS**

EXPEDITIONARY LEARNING

THE GREENE SCHOOL Learning Naturally

Design Principles

Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, founder of Outward Bound. These principles animate our research-based model for transforming teaching, learning, and the culture of schools.

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

EXPEDITIONARY LEARNING

GLOSSARY OF TERMS

Adventure - Adventure is an approach to learning that promotes risk-taking and courage that can exist in a classroom as well as in natural settings. In either case, students have experiences that are challenging and relevant, including occasions when they are on the brink of both success and failure - both are equally instructive.

Assessment for learning – Assessment for learning strategies are actions that help students improve their understanding and skills at the outset of learning and throughout the process of learning. They provide students with information to help them be successful on assessments of learning. Assessments for learning include instructional practices such as sharing learning targets, self-assessing, or analyzing models and exemplars to create a picture of quality work. Assessments for learning can also be physical assessments, such as quizzes, performances, or journal entries, when they are used to gauge student progress and determine next steps for instruction.

Assessments of learning (summative assessments) – Assessments of learning are evaluations given after learning has occurred; they measure student progress and reflect the level of student learning at a particular point in time. They can reflect a wide range of formats that fall into one of four methods: selected/short response, extended response, performance assessment, and personal communication. Examples of formats within these method categories are: tests, quizzes, essays, presentations, exhibitions, performances, and journals.

Authentic audience – An audience beyond the classroom teacher that helps students care about purpose and quality of their work.

Big ideas – Enduring, conceptual understandings we want students to remember ten years from now. Big ideas are often intentionally repeated over a number of years with students gaining deeper understanding each time. They often represent key concepts of a discipline (e.g. in math: fractions, ratios and percentages are different representations of the same relationships. In science: natural selection is dependent both on features that ensure survival and on features that attract and ensure modes of reproduction).

Case studies – Case studies are concrete, often local, studies of subtopics within a discipline. They are used to make the major concepts of a discipline or broad topic come alive for students. EL uses the term "case study" in a broader manner than that term is used in law or medicine. Sometimes the term is used exactly as it is in those fields, to refer to an investigation of a unique person, place, institution or event (e.g. as part of a U.S. history study of the Civil Rights movement, students investigate a local civil rights hero). Other times the term case

study is used more loosely, to refer to a narrowed subtopic that allows students to focus their research on a particular example that animates and clarifies the broader topic (e.g. in a study of the Civil War, students are involved in a case study of women's roles in the war). Learning Expeditions generally include one or more case studies; ideally they connect students to their local natural or residential community to provide a local window on national or global concepts.

Character – Based on the work of Tom Lickona and Matt Davidson, EL distinguishes two categories of character. Performance character refers to skills that enable students to perform to potential, to do good work (e.g., responsibility, perseverance, commitment to quality). Relational character refers to skills that enable students to work well with others, to be a good person (e.g. respect, kindness, collaboration,).
Content standards – The standards students will meet in the course of their Learning Expedition, primarily derived from state or district standards. "Content" refers to specific knowledge or reasoning related to an academic discipline. Students will address many standards in the course of a Learning Expedition or project, but it is important to distinguish which of these are most important and should be prioritized in instruction and tracked carefully.

Craftsmanship – "Doing things well": Achieving personal and group excellence through continuous improvement. Craftsmanship requires clear criteria for quality. In EL schools, teachers create craftsmanship targets related to the use of a particular medium to help students create high quality work.

Differentiation – Proactively adjusting the process of and resources used for learning (but not the learning targets) to fit each student's readiness, interest, or learning profile. This means, respectful, high-quality work for all, but with different modes of support toward this goal. Note that in EL schools, differentiation is not typically achieved by offering students multiple project or product formats but rather by building flexibility and creativity into the components of a common project and individualizing and scaffolding the support offered.

Exhibition – One type of product/performance in which students display selected work in a formal way, as in a museum or gallery.

Experts – People skilled in a particular field of study. Teachers utilize experts to support authentic research, critique student work, model, and provide guidance in expedition development. The EL approach encourages the regular use of experts in the classroom and in the field, not just as "presenters" but as active partners in enriching the quality of student thinking and work.

Fieldwork – Field research done by students. EL distinguishes fieldwork from "field trips." In fieldwork, students are active researchers and not passive observers of a prepared experience. For example, a field trip might involve elementary school students taking a guided tour at a restored colonial village. Fieldwork, on the other hand, might have those students "apprentice" themselves to a particular craftsman at the village, helping with the work, interviewing, and taking photos, becoming an "expert" in that craft. Fieldwork in EL schools often involves service learning, such as testing local water sources for pollutants.

Guiding questions – Open-ended essential questions that synthesize the "so what" of the topic students are studying and link all elements of a learning expedition or unit of study. Typically, 1-3 guiding questions frame

an expedition; they are posted in the classroom and referenced regularly. Guiding questions often represent key concepts of a discipline. For example, "where does history come from?" or "what conditions are necessary for a species to survive?"

Habits of work/ scholarship - Habits of work/ scholarship support students' academic success and reflect the values of the school. They are synonymous with performance character skills - skills needed to obtain a standard of excellence in academic or real-world endeavors. Teachers look to the habits of work/ scholarship to name specific, developmentally appropriate targets for which students are held accountable.

Instructional steps – Outline of intentionally sequenced lessons, series of workshops, key lectures, models, simulations, assessments and differentiation plans with enough detail to shape daily lesson plans.

Kickoff/Immersion – Intensive experiences at the beginning of a learning expedition or unit of study that generate curiosity and excitement about the topic and build background knowledge.

Learning expeditions – The signature curricular structure in EL schools that make content standards come alive for students. They are interdisciplinary studies, usually lasting 6-12 weeks, led by a teacher or teaching team. Learning Expeditions are based on state standards and local curriculum maps and focus on what teachers determine to be essential content and skills. They take multiple, powerful elements of the EL approach and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event that features high-quality student work.

Learning Targets – Goals or objectives for lessons, projects and courses, derived from state and local standards and curriculum maps, to assess growth. They are written in concrete, student-friendly language, shared with students, posted in the classroom, and tracked carefully by students and teachers during the process of learning. For example, if a required 5th grade state standard is: "students will articulate multiple perspectives on the various factors catalyzing the American Revolution," a teacher-created learning target for students might be: "I can explain how a number of different concerns and events led to the start of the American Revolution." EL distinguishes between long-term learning targets and supporting learning targets:

Long-term learning targets - Learning targets that express the intended student learning for the entire Learning Expedition, project or grading term. These targets will be included in teachers' grade books and assessment reports. They are commonly labeled as knowledge, reasoning, skill, craftsmanship, and/or character.

Supporting learning targets – Small-scale targets that guide instruction and scaffold toward the long term targets. Supporting targets are contextualized and specific (e.g. supporting learning targets for a lesson might include: "I can add fractions with different denominators. I can draw a geometric diagram and use it to explain the concept of adding fractions. I can demonstrate focus and kindness while working with my classmates.")

Performance - One type of product where students perform for an authentic audience.

Product – Student products are the tangible results of projects. Formats include things like: scientific reports, field guides, blueprints, business plans, anthologies of writing, architectural models, or instructional posters.

Most projects in EL schools result in products created for audiences beyond the classroom. Products are intended to increase motivation by engaging students in real work with authentic purpose, and they require students to apply key academic skills while thinking creatively and critically. Products are not the sole assessment of students' ability to meet a set of long-term targets. Their primary purpose is to motivate students to learn important material, demonstrate what they know, improve their craftsmanship, contribute to their community, and build habits of scholarship.

Project – In the EL model, projects are a core structure for learning essential skills and content. Projects are composed of a sequence of thoughtfully-planned lessons and experiences. They address important questions, often have a genuine purpose, and drive student motivation to learn. Projects are generally worked on in school, not as an out-of-school assignment, though they may involve homework. Projects typically require both individual student work and teamwork. They generally last from 2 – 6 weeks and result in student products or performances. High quality work is supported through the use of exemplars and models, multiple drafts or rehearsals, and peer and expert critique.

Service learning – Active participation in organized experiences that meet authentic community needs. Service learning provides students with opportunities to use their acquired skills and knowledge in real-life situations, extending student learning into the community and instilling an ethic of stewardship. Service learning is not simply charitable work; the learning (linked to expedition content) is just as important as the service.

THE GREENE SCHOOL, *LEARNING NATURALLY*

MORNING MEETING LOG

Stewardship Learning Target: I can participate actively in stewardship projects.

Relationships Learning Target: I can participate authentically in rituals and uphold our Design Principles

Date:	Crew Members:

Rationale for my volunteerism at this meeting:

Reading Done:

Why this reading? Does the reading fit the community's need in some manner? What is the tone?

Self-Assessment:

Something I (or my group) did well in Morning Meeting today was….

Something I think I can improve next time I volunteer for Morning Meeting is…

Six Word Memoirs
Crew Literacy

Learning Target: *I can articulate my thoughts about my life and my experiences through effective personal writing*

Legend has it that author Earnest Hemingway was once challenged to write a story in only six words. His response? "For sale: baby shoes, never worn."

Starting in 2006 Smith Magazine asked its readers for their own six-word memoirs. The results have been published in two books. Your challenge for today is to create five six-word memoirs of your own. While creating your memoirs think about:

- Your experiences with your family
- Your experiences as a student
- Your experiences in Crew or on the wilderness experience
- Your thoughts about living in Rhode Island
- Your relationship with friends/ significant other
- Your thoughts about the world around you
- Your dreams for the future
- Your past regrets

Six Word Memoirs…

Did *Hahn* hike the North/South trail?
Not quite what I was planning.
Paddled all day, found watery heaven.
Who's the Bishop of Mardi Gras?
Wanted it. Got it. Now what?
Afraid of everything; did it anyways.
Iraq War: Yeah, I protested that!

Journal Prompts for Crew

Learning Target: *I can articulate my thoughts about my life and my experiences through effective personal writing*

Throughout the course of the year you will be asked to respond to several of the eighteen prompts below. All journal responses should thoughtfully reflect upon the questions posed by the prompt. Each journal needs to be typed, titled with the according prompt descriptor, and at least one page in length. Have fun and be thoughtful!

Prompt #1: The Road Ahead— *"Each of us has the right and the responsibility to assess the road which lies ahead and those over which we have traveled, and if the featured road looms ominous or uncompromising, and the road back uninviting, then we need to gather resolves, and carrying only what is necessary baggage, step off that road into another direction. If the new choice is also unpalatable, without embarrassment, we must be ready to change that one as well."*
~ Maya Angelou

What is Angelou saying about courage and decisions? Do you think this is a helpful way to look at life? Talk about a time in your own life when you had to change courses.

Prompt #2: In the News— There are always a million interesting, shocking, and baffling stories in the news. What is one news story that has recently grabbed your attention? Explain the story and your feelings about what has happened. The news story can be anything from what is happening on the political stage to recent Hollywood events to local scandals.

Prompt #3: Making a Life— *"An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life."* ~Anonymous

React to this quotation by reflecting on how it applies to you and your future. Do you feel your education has taught you how to make a living and how to make a life? Will you rely on college to teach you about life, or do you feel your current level of education is sufficient?

Prompt #4: Never Ever— Think about all the older people you know—teachers, parents, mentors, coaches, neighbors, friends, relatives, and acquaintances. Probably one or several of the adults you know have provided you with an example of how not to live your life. Look ahead to your future, and think about the one thing you will not let happen. Begin by writing: *The one thing I will never do is…*

Prompt #5: Flash Forward— Flash forward ten years from today. Where do you see yourself at this point in your life? Where do you think you may be living or working? What do you hope to have accomplished by this time? In what ways do you think you might change?

Prompt #6: My Charity—Your state governor has contacted you directly about forming a new charity. You will be given all the funds you need to get started. You can form any charity you wish, support any cause you deem worthy. Which cause would you support? Is there someone or something in particular that influenced you decision?

Prompt #7: The Root of all Evil—You've probably heard the cliché "money is the root of all evil." Do you agree that the desire for money and the possession of money lead to corruption and violence, or do you think something else is the root of all evil?

Prompt #8: Born in the USA— Do you consider yourself a "typical" American? Why or why not? If you do not believe you are typical, what do you consider the typical American to be?

Prompt #9: I Do… For Now—What are your thoughts about the state of marriage these days? Do you believe that it is possible to stay committed to one person for the rest of your life, or has that become unrealistic? What are your thoughts about all of the Hollywood wedding and divorces? Do you think they have an impact on the average couple or do they just reflect what is happening all across America? In what ways has it changed since your parents and grandparents tied the knot? In your mind, what does it mean to be married? In what ways have you been impacted by marriage or divorce?

Prompt #10: Get in the Zone—There's an old saying that sports are 90 percent mental and 10 percent physical. Based on your own experience or observations, do you agree with this saying? If you do, what do you feel like when you are in the "zone"? What do you think about?

Prompt #11: New Eyes—Describe a time when your perception of someone important in your life changed. How did you feel about the person at first? How do you feel now? What brought about the change? What impact did the transition have on you? Make sure you use transitional expressions to help your reader follow the story of *your* transition.

Prompt #12: A Prince and a Popper—In America, we do not have a monarchy or noble class of people as some countries do. Are we a society without classes, a society in which everyone is equally regarded? If we are not, how are privilege and prestige determined in our society?

Prompt #13: Ways of Learning—Based on your own experiences, argue for or against the statement "You learn more from failure that you do from success." If you agree with this statement, do you think you need to fail in order to eventually achieve more than you would have otherwise? If you disagree, what do you think success teaches you? How do you get strong and adaptable if all you encounter for time is success?

Prompt #14: Dawn of the New Age—Living in the United States at the dawn of a new century, what do you think? What are the challenges before us? What are the hopes? What are the dangers? What kind of world will we create? What kind of world do you want? And what are you willing to work for?

Prompt #15: I Love the History Channel—If you could hop into a time machine and travel to any time period which would it be? What do you find fascinating about this era? Which event would you most want to witness? What historical mystery would you like to figure out?

Prompt #16: Exemption from Prejudice— *"There is not prejudice so strong as that which arises from a fancied exemption from all prejudice."* ~ William Hazlitt

Hazlitt suggests that those people who are most convinced they're not prejudiced are actually most vulnerable to holding prejudices. Do you think he's right? Do you know anyone who proves him right? Discuss your thoughts on the matter.

Prompt #17: Boys to Men/ Girls to Women—Aside from physical conditions, what do you think is the main thing that differentiates a girl from a woman, or a boy from a man?

Prompt #18: Being Influenced— Think of a time when you were influenced to do something you didn't want to do, something you knew was wrong, or something you knew would end up being bad for you. Why did you do it? Who or what influenced you? What was the outcome and what did you learn about yourself from this experience?

This I Believe Essay-
Crew Literacy

National Public Radio cordially invites you to contribute to this project by writing and submitting your own statement of personal belief—to your Crew leader at least. We (they) understand how challenging this is—it requires such intimacy that no one else can do it for you. To guide you through this process, we offer these suggestions:

Tell a story: Be specific. Take your belief out of the ether and ground it in the events of your life. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be *real*. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.

Be brief: Your statement should be between 350 and 500 words. That's about three minutes when read aloud at your natural pace.

Name your belief: If you can't name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief, because three minutes is a very short time.

Be positive: Please avoid preaching or editorializing. Tell us what you do believe, not what you don't believe. Avoid speaking in the editorial "we." Make your essay about you; speak in the first person.

Be personal: Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

In introducing the original series in the 1950s, host Edward R. Murrow said, "Never has the need for personal philosophies of this kind been so urgent." We would argue that the need is as great now as it was 50 years ago.

This I Believe Essay— essay example

I Believe in Second Chances

I believe in second chances. I recycle my trash. I pass books and clothes on to others. I even capture crickets that have wandered in to my house and put them out on the lawn. I regularly fall off of diets and get back on. Yes, I firmly believe in second chances. Perhaps that is why I chose Criminal Justice as my field. I would like to believe that embedded in that word "justice" is the idea of a second chance. Sometimes, though, I am not so certain.

Yesterday I stood in front of a room filled with ex-convicts, all of us hoping that I would have the answer to their homelessness and unemployment. They scribbled down my advice on interviewing and self image. They squared their shoulders; they even politely laughed a few times at my humor. They were patient. When was I going to get to the big question: "How do you overcome being an ex-convict when you are looking for a job? "Tell the truth", I say firmly. "Bring letters of recommendation", I confidently explain. And yet, I am not all that confident. They know, and I know, that finding someone willing to give them a second chance is going to be tough. Apparently, even with the ever growing length and breadth of our criminal justice system, many employers do not believe incarceration is a "positive life changing" experience.

I want to have confidence in our criminal justice system. I want to believe that not every sentence is a life sentence. A crime is committed, and the debt is paid in the currency of months or years taken from your life. Simple math; but often nothing seems to end up in the credit column.

I am grateful for those organizations, cities and states who are trying to implement re-entry programs. But it is our communities that need to take a hold of this idea. The same communities that judiciously put their aluminum cans in separate containers in preparation for the can's new start in life, knowing this is a good thing. Towns understand that these kinds of "second chances' are positive for our environment and our sense of community. However, it seems odd that an aluminum can has a better chance at a new start in life than men and women who are ex-offenders. There is a fine for leaving a can on the side of the road, but less thought about leaving a life. It is all about second chances and who, or what, we believe deserves one.

Senior Passage:
Laws of Life

Here's the deal. With everything going on in your lives—part-time jobs, athletics, music, homework, fieldwork—sometimes do you not have time to examine what is important to you, what you value, what you appreciate, or what ideals you hold deep in your heart. *Passage*, in expeditionary learning terms, is a privilege that is earned through, with integrity upholding the design principles. It can mark an important shift in consciousness as well. Over the last two years of high school you have engaged in discussions both at home and in school that ask, *who am I?*

This essay invites you to define who you are and what you believe. Your personal laws of life are those principles and ideals that tell you how to live your life… like being honest, or trying your hardest at everything you do… your own set of design principles. Think about the people and experiences that have helped you form these laws and have shaped you into the person you are today.

Ways to Organize your Paper

- ✓ Each paragraph could describe a different law (limit yourself to three if you can!)
- ✓ Each paragraph could illustrate the importance of the same law in three different areas of your life (honesty in family, academics, and civilian life)
- ✓ Each paragraph could be about three different experiences or people you know who exemplify a law
- ✓ Paragraphs could continue the development of an analogy or story

Requirements

i. Catchy title which is NOT *Laws of Life Essay*
ii. Two pages typed and double spaced—12 pt. font
iii. Create 1 to 3 laws to live by for yourself
iv. Thoughtful and honest response to what you think and believe

EXPEDITIONARY LEARNING

Literature Circles or Book Clubs: Overview of Structure

1. Choose 4-5 books related to the expedition topic that will have high interest for students and that can be rotated throughout the book groups.

2. Read the books yourself in order to build your own background knowledge, prepare book chats, and to make the best use of the books with the students
   - Plan book chats to introduce the books to your students and that explains how the book relates to the expedition topic or theme.

3. Explicitly teach, model, and practice interaction and discussion skills with the class to prepare for the literature circles:
   - Scaffold for literature circles by having whole-class discussions of the read-aloud book, and then have small group discussions of the book
   - Do one literature circle as a fishbowl
   - Set norms for literature circles with the class after the fishbowl
   - After each literature circle, debrief how the discussions went, and what can be improved the next time.

4. Plan reader response journals that students can use to prepare for literature circles.
   - What will these assignments be?
   - How will reading strategy work be tied in?
   - Will you be responding?

5. Decide what will the "ticket to participate" will be for each literature circle meeting.
   - Will a certain number of pages need to be read?
   - Will students need to write/ bring a journal entry? A marked passage to share?

6. Determine how will the circles or clubs be structured.
   - Assign roles to each group member (e.g., recorder, discussion director, passage master, word wizard) or
   - Have students choose what they will be discussing and how they will be working together.
   - Have students use the reading strategy the class is currently learning as preparation for literature circle discussions.
   - Have students discuss text-to-text connections as they cycle through the books.

7. Decide what the accountability structure will look like for the literature circles. (i.e., determine how will you will know what happens in each group.) Ideas to consider:
   - The group's recorder takes notes on what happened
   - Each student writes about what they learned from their discussion
   - After each meeting, students set goals to make the next literature circle even more productive
   - Teacher observes each group
   - Students and teachers assess how things are going

EXPEDITIONARY LEARNING

Book Club Discussion and Questioning Protocol

Purpose: To help facilitate an effective discussion about a short piece of fiction or nonfiction text in which everyone is actively participating, following the expectations, and engaged in respectful conversation.

Materials: Enough copies of a short piece of text for all participants and a response tool–journal, graphic organizer, etc.

Procedures:

- Complete the assigned reading and record your responses.
- Come to the meeting prepared, by bringing your book and journal with you.
- Begin discussion by having a volunteer pose one of their questions, with a reference to the specific place in the text where that question came up for them.
- This person is responsible for calling on another member to answer or respond.
- The responder cannot pass, but must speculate on an answer.
  - *"I am not sure but I think…."*
  - *"Me too…, I was wondering the same thing when I read that…."*
  - *"I am not sure but I think that question was answered by the author on page__."*
- The responder then does not share, but rather calls on someone else to share a question.
- Students don't call on anyone a second time until everyone has had a turn.
- If there is time for a second round, students can try to do the opposite role of either question or response to someone else's question.
- Make sure to refer to the page numbers you are discussing to support your ideas and to help listeners stay engaged.

Expectations:

- Follow class norms and expectations
- Be an active, respectful participant
- Encourage others
- Take turns
- Use members' names
- Stay focused on the book

Reflection:

- What went well?
- What do you and your group members need to work on?
- What goals can you set to make your next discussion more effective?

EXPEDITIONARY LEARNING

BOOK CLUB RECORD

Date _____ Pages _____ to _____

DIRECTIONS: Choose a facilitator, a timekeeper, and a scribe to fill out this form.

What are the two most important points your group discussed today?

_____
_____
_____
_____
_____
_____✦

What strategies did you use well? (participating, staying on topic, contributing appropriate information, encouraging other to contribute, listening carefully, making good eye contact, being considerate of others opinions, asking for clarification, summarizing)

_____
_____
_____
_____
_____
_____✦

What group strategies will you improve upon at your next meeting?

_____
_____
_____✦

Name	Reading Strategies Used (connecting, predicting, inference, monitoring, comprehension, visualization, synthesizing, questioning, determining importance)	Where in text it was used

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_____
_____
_____
_____
_____
_____✦

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_____
_____✦

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Book Club Assessment & Check 'Brick

Your performance in for book club this semester is based upon three pieces of evidence:

1. Weekly completion of book club logs
2. The Book Club Check Brick
3. Presentation of the book on _____

Presentation Criteria
-Approximately 2-3 minutes
-All group members involved
-It should be engaging but…
-It should not reveal important details that would "ruin the read" for others
-
-

Presentation Ideas

-Acting out a scene
-Readers theater
(reading selected sections in a creative and artistic way)
-PowerPoint Presentation
-Characters descriptions
-A Live Debate

If you did not meaningfully participate in a book club you must complete the alternative assignment that is due by:

_____

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Book Club Assessment & Check 'Brick	
Student Name:	Date:
Category	The student almost always demonstrated the following…….
Leadership	☐ Takes initiative ☐ Had an appropriate amount of leadership time within group. ☐ Keeps group on topic, maintains smooth conversation ☐ Participant is quiet while the leader is talking and is actively listening
Discussion & Comprehension	☐ Demonstrates comprehension ☐ Makes inter-textual connections ☐ Builds on others ideas ☐ Can supports ideas with evidence ☐ Cooperates and respects other people's ideas and opinions
Habits of Work/ Engagement	☐ Almost always completed the reading on time ☐ Was prepared for discussion ☐ Remains on task ☐ Listens actively ☐ Asks appropriate questions, and answers questions appropriately
Final Assessment	Comments:

Book Club Assessment & Check 'Brick	
Student Name:	Date:
Category	The student almost always demonstrated the following…….
Leadership	☐ Takes initiative ☐ Had an appropriate amount of leadership time within group. ☐ Keeps group on topic, maintains smooth conversation ☐ Participant is quiet while the leader is talking and is actively listening
Discussion & Comprehension	☐ Demonstrates comprehension ☐ Makes inter-textual connections ☐ Builds on others ideas ☐ Can supports ideas with evidence ☐ Cooperates and respects other people's ideas and opinions
Habits of Work/ Engagement	☐ Almost always completed the reading on time ☐ Was prepared for discussion ☐ Remains on task ☐ Listens actively ☐ Asks appropriate questions, and answers questions appropriately
Final Assessment	Comments:

Book Review Book Club— *Alternative Assignment*

DUE: _____

So book club did not work for you for whatever reason: whether it was family issues, other academic stresses or just poor habits of work. Below you will find alternative assignment that is an opportunity to remediate this crew target.

Learning Target: I can challenge myself to become a stronger reader.

(length – whatever it takes to do a good job; probably 1-2 pages)

You may have written a book report in before that was a simple summary of a book. OK, so that ensured (more or less) that you read the book, but was pretty mindless and boring. That is NOT what this book review assignment is about.

The idea of a professional book review is to *briefly* summarize the ideas of the book, but mainly to give your opinion about the book's merits – it is a critical analysis of the book. Just like in the literature critique assignment, 'critical' does not imply that you are going to be mean or harsh in your review. It means that you are going to evaluate objectively whether the author(s) have fulfilled their objectives in the book, and whether they have used persuasive and unbiased evidence to support their claims. Did you find the book engaging? Persuasive? Did you agree with it? Did you enjoy it? Would you recommend it to others? What is the intended audience of the book? Does it succeed in reaching this audience?

These reviews will be used by other TGS Crews when they are deciding on which books they want to read for book club!

Work hard on making your book review very readable to a *general audience* – it should flow well and be written nicely. You should have an introduction, discussion of the book, and clear conclusion (although these don't have to be broken into explicit sections – you can write this like an essay). It should include:

(1) The title and author of the book you are reviewing
(2) The author's objective(s) and audience
(3) The plot of the book
(4) Themes that relate to the mission statement of TGS present in the book (social responsibility and environmental stewardship)
(5) Comparison with other books or sources if appropriate
(6) Your conclusions about the book
(7) You can rate the book with a number of 'water droplets' [like a number of stars] out of 5 possible if you'd like, but this isn't mandatory.

Be sure to put any quotes from the book in quotation marks and to cite any sources used.

Please see your crew leader if you have additional questions!

SENIOR LEGACY PROJECT

As upperclassmen of the Greene School you have the opportunity to pass on your legacy to new generations…. what will you build? What will you leave behind? As members of the first graduating class, what will your crew create for those just starting down the path?

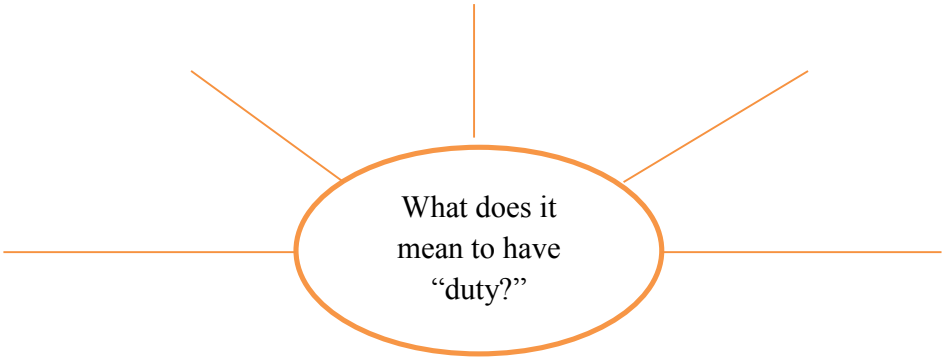
COMING SOON…. BUT NOT THIS YEAR!

Crew Stewardship

School Preservation

***Steward Learning Target*:** I can participate actively in stewardship projects
- I can contribute to preservation of my Crew classroom

.



Each Crew will be responsible for the cleanliness of their own Crew classroom. At the beginning of each Crew period, students should begin cleaning the room—as if it were a regular "do-now" task. Students may want to consider assigning roles for each job—and the whole process should take approximately five minutes if everyone participates.

A working list of classroom areas to address:

- Cleaning out of desk draws
- Spraying down table tops
- Removing graffiti from tables/ chairs/ walls
- Gum removal
- Tidying work stations
- Vacuuming/ sweeping floor
- Organizing books and binders
- Cleaning white boards

NOTE: Crew Representatives (a total of 12) will be responsible for the Community Room, public spaces, and bathrooms.

The Greene School, *Learning Naturally*

Service Record

Stewardship Learning Target*: I can participate actively in stewardship projects*

Name: _____ Graduation Year: _____

Place of Service: _____

Date of Service: _____ Hours Served: _____

To be filled out by the Contact Person— I, _____, certify that the above named student served the community by _____

_____ ✦

Contact's Signature: _____Phone/Email: _____

To be filled out by Student—

What impacts did your service have on the community/ other people? _____

_____ ✦

What was your personal highlight of the service? _____

_____ ✦

What did you learn about yourself from this experience? Did you discover new interests or talents that you didn't know you had? What problems did you encounter and how did you resolve them? _____

_____

_____

_____

_____ ✦

Which Design Principle do you feel was embodied most by this service? In what ways? _____

_____

_____

_____ ✦

The Greene School, An Expeditionary Learning School

Learning Naturally

Resume Workshop

A resume is, in many cases, an employer's first introduction to you. With this in mind here are a few guidelines to make the best first impression and some examples to review.

What Is A Resume?

A resume's purpose is to persuade an employer to interview you by demonstrating how you are qualified for a certain type of work. It is an easy and organized way to present yourself to an employer. It tells the employer how to contact you, what prior jobs you have had, what special skills you have, volunteer and work experiences you've had and about your education. Basically, a resume provides insight into who you are and what type of employee you might be.

Resume Format

The format of your resume should emphasize the strengths and abilities relevant to the position for which you are applying. Consider the following points:

- Length - a resume is typically one page long unless you have extended experience within your field.
- Appearance - your resume is a reflection of you. If your resume is sloppy, unorganized, and contains spelling errors, it will reflect poorly on your work habits.

Possible Categories

- There are many categories you could use to organize your resume - you must choose the categories that best fit your major strengths and individuality. These can include: contact information, objective, education, related experience, additional experience, honors/awards, activities, computer skills, travel experience, special skills, language skills, lab experience, references, etc. You are only limited by your creativity. Remember - what will market what

Resume Tips

- Be positive and concentrate on your strengths. Show your best side, but do not misrepresent or lie.
- There is no one "right" style - only effective or ineffective resumes.
- Don't worry if it's short. In fact, it shouldn't be more than a page long.
- Use action words to describe your experiences (see list below) and create a vivid work picture.
- Avoid abbreviations, slang, and excessive use of pronoun "I".
- Prioritize your information on your resume - place the most important information in the top half or third
- Rank order your bulleted items in order of importance and relevance *to the person reading the resume*.
- Avoid the abbreviation TGS—instead use The Greene School
- PQS your resume to ensure it is 100% flawless - spelling, grammar, punctuation, consistency, etc.
- Have copies in paper, on a flash drive, and on an email. You never know when an opportunity comes up.

2833 W. 24TH STREET, SW • DELAND, FL 32720
PHONE 386-555-3080 • E-MAIL SUZIE.STUDENT@YAHOO.COM

SUZIE STUDENT

OBJECTIVE

- Seeking part-time retail sales clerk/cashier position

SUMMARY OF QUALIFICATIONS

- Customer-focused self-starter with proven client services skills
- Energetic achiever and communicator, with strong listening skills
- Quick learner, eager to learn and follow directions
- Excellent team player who thrives in teamwork situations
- Responsible and reliable, with record of professionalism

EDUCATION

- *High School Diploma*, DeLand High School, DeLand, FL, expected May 2007
- Earned DeLand High Advisory Council's Award for Academic Excellence, 2005-2006
- Earned Volusia County Superintendent's Scholar Award, 2005
- Achieved Honor Roll, DeLand High, 2005-2006
- Earned Certificate of Achievement for Outstanding Performance in Math on FCAT, 2005
- Earned Varsity Letter, DeLand High Soccer Team, 2004-2006
- Earned President's Award for Educational Excellence, 2004

WORK HISTORY

Bagger, *Publix Super Markets*, DeLand, FL, Summer 2006

- Prepared bagged groceries to customer specifications
- Assisted in loading groceries to customer vehicles
- Secured shopping carts and other key supplies
- Provided customer service to average of 60 customers per shift

Babysitter, *Suzie's Babysitting Services*, DeLand, FL, 2001 to present

- Maintain satisfied clientele of 10 families
- Provide quality care for children aged newborn to 12 years
- Manage all aspects of business

COMMUNITY SERVICE

- Supplied 80 community-service hours at Woodland Towers retirement community, Jan. to Feb. 2006
- Donated more than 200 hours to DeLand Museum of Art, Fall 2005 and Spring, 2006
- Contributed more than 150 volunteer hours to DeLand Museum Art Summer Camp, Summer 2005

SKILLS

- Customer relations, customer service
- Computer literate in both Windows and Macintosh platforms
- Working knowledge of Spanish and Italian

Mason Lee

123 Jamaica Plain Lane Apt. #, Boston MA 0130
Home Phone: 617-000-0000 | Cell Phone: 857-000-000 | mlee@byz.com

EDUCATION

Class of 2012 — Youth Boston High — Boston, MA

WORK EXPERIENCE

6/10- Present — Boston MA

Boston Youth Company
Intern-Constituent Services
- Fielded and appropriately responded to constituent calls
- Composed responses to correspondence
- Assisted the director at community open house events

7/09-5/10 — Office of the Teen Council — Boston, MA
Intern
- Logged phone calls and messages into a database
- Filed and sorted documents

VOLUNTEER EXPERIENCE

09/09-5/10 — Brian J. Honan Fellowship — Boston, MA
Fellow
- Developed leadership skills through workshops and event planning
- Worked collaboratively with other teenagers to develop a better understanding of government and community
- Tutored children with schoolwork and projects

SKILLS

Computer: Proficient in Internet Explorer, Microsoft Word, Outlook, Excel, and PowerPoint
Language: Knowledgeable in Spanish (2 years of study)
Other: Responsible, Efficient, and Team Player

HONORS AND AWARDS

School Spirit award – 2010, Junior Varsity Football MVP Award - 2010

Tony Matthews

123 South Boston Avenue
South Boston, MA 02127
617-555-0123
Tony.Mathews@byz.com

EDUCATION Boston Youth Zone High School, Dorchester, MA
Expected Graduation: 2012

EXPERIENCE Youth Jobs Inc., Landscaper — Summers 2010- present

- Carried-out lawn care for several public parks
- Organized tools, materials and maintenance schedules
- Critiqued safety concerns for various sites
- Contributed to the creation of outdoor design layouts
- Attended weekly professionalism seminars

Fashion Club, Secretary — November 2010 – Present

- Attended meetings and prepared minutes to be distributed to all members
- Coordinated a facebook fan page to share information to club members and the school community
- Contribute to an annual fashion show for the student body

BYZ Community Center — October 2009- August 2010

- Tutored in math for grades 1-8
- Managed office and staff schedules to ensure proper coverage
- Served as a liaison between parents, employees and tutors

COMMUNITY Friends Soup Kitchen; Youth Boston Task Force

SKILLS Proficient in Microsoft Office and Internet Research
Honors in Math and English

HONORS Boston Youth Zone Poster Competition Finalist - 2009; Read Your Way to Fenway Recipient, Boston Public Library - 2010;

REFERENCES Joseph Johnson
Youth Coordinator, Youth Jobs Inc.
jjohnson@yj.org
(617) 000 - 5555

The Three Steps to Developing Your Resume

1. It's All About You

a) Discern Your Skills, Talents, and Abilities
- What do you do best?
- What are some of your favorite activities?
- What does your family brag about you?
- What types of things do you do for your family?
- What types of things do you do for your friends?
- What are your best subjects at school? Why?
- What awards have you won?
- What honors have you received?

b) Education and Training

- List high school and all training (most recent first)
- Identify certifications, honors, awards

c) Experience/Work History

- List all work experience, paid or not (most recent first)
- Include any jobs working for family business
- Include part-time and summer jobs
- List any entrepreneurial experience and odd jobs

2. Identify Resume Goal and Conduct Research

a) Is this resume for a job – you may want to research job descriptions, requirements, skills for similar positions
b) Is this resume for a scholarship or college -- research requirements, values, etc

3. Assemble Your Resume

a) Develop resume

- Name and Contact Information
- Summary and/or Objective
- Education and Training
- Honors and Distinctions/Awards
- Experience/Work History
- Skills
- Activities/Volunteering/Community Service
- _____
- _____

b) Spellcheck and proofread
c) Ask for feedback—PQS with a buddy and your Crew Leader!

ACTION VERB LIST

accelerated	calculated	determined	founded	maintained	programmed	revised
accomplished	catalogued	developed	generated	managed	proposed	scheduled
achieved	chaired	devised	guided	modified	proved	selected
adapted	charted	devoted	handled	monitored	provided	set up
administered	compiled	diagrammed	harmonized	motivated	received	simplified
aided	completed	directed	headed	negotiated	recommended	solved
allocated	conceived	displayed	implemented	observed	recorded	specialized
amplified	conducted	distributed	improved	operated	recruited	streamlined
analyzed	constructed	edited	incorporated	organized	rectified	structured
answered	consulted	effected	increased	oriented	reduced	substituted
appointed	contracted	eliminated	influenced	originated	reestablished	suggested
approved	contrived	employed	initiated	overhauled	regulated	supervised
arbitrated	controlled	established	installed	participated	rehearsed	supported
arranged	cooperated	evaluated	instituted	performed	reinforced	systematized
assisted	coordinated	examined	instructed	planned	reorganized	taught
assumed	counseled	expanded	interpreted	pinpointed	researched	trained
augmented	created	expedited	introduced	prepared	reshaped	tutored
awarded	delegated	extended	launched	presented	resolved	unified
began	demon-	fabricated	led	preserved	restored	used
broadened	strated	focused	lectured	processed	revamped	utilized
built	designed	fortified	listed	produced	reviewed	volunteered

My four-year Course Planner

Course-credit Tracker

Name: _____ Crew: _____

Year of Entrance: _____ Graduation Date: _____

Step One: Review of the catalog of course offering over your four years. Notice that as you move into your junior and senior years, more elective courses will open up.

Step Two: Assess *where you are* and *where you want to go*…. what courses make the most since for you as a learner and for your passions?

Step Three: Create a plan! Be realistic *and* take risks.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Science	*Science*	*Science*	*Science*
Math	*Math*	*Math*	*Math*
ELA	*ELA*	*ELA*	*ELA*
Social Science	*Social Science*	*Social Science*	*Social Science*
Elective	*Elective*	*Elective*	*Elective*
Elective	*Elective*	*Elective*	*Elective*

Path to Graduation

Course-credit Tracker

Name: _____ Year of Entrance: _____ Graduation Date: _____

Graduation Requirements:

4 Years Math
4 Years English Language Arts
3+ Years Science
3+ Years Social Sciences
2+ Years Foreign Language
4 Years Wellness
4 Years Elective Credit (Technology, Art, Music)
4 Years Crew
2 Credits Intensive Courses

Use this form to track your path towards graduation. For each year, record the name of each course and your academic and Habits of Work grades.

Year	Math	ELA	Science	Social Sciences	Foreign Language	Wellness	Crew	Elective Credits	Intensives	GPA
9th	Course	Course	Course	Course	Course	Course	Course	Course	Course	
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	
10th	Course	Course	Course	Course	Course	Course	Course	Course	Course	
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	
11th	Course	Course	Course	Course	Course	Course	Course	Course	Course	
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	
12th	Course	Course	Course	Course	Course	Course	Course	Course	Course	
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	

Final GPA

The Greene School, An Expeditionary Learning School

Learning Naturally

College Fair Worksheet

Young Scholars name: _____ Date: _____

College Fair Host: _____

Directions: *Complete this sheet thoroughly for each college table you spend more than a quick moment at. You need to spend quality time with at least FIVE schools, filling out the information listed here for each school. Use any white space for additional thoughts, joys and concerns you may have for each school.*

Learning Targets:

- I can actively engage in preparation for my post-secondary experience
- I can interview college representatives to collect post-secondary information.

The Greene School, An Expeditionary Learning School

Learning Naturally

School name: _____

State & City: _____

Fill in the blank questions:

Public vs. Private: Public Private

Campus Surroundings: Rural Suburban Urban

Enrollment size: _____ Average class size: _____

Cultural/ethnic diversity of students: _____

Student/faculty ratio: _____

Average incoming- student GPA: _____

What is the total cost of attendance for 1 year (tuition, room & board, fees, books, etc.) _____

How is financial aid eligibility determined? _____

What kind of qualities in students are they looking for (extra-curricular, GPA, community service, special talents) _____

_____ .

What are the admissions requirements? _____

_____ .

Open-ended questions:

1. What do you like about this school? Be specific. At least 3 things.

2. What do you dislike about this school? Be specific at least 2 things.

3. How interested would you be in attending this school?
   Very interested Somewhat interested Netural Somewhat disinterested Very disinterested

4. Why or why not?

APPENDIX B

- **STUDENT LED CONFERENCES**

Student Led Conference Script

First things first:

1. **Reintroduce/ introduce my crew leader and parents to each other when we greet.**
2. **I state the purpose of my conference.** We are here because_____.

We're sitting down to begin and now I say…

"First, I want to thank you for taking the time to come to my student-led conference. Again, the purpose of the conference is for me to tell you how I am doing in my classes. Please allow me to work through my artifacts before asking questions—I promise that my goal is to answer all your questions before you get the chance to ask them!"

Then I start my presentation:

I will be presenting my learning from all my classes…. let's begin.

I would like to start by telling you about _____ class.

My academic grade in this course is a _____.

My HOW grade in this course is a _____.

This semester I studied/ I've been studying (connect it to the expedition if there is one!) _____

_____

_____

_____ ✦

Here is an artifact of my learning from this class. The reason its interesting/ important to me/ demonstrates my learning is….

_____

_____

_____ ✦

NEXT, *I'm going to talk about _____ class.*

My academic grade in this course is a _____.

My HOW grade in this course is a _____.

This semester I studied/ I've been studying (connect it to the expedition if there is one!) _____

_____

_____

_____ ✦

Here is an artifact of my learning from this class. The reason its interesting/ important to me/ demonstrates my learning is….

_____

_____

_____ ✦

NEXT*, I'm going to talk about _____ class.*

My academic grade in this course is a _____.

My HOW grade in this course is a _____.

This semester I studied/ I've been studying (connect it to the expedition if there is one!) _____

_____

_____

_____ ✦

Here is an artifact of my learning from this class. The reason its interesting/ important to me/ demonstrates my learning is….

_____

_____

_____ ✦

Student-Led Conferences: Criteria for High-Quality Preparation *and* Presentation

Student Name: _____ Grade: _____ Date: _____

Criteria for Conference PREPARATION (completed by Crew leader *prior* to conference)	**Circle one Level + Notes** 1=poorly done; 2=good attempt; 3=well done, complete; 4=outstanding
1. Student has all six required pieces of evidence (one from each class) in addition to six individually selected pieces which show something important about the student and their learning.	1 2 3 4
2. Student completes the student script/presentation notes is completed by the deadline: _____	1 2 3 4
3. The student script/notes show that the student is thinking carefully about themselves as a *learner* and about the pieces they choose. The student has honestly evaluated the class as either an area of strength, an area of growth, or an area of ongoing challenge.	1 2 3 4
4. The student practiced their presentation with a partner or met other requirements set by the Crew leader.	1 2 3 4
Criteria for Conference PRESENTATION (completed by Crew leader *during* to conference)	**Feedback**
5. Student is welcoming and re/introduces teachers/Crew leader and family members. Student thanks everyone at end.	1 2 3 4
6. Student is clearly prepared and well-organized. They have all materials.	1 2 3 4
7. They show pieces as they present *and relate learning to the expedition topic* as it related to each class.	1 2 3 4
8. Student asks if there are any clarifying questions for each course presented.	1 2 3 4
9. Student moves smoothly through all the parts of the presentation – using or reading from the script but not reading word for word.	1 2 3 4
10. The student uses content vocabulary when speaking about their work AND answering questions.	1 2 3 4
11. Student takes accountability for their success and failures and is able to express a reflective tone about who they are as a learner.	1 2 3 4
12. Student is poised – good posture, speaks clearly, shows some personality.	1 2 3 4

Crew Leader Comments: _____ ✦

Post-Conference Reflection

(To be filled out by student after the conference)

Learning Target Self-Assessment

I can prepare for and facilitate my Student Led Conference.

Learning Target Self-Assessment

I can maintain a Crew Binder.

Student Led-Conference Reflection

What went well?

What did not go well?

What are the key action points that came out of your conference?

Action	How will we know if it is working?

APPENDIX C

- **PASSAGE PORTFOLIO & PRESENTATION CURRICULUM**

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PASSAGE SCOPE AND SEQUENCE (GRADE 9-10)

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PASSING LETTER TO PARENTS

NO PASS LETTER TO PARENTS

PANELIST INSTRUCTIONS

PORTFOLIO RUBRIC

PRESENTATION RUBRIC

Passage Portfolios & Presentation

Overview

Over the course of the 9th and 10th grade students prepare for their Passage Portfolio Presentation through developing and maintaining Student Led Conference portfolios where students house evidence of **intellectual achievement.** Towards the end of their Sophomore and Junior year (Class of 2012 only), all students submit their Passage Portfolio and present to a formal panel comprised of faculty, students, and community members. This process is called "Passage" because it is a gateway to being an upperclassman, both as a demonstration of academic readiness and character development. This means that students will be expected to successfully complete the Passage process in order to move on the 11th or 12th grade.

The Passage Portfolio is an ongoing record of

- evidence of academic achievement
- how a student's range of knowledge and skills has developed
- the effort that the student has made to achieve academic goals (reflection and revision)
- how a student's thinking about environmental sustainability has grown
- the students social-emotional growth and post-secondary readiness

The Purpose of the Passage Process

At The Greene School, we use rituals to define and support our culture. Our culture values the contribution of students and believes that the community should notice and celebrate the accomplishments that individuals achieve as they grow in their life at The Greene School. The passage process demonstrates that this community values each student, wants to know how each student has grown, wants to be sure that the community has done all they can to help the student be ready for where they are going. Equally, this process is designed to solicit the community's thinking about student accomplishments. This panel, which will include a diverse collection of stake-holders will focus on a student's ability to articulate his or her strengths and challenges in being a strong academic and character-driven member of the community.

For passage at The Greene School to be a legitimate rite of passage, it must require something significant of students and it must be a public experience. The Greene School's passage is an opportunity for students to demonstrate growth over time towards The Greene School's academic and character expectations. The passage process is made public by having community members participate in reviewing and giving feedback to students in the passage process and by having a public celebration for students who successfully meet the criteria for passage each year.

Passage Portfolio and Presentation Requirements

A comprehensive passage portfolio will include the following:

- 1 or more piece of evidence for each core content area and two other areas (spanning from 9th until present time, or from beginning of the year through end); this means that a student will have a minimum of 10 total pieces of work in his/her portfolio, plus written reflections to accompany those (see below). This information is described in detail in the Portfolio Checklist.

- For most content areas, students will write a reflection that includes consideration of the following: "how I have grown as a historian / mathematician / writer-reader / scientist" and "how this illustrates that I'm prepared for high school."

- For the purposes of the Passage *presentation*, students will focus on and speak to ***two*** core content subjects, and one other class from the portfolio to the panel. The presented subjects must include at least one humanities class and one science/math class. This allows for depth over breadth; panelists will have the opportunity to read / review other

pieces not specifically focused on during the presentation. Students will be expected to the core values within the mission of the school to both of the subject areas presented.

- In a personal statement students will also speak to their social-emotional growth and readiness; they should consider maturity for 11th and 12th grade level intellectual rigor / work. This will be a reflection separate from the academic content pieces, and will take Character and Habits of Work into consideration. The three primary questions for this section of the presentation are:
  - *Who am I?*
  - *How am I doing?*
  - *Who do I want to be?*

A complete and detailed list of every component required for Passage can be found on the **Portfolio Tracking Form**.

Is Passage different then Student Led Conferences?

- ✓ Passage promotes reflection *across* grade-levels
- ✓ Passage includes outside panel members
- ✓ Passage asks panelists to complete a rubric and offer feedback to students
- ✓ Passage results in 'passing' from the lower to the upper grades of high school; it is an honor to be acknowledged and celebrated

Proposed Format for Passages

Below is the suggested structure for the Passage Presentation; this proposal is based upon the following considerations: students' prior SLC experiences and time-frame, and TGS teachers and Crew leaders desires to support and be present for multiple presentations.

- 1 min: Student welcome
- 1 min: Panel introductions – name, relationship to student, work/role
- 20 min: Presentation
  - Introductory statement how I have developed as an environmental steward? (Personal Statement)
  - Personal statement
- Student conclusion-
  - Why I am ready for 11th/12th grade?
- 10 min: questions / answers
- 8 minutes: student steps out, panel completes rubrics / names highlights and offers feedback
- 5 minutes: student returns, receives feedback, thanks panel

Logistics

- The Passage Portfolio Presentations will occur between the dates of May 30th and June 1st
- There are two presentation session each day; there will be one in the morning and one in the afternoon
- During the presentation days 10th and 11th grade students are not required to attend class, with the exception of their presentation session. A silent study hall will be available for students that need to prepare for their presentation.

TGS Passage Scope and Sequence (DRAFT)

10th Grade Passage

As a student attending an Expeditionary Learning school, there are unique structures that support your academic and character development. In addition to earning credits, you are required to participate in a public display of your learning for a community panel two times during your high school career (10th & 12th grade). This process is called *Passage*. During this process you will have the chance to choose your best work from each of your classes, write about your thinking, understanding, and who you are as a learner; and present your best work for a committee. *Passage* provides the opportunity to showcase and defend your learning and include the community in your education.

What are my learning targets for *Passage*?

Long Term Target: I can prepare for and facilitate my Passage Presentation
Supporting Targets for *Passages*

1. I can thoughtfully choose my best work for each area of the portfolio.
2. I can analyze my work for strengths and area of growth.
3. I can reflect on and write about myself as a learner.
4. I can present a completed portfolio to a committee and explain how this portfolio is evidence of my proficiency and demonstrates that my understanding is acceptable to pass to the next grade level.

What are the steps to "make" a *Passage* portfolio?

Freshman Year – Semester 1

- ☐ In my working folder in each classroom, continue to collect all work for all freshman classes
- ☐ At least one time per quarter, sort through the classroom working folders and place the best work in a CREW binder to save for my portfolio. *(This is the folder that I will use for Student Led Conferences and pass on to 10th grade.)*
    a. Identify gaps in the work that you collect. (In other words, are there key learning targets that you did not save a piece of work for?)
- ☐ Start your portfolio. Add section dividers. Will you use page protectors, etc?
- ☐ Write the first draft of your personal statement.
- ☐ Prepare for and participate in the 1st round of student led conferences.
- ☐ Write and type a personal character statement and add it to the opening section of the portfolio.
- ☐ Participate in a counselor led mini lesson on grading and credit acquisition.
- ☐ Write a (minimum 1 page paper) on The History of Expeditionary Learning Schools and the mission of The Greene School. Be sure to reference at least three design principles. Type, edit, and add to the opening section of your portfolio.

Semester 2

- ☐ In my working folder in each classroom, continue to collect all work for sophomore classes
- ☐ At least one time per quarter, sort through the classroom working folders and place the best work in a CREW folder to save for my portfolio.
- ☐ In my working folder in each classroom, start to collect all work for sophomore classes
- ☐ At least one time per quarter, sort through the classroom working folders and place the best work in a CREW binder to save for my portfolio.
- ☐ Create and add a Table of Contents to your portfolio. (It should match the layout provided in the portfolio tracking form.)
- ☐ Ensure that my service learning tracking form is up to date.
- ☐ Update your portfolio tracking forms.
- ☐ Writing sample
- ☐ MATH NECAP/PARK Assessment

Sophomore Year – Semester 1

- Review my portfolio from freshman year and make sure it is stored safely in my 10th grade CREW class.
    a. If I am new to TGS, I need to start and organize my portfolio. Include as much missing information that I can.
- In my working folder in each classroom, start to collect all work for sophomore classes.
- At least one time per quarter, sort through the classroom working folders and place the best work in a CREW binder to save for my portfolio.
- Use my sorted work in my CREW portfolio and my drafts to prepare for my Student Led Conference.
- Add a cover to your portfolio. Will it fit in clear front pocket, or will it be the 1st page before the table of contents?
- Revisit or create personal character statement from freshman year and edit, revise, and type.
- Review and update service learning log if necessary.
- Revise and update resume
- At least one time per quarter, sort through the working folder and place the best work in a CREW folder, keep in each class.
- Continue to refine what items will go into the passage portfolio.
- Use my sorted work in my SLC portfolio and my drafts to prepare for my Student Led Conference.
- Update/ Revise my character statement from freshman year.
- Add your 1st letter of recommendation to your portfolio. *(Remember, only one can be from a relative and one from the TGS school staff.)*
- Complete a Career Survey and add it to your passage portfolio.
- Complete a 2nd career inventory on Way-to-go-RI and add it to your portfolio. Continue to collect all work for the working folder in each class.

Semester 2

- Looking at my best work that I have collected in my working folders and my SLC portfolio, and looking at what I finished so far in Quarter 3, I will make sure I have chosen my best work for each class to include in my *Passage* Portfolio.
- Update resume with your most recent information.
- Write content area reflections for Math, Science, Spanish, and your remaining "Option" area and include it your portfolio.
- Use the Passage portfolio rubric, to self and peer assess your portfolio in order to guide your 1st round of editing.
- Turn in my *Passage* Portfolio by the due dates so that I have time to revise.
- Using the teacher's and my peers comments to revise, edit and make *my Passage* Portfolio error free and presentable.
- Secure the exact time of your passage meeting and invite at least one parent and one community member. *(You can also invite other important people to your meeting. Who should be at your meeting?!?)*
- Practice my *Passage*s presentation at home in front of a mirror and for others in Crew.
- Discuss expectations for dress during passage presentations. Shirt and tie mandatory.
- Present my *Passage*s Portfolio for the committee on the scheduled day and time.
- Celebrate my success in completing *Passage*!

2012-2013 School Year Only

- Update your portfolio tracking forms.
- Writing sample
- MATH NECAP/PARK Assessment
- Write and type a one page reflection on your service learning experiences and include it in your passage portfolio with your tracking form.
    a. Relate design principles, and TGS Code of Conduct

What are the possible results of Passages?

- You may be recommended to 11th grade.
- You may NOT receive a recommendation to enter 11th grade (reasons may include: re-presenting, revising a section, finishing an assignment)
- If you do not pass, you will repeat the process until you receive a satisfactory score.

What are the keys to a successful Passage…or what have I gained through this Passage process?

- The integrity of honest reflections
- The responsibility to follow the steps for a successful Passage
- The craftsmanship to showcase my work with pride
- The perseverance to complete the Passage
- The stewardship to help my fellow classmates
- The respect to show myself that I am worth the effort

Sophomore Passage Portfolio Guide & Checklist

Student Name:

Final Portfolio Approval

Approved by: _____ **Date:** _____

1. Basic Portfolio Criteria	Student check-off	CREW Leader sign-off
Binder with Tabs		
Page Protectors		
Personalized Cover Illustration or Photograph		
Table of Contents		
Resume		
Reference Letters		
Course Credit Tracker		

2. Crew	Reflection Complete (Date)	CREW Leader sign-off
Crew-Personal Statement/Introduction		
Crew-Mission Statement Reflection (Service, Stewardship, Sustainability)		

3. Academic Content Sections	You must have at least two pieces of work with an academic reflection cover sheet in each category			
Required Contents	Title of Piece #1	Title of Piece #2	Reflection Complete (Date)	CREW leader sign off
Literature &Writing Early 9th grade Sample Recent Sample				
Mathematics -Introduce major learning targets -Describe growth -Explain your work samples				
Science -Introduce major learning targets -Describe growth -Explain your work samples and describe connections to expeditions				
Social Studies -Introduce major learning targets -Describe growth -Explain your work samples and describe connections to expeditions				

4. Specials **OPTIONAL**			
Optional Contents	Title of Piece	Reflection Complete (Date)	Crew Leader Sign Off
Intensive			
Art or Music			
Intensive/Art/Music			

5. Extra-Curricular Activities (Clubs/ Sports/ Activities) **Minimum of 2**		
Activity	Short Description – Length of Involvement	Crew Leader sign-off

Content Requirement Descriptions for a Completed Portfolio

The required artifacts (entries) for the passage portfolio are identified here. Using the rubric on the previous page, students will submit entries that meet the PASS requirements or better.

1. Organizational Tasks for Portfolio Introduction: (All entries must meet PASS or better as evaluated by your crew facilitator)

    a. Cover Illustration/Photo - A personalized illustration or photo that demonstrates a strong connection to your personal growth.
    b. Table of Contents - A list of items included in the portfolio. This table of contents should be formatted along the same outline as the tracking sheet.
    c. Academic Reflection Progress Checklist or Path to Graduation Credit Tracker
    d. Resume – Résumé should outline major accomplishments and achievements, skills and areas of study, and hobbies. These should be updated each year.
    e. Reference Letters - Three letters from adults describing ways the student has demonstrated Greene School code of conduct and their readiness for college. Note, only one can be a Greene School staff member and only one can be from a relative.

2. Crew Contents: (All crew entries must meet PASS or better as evaluated by your crew facilitator)
    a. Personal Statement - A cover letter. In this letter students reflect on who they are as a community member, who they are as students (exploring areas of particular strength and areas in which they can grow), and where they see themselves headed in the future (exploring major life goals and planning for what it will take to get there.) The letter is autobiographical, reflective, and future oriented with a clear outlining of goals included in its content. The letter contains a past, present, and future section. Students must explain why they are ready to make their passage to 11th grade. A meaningful quote may be included as part of cover letter or as a separate item.

b. Mission Statement Reflection - Tell us what you know about the mission statement of The Greene School. How have you developed as an environmental steward? What does social responsibility mean to you? What have you learned about sustainability through the expeditions you have participated in (think about fieldwork and final products).

3. Required Contents: (All entries must MEET the standard or better as evaluated by subject area or crew teacher.)
The descriptions listed below **should be used as a guide** help you select work and structure your academic reflections. See crew leader for specific exemptions to these expectations (for example if an academic reflection has already been approved).

a. Literature & Writing –
Examples of Student Work: Include (narrative, expository, persuasive, creative and poetry, reader's theaters.)

Profile of Self as Reader - A reflection that demonstrates awareness of oneself as a reader, and depth and breadth of reading. Profile should discuss strengths, weaknesses, and preferences as a reader, and what strategies effective readers use (for example, predicting or asking questions while one reads). The reflection should also include a list of books that a student has read. In discussing this list, students must demonstrate in-depth knowledge of one type of book (for example, a student should have read many books by one author, in one genre, or about one topic) and also breadth of reading (for example, a student should have read books in many different genres, and at many different levels of difficulty)

Profile of Self as Writer – A reflection that demonstrates awareness of oneself as a writer. The profile should discuss strengths, weaknesses, and preferences and reference the examples provided in the portfolio. The reflection should also include thoughts on ways to improve and expand ones skill as a writer.

b. Mathematics -
Examples of Student Work: Students will provide documentation that shows growth, understanding, and mastery of at least two mathematical concepts that are essential for success in the next high school mathematics course to be taken by the student.

Reflection on Mastery of Mathematical Concepts Required for next HS math class- A reflection that demonstrates awareness of ones strengths and areas needing improvement in mathematics. This reflection should reference the work samples that are included in the portfolio and outline goals for continuing development of mathematical thinking.

c. Science - *The Scientific Process*-

Examples of Student Work: Students will submit a work that demonstrates their ability to investigate a science concept, formulate a testable hypothesis, design and conduct an experiment, specifying variables and controls, and draw conclusions based on the data.

Reflection on Scientific Literacy: This reflection should highlight how scientific concepts, the scientific process, and scientific thinking have influenced his/her ability to resolve problems and make decisions. This essay might also include specific considerations of scientific career pathways that are of interest.

d. Social Studies – *Investigation*

Examples of Student Work: Students will include materials from an in-depth study and/or research project that demonstrates a thorough understanding of a historical topic and/or expedition guiding question.

Reflection on historical knowledge and social science research: This personal statement should provide insight on the benefits of historical knowledge and social science research skills. It should reference the examples of work that are included in the portfolio and highlight special areas of interest. This essay might also include specific considerations of social science career pathways that are of interest

Daily Passage Crew Schedule (2012)

MARCH

DATE	11TH GRADE	10TH GRADE
27- TUESDAY	SERVICE PROJECT, SAT PROBLEMS, REMINDER TO BRING IN BINDER/DIVIDERS/SHEET PROTECTORS	
28- WEDNESDAY	NO CREW	
29- THURSDAY	BINDER ASSEMBLY, SAT PROBLEMS	
30- FRIDAY	REPORT CARDS, FINAL REFLECTION, GOALS FOR 3RD TRIMESTER	

APRIL

DATE	11TH GRADE	10TH GRADE
2- MONDAY	SERVICE PROJECTS, SAT PROBLEMS	
3-TUESDAY	WORKSHOP: INTRODUCTION TO PASSAGE -Meet in common room -Human Graph (I am an experienced public speaker, I have my work organized, I am nervous) -Spilt into 6 groups of 14 -TEXT CODE 3 DOCUMENTS (GROUPS WITH A REPORT OUT) -WATCH VIDEO (NOTICE AND WONDER) *EACH STUDENT SHOULD HAVE A COPY OF THE PASSAGE DOCUMENT FOR THEIR BINDERS.	
4- WEDNESDAY	NO CREW	
5- THURSDAY	-3 PEOPLE FOR REFERRENCE LETTERS SHOULD BE CHOSEN, EMAILS SHOULD BE SENT OUT ASKING FOR LETTERS (REFERRENCE LETTERS NEED TO BE DONE BY APRIL 21- STUDENTS NEED TO INCLUDE THAT IN THEIR EMAILS). -CREDIT TRACKING SHEET SHOULD BE UPDATED.	
6- FRIDAY	FRIDAY FUN DAY	
9- MONDAY	TWO DAY PERSONAL WRITING WORKSHOP <u>DAY ONE</u> -REVIEW DOCUMENT "HOW TO WRITE A PERSONAL STATEMENT" -REVIEW EXAMPLES <u>DAY TWO</u> -OUTLINE AND FIRST DRAFT OF PERSONAL STATEMENT (SMALL GROUPS)	
10- TUESDAY		
11-WEDNESDAY	NO CREW	
12- THURSDAY	CHALK TALK- MISSION STATEMENT/SERVICE WORK/REFLECTIONS FOR THESE -GO OVER POSTERS -BEGIN WORKING ON REFLECTION	
13- FRIDAY	DESIGN COVER OF BINDER *REMIND STUDENTS OF ALL PIECES OF THE BINDER THAT THEY NEED TO HAVE COMPLETED BY THE 23RD OF APRIL	
16-20	APRIL VACATION	
23- MONDAY	*WORK ON ORGANIZING BINDER IN SEPARATE CREWS.	

	STUDENTS SHOULD HAVE; -BINDER, TABS, COVER, RESUME, PERSONAL STATEMENT, MISSION/SERVICE REFLECTION, 3 LETTERS OF REFFERENCE	
24- TUESDAY	**WORKSHOP: MONITOR PROGRESS BINDERS WILL BE ON DISPLAY. STUDENTS WILL CIRCULATE THROUGH AND PQS THE BINDERS. THEY SHOULD ALSO PQS THEIR OWN AT THE END OF THE SESSION.**	
25- WEDNESDAY	**NO CREW**	
26- THURSDAY	**FUN DAY**	
27- FRIDAY	**COLLEGE FAIR 9:00**	
30- MONDAY	**DEBRIEF COLLEGE FAIR, SAT PROBLEMS**	

MAY

DATE	**11TH GRADE**	**10TH GRADE**
1-TUEDAY	**WORKSHOP- ACADEMIC REFLECTIONS -LOOKS LIKE (EXAMPLE, SHOW DOCUMENT) -PIECES TO CONSIDER (GROWTH OR PRIDE PIECES) -EXEMPLAR PIECES**	
2-WEDNESDAY	**NO CREW**	
3- THURSDAY	**1ST ACADEMIC COVER SHEETS COMPLETED**	
4-FRIDAY	**FUN DAY**	
7-MONDAY	**2ND ACADEMIC COVER SHEETS COMPLETED**	
8-TUESDAY	**3RD ACADEMIC COVER SHEETS COMPLETED**	
9-WEDNESDAY	**NO CREW**	
10-THURSDAY	**4TH ACADEMIC COVER SHEETS COMPLETED**	
11-FRIDAY	**5TH ACADEMIC COVER SHEETS COMPLETED**	
14- MONDAY	**ACADEMIC COVER SHEETS FOR TWO ELECTIVE PIECES**	
15-TUESDAY	**CREATE NOTECARDS FOR SCRIPT AND LIST ANY ADDITIONAL MATERIALS NEEDED FOR PRESENTATION.**	
16-WEDNESDAY	**NO CREW**	
17- THURSDAY	**PRACTICE IN SMALL GROUP**	
18- FRIDAY		
21- MONDAY	**PRACTICE IN SMALL GROUP**	
22- TUESDAY		
23-WEDNESDAY	**-Review check list, read email to parents to reiterate the message and have students create plan for week based upon what they need to accomplish by Friday.**	
24- THURSDAY	**-Academic coaching day. Students should go to the academic teacher that represents the areas that they are presenting to receive feedback on their reflection. Teachers should review their expectations and then utilize some kind feedback protocol (P, Q, S, or some other). Students not ready for academic coaching should report to room 108 for a silent work session that will be lead my Mrs. Page and Mr. G?.**	
25- FRIDAY	**Final details- PowerPoint's, mental rehearsals , etc**	
28- MONDAY	**NO SCHOOL**	
29- TUESDAY	**8:10-8:25- 10th and 11th Community Meeting 8:25-8:50 Building preparations 8:50-11:15 Formal Rehearsals 11:15 Lunch 12pm- Panelist Arrive 12:30pm- Presentations begin**	

Passage Portfolio Workshop Sequence

Passage Workshop #1: INTRODUCTION TO PASSAGE

Learning Target: I can prepare for my Passage Presentation.

1. Meet in common room and use take a stand as a hook to the workshop.

Take a Stand Activity Prompts

- I am an experienced public speaker
- I have my work organized from pervious grades and academic years.
- I am confident about succeeding my passage portfolio presentation

2. Spilt into groups of 14. In groups of three text code and share out the Passage Overview
3. Come back together to debrief and ask clarifying questions
4. WATCH Northpoint Passage Highlights Video (share notice and wonders

*EACH STUDENT SHOULD HAVE A COPY OF THE PASSAGE DOCUMENT FOR THEIR BINDERS.

Passage Workshop #2: Letter of Recommendation

1. Meet in common space to discuss the importance of references and the purpose that references serve in one's professional life.

2. Brainstorm appropriate people to ask for a letter. Note, only one can be a Greene School staff member and only one can be from a relative

3. Review aspects of a professional email with a notice wonder.

4. Review flow of day. Work in room 108 and common room. When students get to step 3 they go type the letter in Mr. Cherko's room.

Learning Target: I can prepare for my passage presentation by communicating in a professional manner.

Step 1: Hand write letter
Step 2: Type letter in an email to self.
Step 3: Homework is to send the letter to three people identified.

Your letter needs to:

- Explain passage in your own words. You may paraphrase from the excerpt from the parent letter below.

  "The Greene School's passage is an opportunity for students to demonstrate growth over time towards The Greene School's academic and character expectations. The Passage process is made public by having community members participate in reviewing and giving feedback to students in the passage process and by having a public celebration for students who successfully meet the criteria for passage each year.

- Request that they letter of reference need to pertain to the students demonstration of **character development** (think RIDLS) and their readiness for upper level (either 11th or 12th grade) **academic work.**

Learning Target: I can prepare for my passage presentation by communicating in a professional manner.
Step 1: Hand write letter
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  "The Greene School's passage is an opportunity for students to demonstrate growth over time towards The Greene School's academic and character expectations. The Passage process is made public by having community members participate in reviewing and giving feedback to students in the passage process and by having a public celebration for students who successfully meet the criteria for passage each year.

- Request that they letter of reference need to pertain to the students demonstration of **character development** (think RIDLS) and their readiness for upper level (either 11th or 12th grade) **academic work.**

Passage Workshop #3: The Personal Statement

Day1

1. How to write a personal statement

Adapted from….
http://owl.english.purdue.edu/owl/resource/642/01/

2. Brainstorm

3. Writing Workshop

What is the Personal Statement? - A cover letter. In this letter students reflect on who they are as a community member, who they are as students (exploring areas of particular strength and areas in which they can grow), and where they see themselves headed in the future (exploring major life goals and planning for what it will take to get there.) The letter is autobiographical, reflective, and future oriented with a clear outlining of goals included in its content. The letter contains a past, present, and future section. Students must explain why they are ready to make their passage to 11th grade. A meaningful quote may be included as part of cover letter or as a separate item.

Day2

Review examples feedback revise

Passage Workshop #4: Academic Reflections

WORKSHOP

1. Overview of The Process

- You need TWO pieces of work from **each core content area**
- Brainstorm work from each content area
- Review Content Requirements Descriptions
- Note that each teacher will specify how the reflection should be structure for each class based upon the needs of that content area

2. Partner Brainstorm for Core Content Areas-List on Board

3. What are the reflections? What do they look like?

   Discuss integrity and honest reflecinos

4. Examples form another EL School

http://english.sxu.edu/~maria.vega/index.html

4. Complete exit ticket that identifies what two pieces of work you plan to use for each content area and if you will be using option A or option B (see above)

Passage Portfolio Presentations Final Prep Day

If you …

- Need to work on typing reflections or working on PowerPoints to 105
- If you need to finish building your portfolio got to 106 (or overflow from 105)
- Are ready to have your **portfolio approved** …..go to room **108** with Mr. Litvinoff and Mrs. Edelmann
- Have already submitted you're your portfolio **approved or approved with conditions** to room **106** to have your portfolio schedule your presentation and get final signatures

Passage Portfolio Day 1 Schedule

Workshop #1 8:15-10:00 Wednesday presenters rehearse, all others working in rooms 108-107-106. Students are sent back to crew leaders if there is a problem.

Break-10:00-10:10

Cleaning or Changing 10:10-10:20

Workshop #2 10:20-11:45 Thursday AM presenters rehearse in their rooms all others in rooms 108-107-106

Final Cleaning and Wednesday Presenters Eat lunch 11:45-12:00

Lunch and Wednesday Presenters: 12:00-12:30

Passage Presentations Session #1 12:30-3:30

Passage Portfolio Day 2 Schedule

Workshop #1
8:00 or earlier- Tuesday presenters report to their rooms.

8-10:00 Wednesday presenters rehearse, all others working in rooms 108-107-106. Students are sent back to crew leaders if there is a problem.

Break-10:00-10:10

Cleaning or Changing 10:10-10:20

Workshop #2 10:20-11:45 Thursday AM presenters rehearse in their rooms all others in rooms 108-107-106

Final Cleaning and Wednesday Presenters Eat lunch 11:45-12:00

Lunch and Wednesday Presenters: 12:00-12:30

Passage Presentations Session #1 12:30-3:30

The Greene School
Learning Naturally

I, _____, am requesting an **extension on my Passage Presentation**. I understand that a successful Passage Presentation is one of the graduation requirements for The Greene School. I understand that I will have to make up this requirement on Friday, June 22, 2012 in order to have met this graduation requirement.

The obstacle(s) that prevented me from meeting the original due date for the Passage Presentation is/are:

1.

2.

In order to meet the new date for Passage, I will (Please describe and/or list the action plan you will use to complete your portfolio and be prepared to present on June 22, 2012. Include dates, lists, tasks to be completed) If you need more space, please use the back of this form.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Crew Advisor Signature: _____ Date: _____

FOR OFFICE USE ONLY:

____ The application for extension has been approved based on the Action Plan written and obstacles listed.

____ The application for extension has NOT been approved based on the Action Plan written and obstacles listed. The student will need to attend Credit Recovery the week of July 16 and present on Friday, July 20, 2012.

Signature of Head of School: _____ Date: _____



June 1, 2012

Dear Greene School Family,

Our tenth and eleventh grade students participated in our first Passage Presentations. The successful completion of a Passage Presentation is a Greene School High school graduation requirement. The Passage Presentation requirement fulfills one of the Rhode Island Graduation requirements for two performance based diploma assessments. The other graduation requirement for performance based assessment is the Senior Passage at The Greene School.

Your child spent many hours preparing for this passage by developing a portfolio and presenting it to you each trimester in a student-led conference. In the winter of 2011, your child began preparing specifically for Passage by working in Crew to add supporting materials to his/her portfolio. It has been amazing to watch all of our students mature as learners and individuals in this process.

Your child presented to two to three panelists, who were trained in the rubric used to score their presentation. We had people from our staff, Board of Directors as well as members from our community such as: URI professors, Land Trust members, and employees of RIDE and so on…

Congratulations, this letter is to inform you that your child, _____, passed his/her Passage Presentation with a _____. The score is based on a rubric and a 4 point proficiency-based grade. Please keep this letter in your child's paperwork since it fulfills one of the graduation requirements. We will also keep a copy of this letter and the rubrics used to score him/her in their cumulative folder.

Take time as a family to celebrate this "rite of passage". It was amazing to watch these students go through the process of preparing, presenting and reflecting after the experience. Although, it was stressful for many, they grew so much through this process, it was truly amazing…..

Have a wonderful summer vacation,

Deanna Duncan
Head of The Greene School



June 1, 2012

Dear Greene School Family,

Our tenth and eleventh grade students participated in our first Passage Presentations. The successful completion of a Passage Presentation is a Greene School High school graduation requirement. The Passage Presentation requirement fulfills one of the Rhode Island Graduation requirements for two performance based diploma assessments. The other graduation requirement for performance based assessment is the Senior Passage at The Greene School.

Your child spent many hours preparing for this passage by developing a portfolio and presenting it to you each trimester in a student-led conference. In the winter of 2011, your child began preparing specifically for Passage by working in Crew to add supporting materials to his/her portfolio. It has been amazing to watch all of our students mature as learners and individuals in this process.

Your child presented to two to three panelists, who were trained in the rubric used to score their presentation. We had people from our staff, Board of Directors as well as members from our community such as: URI professors, Land Trust members, and employees of RIDE and so on…

Unfortunately, your child, _____ did not score proficient in his/her Passage Presentation. Based on the panelist's feedback, he/she needs to work on the following area(s):

1. _____
2. _____
3. _____

Your child will need to work on these areas and represent their presentation on Friday, June 22, 2012. In the meantime, your child should work with his/her Crew leader to remediate the area(s) of weakness and with Mr. Haggerty to schedule a time for presenting on June 22, 2012.

If your child needs additional support, he/she will need to attend Credit Recovery, July 16 – 20, 2012 and present at the end of that week.

Please remember, this passage is one of the two performance based assessments necessary to graduate from The Greene School and is a Rhode Island High School graduation requirement. If you have any questions, please contact Ms. Duncan and/or Mr. Haggerty.

Deanna Duncan
Head of The Greene School

Passage Portfolio Panelist Instructions

General Overview

- Expeditionary Learning : design principles, expeditions, habits of work
- The Mission Statement of The Greene School
- Why passage?

Student Presentations

1 min: Panel introductions – name, relationship to student, work/role
20 min: Student Presentation
10 min: Questions / Answers
5 minutes: Student steps out, panel completes rubrics / names highlights and offers feedback
5 minutes: Student returns and receives feedback

After the end of each student presentation, (directly after the Q&A) students will leave the room for 5 minutes. At this time panel members will have the opportunity to discuss the students' performance while completing the rubric. At the end of the panel session (which includes three student presentations), a Greene School staff member will collect all the forms, unless you want additional time to finish them.

Evaluation Process and Expectations

The Rubric Scoring Rubric

- Comments from the panel will be included in the student letter that will advise each student of the result of his or her Passage. Ultimately, The Staff of The Greene School will use your feedback as well as the student's portfolio to make a final assessment of pass or no pass.

Student Friendly Feedback

- Warm and Cool
- Praise, Questions, Suggest
- Please be sensitive and adjust your questioning style to the level of your student.

The Greene School Passage Portfolio Rubric

Criteria	Exemplary	Accomplished	Developing	Beginning
Organization and Neatness □ Binder with Cover □ Table of Contents □ Resume □ Reference Letters □ Personal Statement □ Mission Statement □ Credit Tracker □ Current Transcript	• In addition to the Accomplished category, the portfolio reflects a level of organization and neatness that could be considered "professional"	• Portfolio is organized with sections and tabs that help lead the panelists through the materials • All required materials are included • Materials are edited and free of major errors. They are either typed or handwritten legibly	• An attempt has been made to organize, but more work is needed to avoid confusion • Some required materials are missing • Some materials need further editing to fix some major errors. Some materials need to be re-written for legibility or typed	• Little attempt has been made to organize materials • Many items are missing • Many materials need major editing and/or are illegible
	Comments			
Final Reflections In place of cover sheets, students will write a final reflection for each core class. Reflections are designed by individual teachers, and therefore will look a little different for each class. Reflections should be the first sheet of each core subject section.	In addition to the Accomplished criteria… • Reflections are thoughtful and reflect on the process of learning. • **Final Portfolio Reflection** is thorough and specific and includes challenging but reasonable steps to reach Global Learning Targets.	All four reflections… • explain how the work included in your portfolio meets the targets. • explain your growth over time toward meeting the targets. • are ½ to 1 page in length • **Final Portfolio Reflection** is thorough and specific and includes realistic steps to reach Global Learning Targets.	• Only three reflections reflect the criteria in the Accomplished category (issue of *quantity*). AND/OR • The reflections require some revision in terms of *quality* so that they better explain the first and/or second bullets from the Accomplished category. • **Final Portfolio Reflection** is more general than specific and includes some realistic steps to reach Global Learning Targets.	• Only one or two reflections reflect the criteria in the Accomplished category (issue of *quantity*). AND/OR • The reflections require significant revision in terms of *quality* so that they better explain the first and/or second bullets from the Accomplished category. • **Final Portfolio Reflection** is incomplete and/or vague. Steps to reach Global Learning Targets are not realistic.
	Comments	❑ **Final Portfolio Reflection Missing**		

Name: _____ **Date:** _____

	Exemplary	Accomplished	Developing	Beginning
Quality of Work in Portfolio	• **The majority of work included is Exemplary**	• **Supporting documents, including drafts and assessment tools are included** • **Work selected to demonstrate meeting learning targets is Accomplished or Exemplary**	• **Some work selected to demonstrate meeting learning targets is not Accomplished or Exemplary** • **Some supporting documents, including drafts and assessment tools, seem to be missing.**	• **Many pieces of work selected to demonstrate progress toward the global learning targets is not Accomplished or Exemplary** • **Many supporting documents, including drafts and assessment tools are missing**

	Exemplary	Accomplished	Developing	Beginning
Quality of Work in Portfolio	• The majority of work included is Exemplary	• Supporting documents, including drafts and assessment tools are included • Work selected to demonstrate meeting learning targets is Accomplished or Exemplary	• Some work selected to demonstrate meeting learning targets is not Accomplished or Exemplary • Some supporting documents, including drafts and assessment tools, seem to be missing.	• Many pieces of work selected to demonstrate progress toward the global learning targets is not Accomplished or Exemplary • Many supporting documents, including drafts and assessment tools are missing

Passes with distinction	Passes	Pass with conditions	No pass
Comments/conditions:			

Name: _____ **Date:** _____

The Greene School

2012 passage presentation rubric adapted from Northpoint el academy

Name: _____ Date: _____

	Exceeds Standard	Meets Standard	Below Standard	Comments
Language Use and Delivery	☐Selects rich and varied words appropriate for context and audience, and uses correct grammar ☐Speaks clearly and confidently using suitable volume and pace ☐Effectively uses eye contact	☐Selects words appropriate for context and audience, and uses correct grammar ☐Speaks clearly and uses suitable volume and pace ☐Dresses appropriately ☐Maintains eye contact	☐Selects words inappropriate for context and audience, and uses incorrect grammar ☐Fails to speak clearly and audibly and uses unsuitable pace ☐Dresses inappropriately ☐Little to no eye contact or awkward eye contact	
Organization and Preparation	☐Begins with a creative, effective and relevant introduction ☐Uses portfolio, outline, notes or other memory aids to execute a flowing presentation ☐Makes effective and balanced use of time ☐Ends with and effective, logical and relevant conclusion based on the portfolio	☐Begins with an effective introduction ☐Uses portfolio, outline, notes or mother memory aids to structure presentation ☐Makes a balanced use of presentation time ☐End with a coherent conclusion based on the portfolio	☐Does not begin with a clear introduction ☐Does not make effective use of portfolio, outline, notes or other memory aid ☐Shows no awareness of presentation time ☐Does not end with a conclusion	
Content and Ideas	☐Clearly explains the context of his or her work and how learning targets were met with product ☐Thoughtfully reflects on how he or she has grown intellectually, emotionally, socially, etc., in connection to what he or she has learned through academic work ☐Describes specific examples about how he or she has utilized Habits of Work to succeed, AND how he or she exemplifies the EL Design Principles	☐Clearly explains the context and learning targets associated with the products ☐Reflects on growth and what has been learned through academic work ☐Describes how he or she has utilized Habits of Work to succeed, **OR** how he or she exemplifies the EL Design Principles	☐Does not explain the context of the work or how learning targets were met with the product ☐Does not reflect on personal growth, or academic work achieved ☐Does not mention or EL Design Principles	
Questions and Answers	☐Demonstrates extensive knowledge of the topics and of him or herself as a learner by responding confidently, precisely and appropriately to all audience questions and feedback	☐Demonstrates knowledge of topics by responding to questions and feedback appropriately	☐Demonstrates incomplete knowledge of the topics by responding to questions and feedback inaccurately and/or inappropriately	

Panelist Name: _____. Please write any additional comments on the back of this form

FEEDBACK NOTE TEMPLATE- FILL IN WHERE APPROPRIATE

	Praise	Question	Suggest
Language Use and Delivery			
Organization and Preparation			
Content and Ideas			
Questions and Answers			

LCCS K Content: Feelings

Stage 1 - Desired Results

Goals:

- Students will identify common emotions in themselves and others. They will know some ways to express and address those emotions.

Understandings:

- Emotions are related to things that happen to us.
    - I have feelings, and other people do too.
    - Sometimes our actions affect other people's feelings.
- People can feel more than one emotion at a time -- and this can be confusing.
- We can identify emotions in ourselves and others by paying attention to our bodies.
- There are words we can use to express our emotions.
- There are actions we can take to regulate our emotions.

Essential Questions:

- What makes us feel ____?
- How can you tell when you are feeling ___?
    - How can you tell when you are feeling more than one feeling?
- How can you tell when your friend is feeling ___?
- How can we let other people know how we're feeling?
- What can we do when we are having a big feeling?
- How can we help others with their feelings?

Students will know / students will be able to...

- Know and use feelings vocabulary:
    - **happy, sad, angry/mad, worried**, scared, surprised
- Identify feelings in themselves and in others using
    - facial expressions, body clues, or words
- Use words to express their feelings and let others know what they need and respond to the feelings of others with words.
    - I feel ___ when ___.
    - I'm sorry. How can I make it better?
- With guidance and support from adults, take steps to regulate reactions to emotions.
    - Identify and express feelings in a safe way (exs. talking, writing, crying)
    - Regulate (exs. breathing, taking a break, crying, drinking water, drawing/writing)
    - Communicate (exs. I-statements)

Stage 2 - Assessment Evidence

Performance tasks:

- Using I-statements:
    - A: I feel __ when ___.
    - B: [I'm sorry]. How can I make it better?

Other Evidence:

- Observe:
    - Does the student use feeling words?
    - Can the student identify their emotions?

- A: Next time, please...
  A: Please...
  A: I want ___.

- Drawing times we had big feelings

Cause [student draws, teacher scribes]	Feeling [student illustrates how they felt]	What did you do? [student illustrates reaction]

- Can the student identify others' emotions?
- Can the student regulate their emotion and communicate next steps (with guidance and support)
- Talk about feelings in group discussions

Stage 3 - Learning Plan

Week 1. We all have feelings. Activate and connect feelings & feelings vocabulary.

Lesson 1:

Teaching point: People have feelings. We can draw times that we have had feelings.

Language objective:

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Materials needed:

- **chart with photographs in 4 emotion families**

Connect: We are going to be starting a new unit on feelings. We've all had feelings.

I have some pictures to show you. Let's look at these. [family of happy emotions]. Show me how these people are feeling. If you've felt this way before, give me a "me too."

Now I have some more pictures to show you. *Repeat process for sad, angry, and worried feelings.*

Teach: These people are all feeling feelings. Have you ever felt a feeling? I have!

For example, I have felt this way before. *Points to a ___ picture.* I felt ___ when ___. *Model more if necessary.*

Active involvement: Now it's your turn to give it a try. Look at the chart. Is there anyone who can tell us about a time they had a feeling?

T invites 2-3 volunteers to come up, point to a picture, and tell about their feelings. T draws the story, writes any feeling words that are elicited on the chart.

Let's all give it a try. Look at the chart, and think of a time you had that feeling. When I tell you to, turn and tell your partner about that time. *T&T.*

Students popcorn share.

Link: Wow, you all have so many feelings! Today and every day, you can remember that if you're feeling one of these ways (point to chart), you are having a feeling -- and that everybody has feelings.

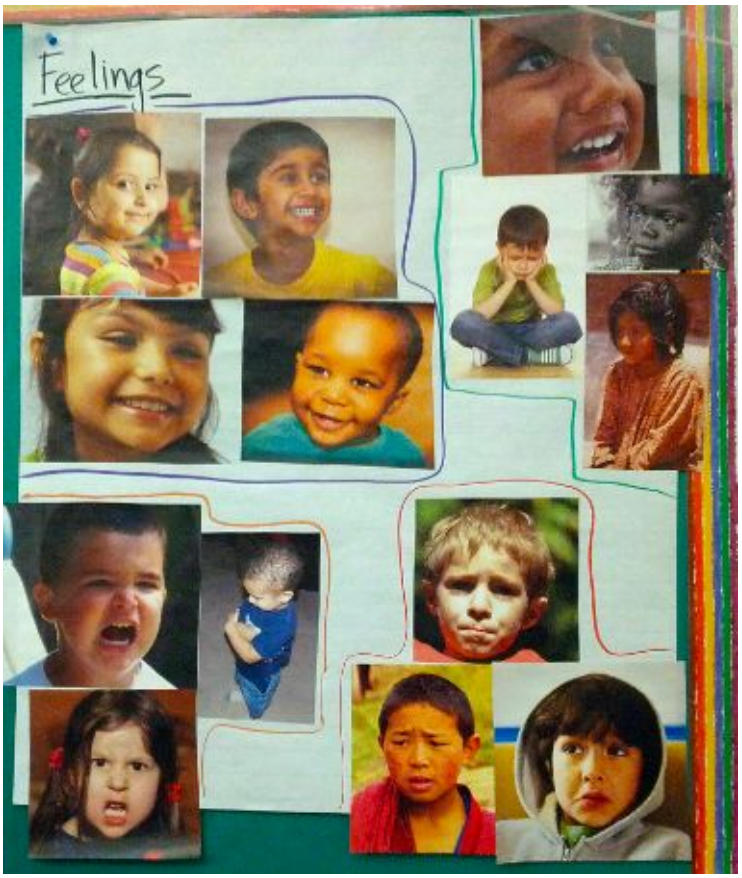
When you go back to your seat, you will:

- get a piece of paper
- think about a time you felt one of these ways
- and draw that time on your paper

If you finish early, you can:
- draw another time you had a feeling
- read feelings books

Independent work: T circulate. Over the course of the week, confer and scribe for each student.

Closure:
- 2-3 pre-selected share.
- Sharers ask for questions.



Lessons 2, 3:

Teaching point:

Language objective:
CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Materials needed:

Connect: Yesterday I heard a lot of feeling words.

Teach: Today I want to teach you these feeling words so we can use them when we're talking about our feelings. happy, sad, worried, angry

Use student work to say things like: "Do you remember ___'s story about ___? She was feeling a kind of happy feeling because ___. One word we might use to describe that feeling is ___."

With pocket chart:

"I feel ___ when ____."

Words that might come up:
Happy:
- Excited
- Glad
- Surprised
- Brave

Sad:
- Lonely
- Jealous
- Sick
- Embarrassed

Worried:
- Scared
- Terrified
- Lonely
- Nervous

Angry:
- Mad
- Frustrated
- Annoyed

… same as previous day, but with more specific feelings words

Week 2. Reacting to and recovering from feelings.

Lesson 5, 6: **Feelings can be big or small**
When we are feeling ___, what does your face do? What do our bodies do?
Chart faces and bodies for the four families of emotions.
ex. lonely vs. a little sad vs. very sad
→ It's ok to feel angry, but it's not ok [unexpected] to be unsafe.

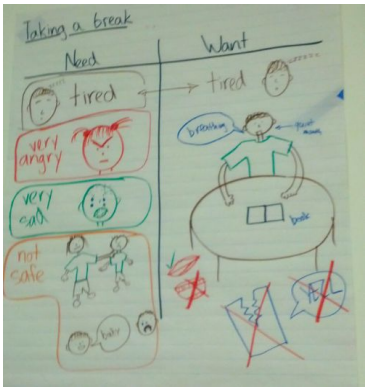
Lodestar Charter Petition - Appendix 15





During independent time, students went off to draw a time they were having a big feeling or a small feeling -- and described those feelings to the group.

Lesson 7. **Taking a break**



Needing vs. wanting a break, and what we can do on our breaks

Self Calming Strategies:

- self calming strategies
    - taking a break -- everyone needs a break sometimes.
        - where you can take a break
        - what you can do on a break
            - calming activities:
                - drawing
                - writing
                - reading
                - building things, play-doh
        - how to tell you're ready to come back
    - paying attention to your breathing
    - physical input
        - water (personal and private)
        - input (ex. hugging an animal)
        - safe hiding

Week 3. I-messages and helping friends with feelings

Lesson 8: **How can we use words to react in a safe way to these feelings?**

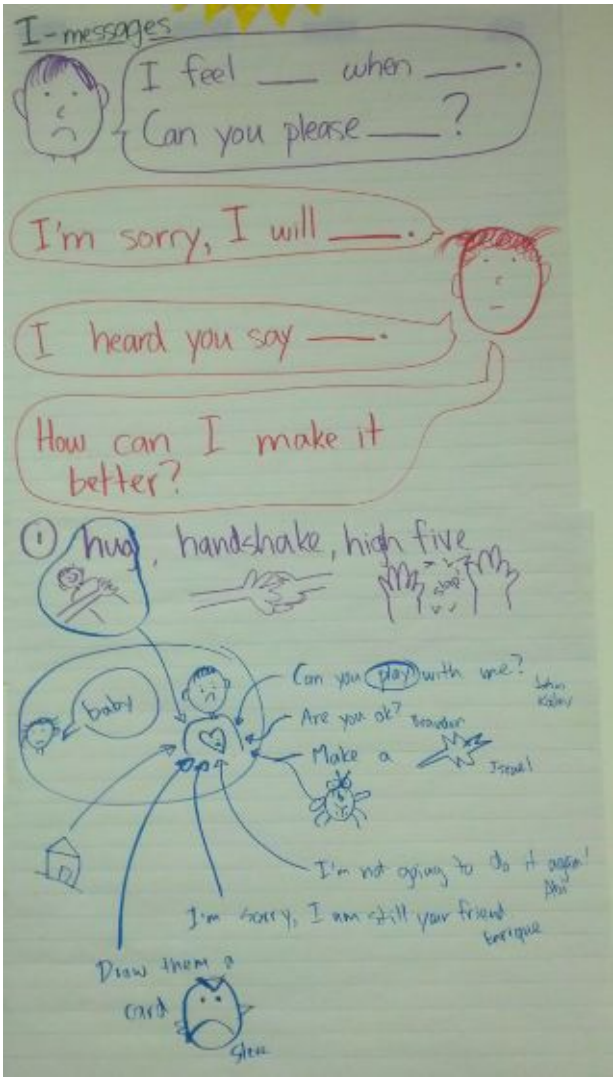
- I-statements
    - I feel ___.
    - I need ___.

Lesson 9: **How can we use words to react in a safe way to these feelings?, pt 2.**

Lesson 10:

- What can we do when we see someone who is feeling ____.
- How can we make it better if we hurt someone's feelings?
    - "How can I make it better?" "I will___."
        - cards, hugs
        - fixing something
        - giving it back
        - listening

Lodestar Charter Petition - Appendix 15





Expeditionary Learning
Learning Expedition Documentation Project

Life in a Vernal Pool

Gaining State Certification for a Local Resource

Grade 7

Expedition Authors

Matthew Leaf and Amanda Locke

With support from Melinda McCall, Jenny Tibbits, Jane Vail and Kate Conant and inspired by King Middle School's *Fading Footprints* expedition

Four Rivers Charter Public School

Greenfield, MA



Expeditionary Learning
Learning Expedition Documentation Project

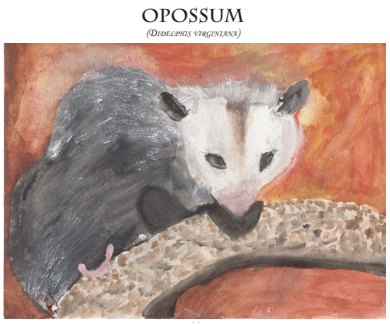
Summary

This expedition combined original scientific research, scientific writing, creative writing, artwork, political advocacy and community service, and culminated in a real-world achievement. In the spring of 2008, 36 seventh graders set off to create a field guide focused on vernal pools that not only informed the reader about the intriguing ecosystem of vernal pools, but also entertained them and fostered a sense of wonder about the natural world. In embarking on this expedition, students not only completed research about specific animals connected to or dependant on vernal pools, painted scientific illustrations, wrote field guide pages, and crafted original folktales about their animals, but also conducted fieldwork that resulted in the certification of a local vernal pool by the state of Massachusetts.



The vernal pool expedition involved in-depth classroom explorations of key state and district standards, as well as extensive research, writing and fieldwork. Science and writing were at the heart of this expedition with smaller connections to art content, in the medium of watercolor, and mathematics content in proportional thinking and mathematical similarity. The science content centered on taxonomy and the ecological concepts of habitat, adaptations, niche, food webs, population dynamics, life cycle and reproduction. It also asked students to apply geological, topographical and hydrological ideas studied earlier in the year to the specific context of a vernal pool. The English content was built around both expository and creative writing. Students used research skills to learn about an assigned animal and then wrote field guide pages about their animals. Literacy groups were used to study the genre of field guide writing and build rubrics for how to write interesting ones. Literacy groups were used again to explore the genre of folktales before students set out to write original folktales about their animals.

Throughout the Vernal Pool expedition, students were immersed in a classroom culture of collaboration, craftsmanship and critique. While there were plenty of mini-lessons and models in use, the workshop atmosphere developed during this expedition allowed for differentiation by both interest and ability. Critique of student work from previous years was used to build an understanding of what each field guide section required. Several rounds of peer critique and workshops on different writing traits were used to revise and improve each draft. Students who needed writing support had time to conference with both peers and adults, while other students became editors and production-team members if they completed their work early in the process. Designing the cover, writing about the authors, creating a taxonomy topic page, organizing the glossary or table of contents allowed students to learn new skill or put their particular talents to use toward the common goal of publishing a high quality field guide.





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While the time spent out at the vernal pool was scientifically focused on species identification, mapping and documentation, it was this fieldwork that really connected students with the content they were studying. They loved being outdoors as a regular part of their school day and the certification process drove a deep need-to-know. By returning repeatedly to the same location as the seasons changed, they developed a growing sense of place and a keen connection to "their" vernal pool. They were literally knee-deep in their studies; occasionally wet and muddy, usually smiling and exclaiming over what they'd found and always deeply engaged in authentic discovery and exploration.

This expedition culminated in the publication of *Life in a Vernal Pool: Fieldguide and Folktales created by the 2008 7th graders of Four Rivers Charter Public School,* and the submission of all of the maps, observation records and forms required for the certification of the vernal pool in Highland park. Students presented their work at the whole-school Expo Night and felt particularly proud to be able to donate a copy of their book to the children's section of the local library. Six months later, when the official paperwork came back from the Commonwealth, the students were recognized for their service and contribution to the community in an article in the local paper

Guiding Questions

- What is a vernal pool? How can we prove that the big puddle in the park is one?
- How can scientific facts and research be used to create informative, accurate and engaging field-guide writing?
- How can stories be used to create curiosity about the natural world?

Case Study One: Scientific Study of a Local Vernal Pool

Summary



This case study combined large group fieldwork with individual research and writing projects. Early in the spring, with snow still on the ground, the students tromped out to a local park to explore a seasonally wet area and to try to determine where the water came from that filled it each spring. They tried to see if anything was living under the ice. After some initial exploration, students were challenged to work together to use the Natural Heritage & Endangered Species Program's *Guidelines for the Certification of Vernal Pool Habitat* to determine if this wet area met the criteria for certification as a vernal pool. Official certification provides a vernal pool and up to 100 feet beyond its boundary in some cases certain protection under state and federal laws. It requires applicants to measure and map the pool throughout a season, to identify and document vernal pool species, to observe their lifecycle and reproductive activities, and to classify species as obligate or facultative vernal pool organisms. In order to understand the criteria for certification, students read a variety of technical literature and applied reading strategies as they worked together to build food web diagrams explaining why vernal pools don't just eventually fill up with leaves year



after year and slowly disappear. Between visits to the vernal pool, students also became experts on one particular animal.

A visit to Great Falls Discovery Center, a local environmental education center focused on the Connecticut River Watershed, served as a kick off to this case study and the expedition as a whole. At the Discovery Center students began their exploration of ecosystems in general and vernal pools in particular as well as how they are connected in the larger idea of the water cycle and watershed. That day of fieldwork ended with students drawing the name of a vernal pool organism out of a hat. They then spent the next several weeks painting a scientific illustration and researching the natural history of their animal to learn how it is connected within a vernal pool ecosystem. Not only did students use this information to craft field guide pages, but when they returned to the vernal pool, in addition to their field guides, they had the expertise to confirm the identity of each organism they fished out of the pool, extracted from under rocks, or caught in their nets. In the classroom, their writing improved through the process of critique and peer editing. Students began to see the predator/prey relationships and other ecological connections between their animals as they read each other's work. Armed with more information each time they headed out to the pool, the students hoped that each trip would be the one in which they would be able to observe their animal in the wild. In the field, they made observations that sharpened their descriptions in their field guide writing and collected the data that lead to the eventual certification of the site as a vernal pool.



Case Study Two: Teaching Natural History through Folktales

Summary

In this part of the expedition, students were challenged to take the information and facts they learned about their animal and use them to write an original folktale that described the origin of some aspect of its appearance or behavior. The primary audience for the publication was elementary school-aged kids from all grades.

Work on the folktales began with investigating the key characteristics of myths (connecting to our ancient civilizations curriculum in social studies), legends and folktales. Students read and discussed elements of each kind of tale in literature groups and as a whole class. They also read and discussed animal stories by Thornton Burgess that borrowed heavily from the folktale tradition. Special attention was paid to how Burgess used scientific facts about animals to create interesting animal characters with personalities that reflect real animal behavior. Local story-tellers were also brought in at this point to share ways in which characters and plot can really bring a story to life for audiences.



Students then set out to write their original folktales about their animal. Throughout the writing process they checked their work against the list of elements of folktales they generated earlier in the case study. Stories were revised, reviewed by peers and revised again before being submitted for even more comments and revision work. Finally, completed folktales were moved into InDesign publishing software along with field guide pages and original watercolor illustrations of their animals in preparation for publication.

Major Projects

This expedition included two related projects, one fieldwork based community service project with an audience beyond the school, and one major publication with substantial discrete components. For each component of the publication, students participated in mini-lessons, reading, writing and critique/feedback/revision processes. Work sessions on the components of the Vernal Pool Field guide were punctuated and augmented by visits to the vernal pool. It is important to note that these projects were concurrent rather than consecutive. For some students it was the visits to the vernal pool that enlivened their research and writing process, and for other students becoming more expert in the material in the classroom led them to become more curious, vigorous and engaged explorers out in the field with each visit.

Project One: Vernal Pool Certification - Community Service Project

Description
Official certification provides a vernal pool, and up to 100 feet beyond its boundary in some cases, certain protections under several state and federal laws. In order to determine if the really big puddle in Highland Park met the criteria to be certified as a vernal pool, students used the Natural Heritage & Endangered Species Program's *Guidelines for the Certification of Vernal Pool Habitat*. The certification process required students to describe the location and distinctive features of the pool in detail, to measure and map the pool throughout a season, to identify and document vernal pool species, to observe the lifecycle and reproductive activities of vernal pool organisms, and to classify species as obligate or facultative vernal pool organisms.

Each student was given an enlarged copy of the *Vernal Pool Field Observation Form* that they would eventually submit to the Natural Heritage and Endangered Species Program at the Massachusetts Division of Fisheries and Wildlife. This served both as a reminder of what to look for and a data sheet for students to use in the field. In order to use this form correctly, students needed to be able to identify egg masses, larvae and transforming juveniles of several obligate amphibian species and coordinate as a group to avoid counting the same organisms twice. They also used scoop nets looking for fairy shrimp,





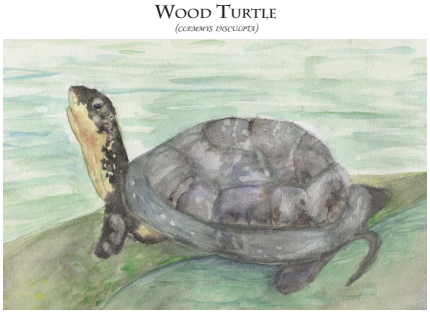
aquatic insect larvae or nymphs, leeches, fingernail clams and snails. Each find had to be documented with dates, counts and photographs. Because the pool was close enough by to visit in one double-block math/science class period, the students usually did fieldwork one class group at a time. The second class to visit in a day was able to independently verify the counts and data of the first class, making sure the data was accurate and complete. They also quickly learned that the two hour difference in visiting time sometimes provided just enough time for the temperature to rise significantly enough for the cold-blooded amphibians to be far more active for the second vernal pool visit of the day. This is just one illustration of how scientific ideas from the textbook such as warm-blooded vs. cold-blooded creatures, came to have concrete examples and applications in our fieldwork. Literally, the fieldwork made the research components of the project "come alive" for students.

Project Two: Life in a Vernal Pool Field Guide

Description

This field guide was a major publication with six significant components and extension options.

Watercolor Painting and Scientific Illustration



Students were asked to create an accurate, scientific illustration of their assigned animal in its habitat. To launch this section of the project, the art and science teachers worked together to introduce students to the work of John James Audubon. They focused on drawing and painting as a component of detailed scientific observation and how art has been used by naturalists as a way of documenting new species of animals. Art and Math class were combined once more as students learned to apply their skills with mathematical similarity and proportional thinking to use a grid drawing method to create scaled up drawings from photographs of their animals. In art class, students continued to work toward the challenge of making beautiful and accurate illustrations for their field guide beginning with mini-lessons designed to help them learn to control the medium of watercolor to create washes, textures and, ultimately, two dimensional compositions which give the illusion of three dimensions.

Diet and Feeding Habits – Food Web Diagram with a Caption in the Form of Bullet Points

With much of the animal research for the field guide being communicated in writing, by the mid-point of the expedition students were ready for a break from writer's workshop. Lessons focused on defining vernal pools had already introduced students to the idea of food webs and food chains. Following some reading and mini-lessons focused on trophic levels and energy pyramids, students were assessed on their knowledge of how energy flows through ecosystems. They were challenged to create a food web diagram centered on their assigned animal with accompanying captions in bullet point form. After a gallery of first drafts, together with teachers,



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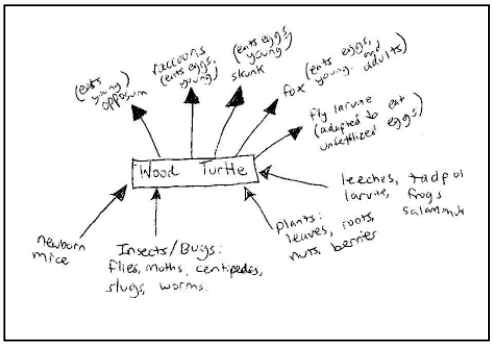
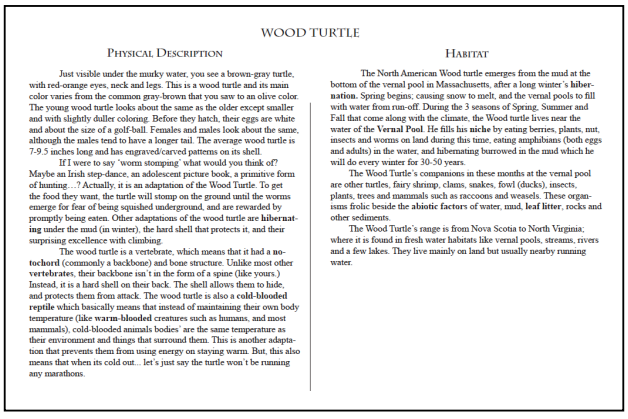


students created a rubric defining what makes a clear and understandable food web and how bullet points should enhance, explain, or give more detail about the diagram. In the context of food webs, critique not only yielded final products with better craftsmanship, but also a deeper understanding, with more specific examples in their writing, of the interconnectedness of a vernal pool ecosystem. In typical middle school fashion, these connections often rang out across a classroom sounding like, "Hey, my animal eats your animal for breakfast! I'm adding that to my final draft."

Physical Description

How will a reader be able to use this field guide in order to identify an animal in the wild? Students needed to describe the movement, sound, color, shape, size and measurements of their vernal pool animal accurately and vividly enough for a young reader to picture the animal. In their research, students frequently encountered new vocabulary in the names and definitions of unique body structures and in descriptions of differences between young and adults and between males and females of the species. Students who wanted to use their newfound words in their writing were invited to add their words, with a paraphrased definition, to the growing glossary for the field guide which already contained the scientific vocabulary words that students were required to work in to their writing. This section of the field guide was perfect for exploring descriptive writing and writer's workshops focused on the writing traits of *ideas* and *voice*. The more scientific challenge was for students to help a reader understand how the animal uses its internal and external physical features as adaptations to meet its needs and survive in its particular habitat. In writing this section of the field guide, students were able to put to use their careful observations of color and texture from their art class watercolor projects.



WOOD TURTLE

PHYSICAL DESCRIPTION

Just visible under the murky water, you see a brown-gray turtle, with red-orange eyes, neck and legs. This is a wood turtle and its main color varies from the common gray-brown that you saw to an olive color. The young wood turtle looks about the same as the older except smaller and with slightly duller coloring. Before they hatch, their eggs are white and about the size of a golf-ball. Females and males look about the same, although the males tend to have a longer tail. The average wood turtle is 7-9.5 inches long and has engraved/carved patterns on its shell.

If I were to say "worm stomping' what would you think of? Maybe an Irish step-dance, an adolescent picture book, a primitive form of hunting…? Actually, it is an adaptation of the Wood Turtle. To get the food they want, the turtle will stomp on the ground until the worms emerge for fear of being squished underground, and are rewarded by promptly being eaten. Other adaptations of the wood turtle are **hibernating** under the mud (in winter), the hard shell that protects it, and their surprising excellence with climbing.

The wood turtle is a vertebrate, which means that it had a **notochord** (commonly a backbone) and bone structure. Unlike most other **vertebrates**, their backbone isn't in the form of a spine (like yours.) Instead, it is a hard shell on their back. The shell allows them to hide, and protects them from attack. The wood turtle is also a **cold-blooded reptile** which basically means that instead of maintaining their own body temperature (like **warm-blooded** creatures such as humans, and most mammals), cold-blooded animals bodies' are the same temperature as their environment and things that surround them. This is another adaptation that prevents them from using energy on staying warm. But, this also means that when its cold out… let's just say the turtle won't be running any marathons.

HABITAT

The North American Wood turtle emerges from the mud at the bottom of the vernal pool in Massachusetts, after a long winter's **hibernation**. Spring begins, causing snow to melt, and the vernal pools to fill with water from run-off. During the 3 seasons of Spring, Summer and Fall that come along with the climate, the Wood turtle lives near the water of the **Vernal Pool**. He fills his **niche** by eating berries, plants, nut, insects and worms on land during this time, eating amphibians (both eggs and adults) in the water, and hibernating burrowed in the mud which he will do every winter for 30-50 years.

The Wood Turtle's companions in these months at the vernal pool are other turtles, fairy shrimp, clams, snakes, fowl (ducks), insects, plants, trees and mammals such as raccoons and weasels. These organisms frolic beside the **abiotic factors** of water, mud, **leaf litter**, rocks and other sediments.

The Wood Turtle's range is from Nova Scotia to North Virginia; where it is found in fresh water habitats like vernal pools, streams, rivers and a few lakes. They live mainly on land but usually nearby running water.

Habitat

This written section challenged students to give their reader a clear description of the climate and physical features of the animal's required habitat and range: Where and when should a reader go to observe your animal in the wild? How and when is your animal connected to a vernal pool? What particular part or season of the vernal pool does your animal use? Throughout the year, student's worked on supporting their statements with details – reasons and examples – but the writing of the field guide provided the opportunity to work on doing so with more fluency.



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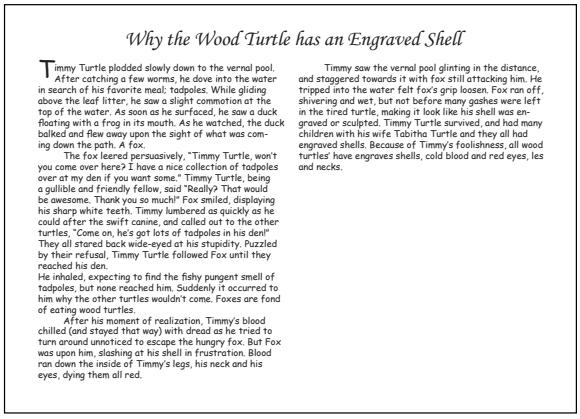
Natural History = Taxonomy and Lifecycle

In order to write a clear and understandable description of their animal's life history, students needed to understand the differences between several Orders in the Animal Kingdom. An earlier classification poster project introduced students to the concepts of classification and taxonomy but it wasn't until they had to describe lifecycles in detail that they really ran up against the differences between incubation and gestation or between gradual and complete metamorphosis. In each written section of the field guide, students were required to choose a certain number of scientific vocabulary words from a set that they'd learned from their reading or mini-lessons to include in their writing. So often science textbooks begin with vocabulary and students believe they understand the ideas when they have memorized the words, but once they had researched and understood the lifecycles of the animals they were studying, students struggled to get the correct terminology connected with the processes. The research and writing process gave students more time to make connections between the new words and the animal they'd come to know so well throughout the expedition. Peer editing for this project had to focus on content as well as *voice* and *fluency*. While students were required to include taxonomy and lifecycle information, the writing of this section also gave students a place to include fascinating facts or observation from the vernal pool fieldwork that didn't fit into any other report section.

Folktale

After an extensive period of researching and reporting facts, students were asked to think creatively about their animal. Writing for a younger audience meant having to provide the reader with a sense of wonder about the natural world along with the rich information of the field guide. The genre of folktales provided the perfect place for both fact and fiction to work together to entertain. Students were asked to bring their animals to life for young readers by creating characters with distinct personalities. In addition to rich characters, their original stories also had to contain essential plot elements of a conflict and a resolution that led to a creative explanation for a physical aspect or interesting behavior their animal possessed or exhibited. The genre of folktale requires walking a fine balance between fact and fiction. Animals had to be characterized enough to foster a connection between them and the reader, but not contain too many points of departure from reality to make the story outlandishly unbelievable. The tales had to be entertaining and creative while also bringing to life the facts about the animal and its connection to vernal pools. During this part of the expedition it was not unusual to find students planning, drafting and revising with the watercolor illustrations of their animals in front of them.



Why the Wood Turtle has an Engraved Shell

Timmy Turtle plodded slowly down to the vernal pool. After catching a few worms, he dove into the water in search of his favorite meal; tadpoles. While gliding above the leaf litter, he saw a slight commotion at the top of the water. As soon as he surfaced, he saw a duck floating with a frog in its mouth. As he watched, the duck balked and flew away upon the sight of what was coming down the path. A fox.

The fox leered persuasively, "Timmy Turtle, won't you come over here? I have a nice collection of tadpoles over at my den if you want some." Timmy Turtle, being a gullible and friendly fellow, said "Really? That would be awesome. Thank you so much!" Fox smiled, displaying his sharp white teeth. Timmy lumbered as quickly as he could after the swift canine, and called out to the other turtles, "Come on, he's got lots of tadpoles in his den!" They all stared back wide-eyed at his stupidity. Puzzled by their refusal, Timmy Turtle followed Fox until they reached his den.

He inhaled, expecting to find the fishy pungent smell of tadpoles, but none reached him. Suddenly it occurred to him why the other turtles wouldn't come. Foxes are fond of eating wood turtles.

After his moment of realization, Timmy's blood chilled (and stayed that way) with dread as he tried to turn around unnoticed to escape the hungry fox. But Fox was upon him, slashing at his shell in frustration. Blood ran down the inside of Timmy's legs, his neck and his eyes, dying them all red.

Timmy saw the vernal pool glinting in the distance, and staggered towards it with fox still attacking him. He tripped into the water felt fox's grip loosen. Fox ran off, shivering and wet, but not before many gashes were left in the tired turtle, making it look like his shell was engraved or sculpted. Timmy Turtle survived, and had many children with his wife Tabitha Turtle and they all had engraved shells. Because of Timmy's foolishness, all wood turtles' have engraves shells, cold blood and red eyes, les and necks.

Extension Options

Students inevitably moved at different paces through the process of writing and revising (and often revising again) based on peer and teacher feedback. The goal of publishing a complete



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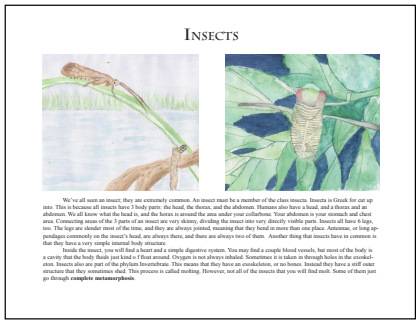
field guide provided an authentic place for students who finished their sections early to continue to contribute or collaborate in the creation of the book. Students who needed writing support had time to conference with both peers and adults, while other students became editors and production-team members if they completed their work early in the process. Designing the cover, writing about the authors, creating a taxonomy topic page, organizing the glossary or table of contents allowed students to learn new skills or put their particular talents to use toward the common goal of publishing a high quality field guide.


INSECTS

We've all seen an insect; they are extremely common. An insect must be a member of the class insecta. Insecta is Greek for cut up into. This is because all insects have 3 body parts: the head, the thorax, and the abdomen. Humans also have a head, and a thorax and an abdomen. We all know what the head is, and the horax is around the area under your collarbone. Your abdomen is your stomach and chest area. Connecting areas of the 3 parts of an insect are very skinny, dividing the insect into very directly visible parts. Insects all have 6 legs, too. The legs are slender most of the time, and they are always jointed, meaning that they bend in more than one place. Antennae, or long appendages commonly on the insect's head, are always there, and there are always two of them. Another thing that insects have in common is that they have a very simple internal body structure.

Inside the insect, you will find a heart and a simple digestive system. You may find a couple blood vessels, but most of the body is a cavity that the body fluids just kind o f float around. Oxygen is not always inhaled. Sometimes it is taken in through holes in the exoskeleton. Insects also are part of the phylum Invertebrate. This means that they have an exoskeleton, or no bones. Instead they have a stiff outer structure that they sometimes shed. This process is called molting. However, not all of the insects that you will find moth. Some of them just go through **complete metamorphosis**.

Final Product
The field guide itself was the final product for this project.

Content and Skill Standards Assessed in the Learning Expedition

Reading

- I can locate appropriate reference materials for my assigned vernal pool animal and record bibliographic information for each reference source I use.
- I can take notes in my research packet on my vernal pool animal by paraphrasing what I read.

Writing

- I can choose an appropriate pre-writing strategy to organize details and information from my research to describe the appearance and adaptations of my vernal pool animal, the conditions and factors my vernal pool animal needs to live, and the life cycle and taxonomy of my vernal pool animal.
- I can use the traits of ideas, sentence fluency, organization, and voice to write, revise, and edit informative pieces and original folktales based on research.

Math

- I can use proportional reasoning and the properties of mathematical similarity to identify and construct similar figures on a coordinate grid and in real-world measuring applications.
- I can use ratios and proportions in the solution of problems, involving unit rates, scale drawings and reading of maps.
- I can select the appropriate tool, units and methods to measure the depth, length and width of the vernal pool.

Character (performance and relational)

- I can demonstrate good craftsmanship when working with a variety of art materials.
- I can work collaboratively with peers in the writing process.



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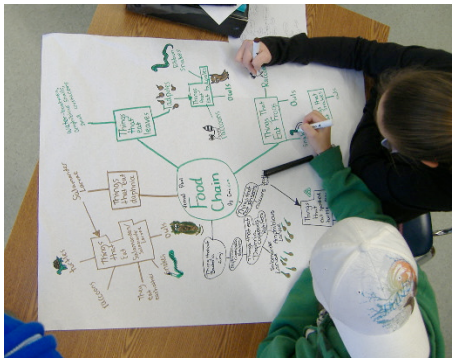
- I can participate safely and responsibly in vernal pool fieldwork; this means acting in a way that cares for my group, the environment, and me.

Science and Technology

- I can define what makes a vernal pool a unique ecosystem in terms of its water cycle, fauna and food web.
- I can explain what an indicator organism is and describe the difference between obligate and facultative vernal pool organisms.
- I can explain at least 4 ways that human activities impact vernal pool ecosystems and at least 3 reasons why vernal pool habitats need to be protected.
- I can locate our vernal pool correctly on a topographic map and create an accurate scale map of my own.
- I can define and describe the physical and temporal components that make up an animal's habitat using specific examples based on the animal I am researching.
- I can explain what adaptations are using specific examples of how my assigned animal is adapted to its particular habitat.
- I can create an accurate food web diagram showing where the predators and prey of my vernal pool organism get their energy.
- I can use bullet points as a caption for my food web diagram to add details about the trophic level and feeding adaptations of my animal.
- I can describe the lifecycle of my assigned animal.
- I can classify my assigned animal in the correct Kingdom, Phylum, Class, Order, Family, Genus and Species.



Social Studies

- I can understand and navigate the official government process for obtaining vernal pool certification.

Visual and Performing Arts

- I can use grid drawing technique to scale up photographs into correctly proportioned drawings.
- I can identify the scale factor from my photograph to my drawing and from my drawing to my photograph.
- I can use watercolor to craft a two-dimensional scientific illustration of an animal in its habitat.
- I can craft two-dimensional compositions which give the illusion of three dimensions.

Health and Wellness

- I can do vernal pool fieldwork in adverse conditions.



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Connections to State and District Standards

Science

- Characteristics of Living things
  - Organisms are classified into kingdoms.
  - Species are reproductively distinct groups of organisms. Species are classified into a hierarchical taxonomic system based on similarities.
- Living Things and Their Environment: Ecology
  - Organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.
  - Roles & relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
  - Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole.
  - Producers use energy from sunlight to make sugars through photosynthesis, which can be used immediately, stored for later use, or used by other organisms.
- Heredity and Genetics
  - Sexual reproduction and asexual reproduction.
- Structure of the Earth
  - Earth's common physical features can be represented with models and maps.
- Earth Processes and Cycles
  - Water flows into and through a watershed.
  - The hydrologic cycle includes evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration, and transpiration.

Math

- Use ratios and proportions in the solution of problems, involving unit rates, scale drawings and reading of maps
- Given the formulas, convert from one system of measurement to another. Use technology as appropriate.

English

- Understand and acquire new vocabulary and use it correctly in reading and writing.
- Analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
- Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
- Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.



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- Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.
- Improve word choice by using a variety of references.
- Use knowledge of types of sentences *(simple, compound, complex),* correct mechanics *(comma after introductory structures),* correct usage *(pronoun reference),* sentence structure *(complete sentences, properly placed modifiers),* and standard English spelling when writing and editing.
- Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.
- Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:
    - differentiate between primary and secondary source materials;
    - differentiate between paraphrasing and using direct quotes in a report;
    - organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
    - document information and quotations and use a consistent format for footnotes or endnotes; and
    - use standard bibliographic format to document sources.
- As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

<u>School Standards</u>

- Use critique to build rubrics for quality work.
- Work collaboratively with peers in the writing process
- Make use of feedback to make revisions to work.
- Persevere in the pursuit of high quality work.
- Investigate humans' connection to and responsibility for the natural world.



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Connections to the Community and Larger World



Fieldwork

- Great Falls Discovery Center
- Greenfield Library
- 5 visits to the vernal pool in Highland Park

Experts

- Local public library librarian
- Staff at Department of Fish and Wildlife
- Educator at Great Falls Discovery Center

Service Learning

- Certifying the Vernal pool

Exhibitions

- School wide Expo night
- Presenting a copy of the field guide to the local library as a "thank you" for all the help they gave with the research
- Article in the local paper when certification came back from the state (6 months after original project completion)

School report results in state vernal pool designation

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BY ANITA FRITZ RECORDER STAFF
email this writer
[Originally published on: Tuesday, February 03, 2009]

GREENFIELD -- Thomas Perham and Tristen Conolly say they never imagined their seventh-grade project would lead to anything more than a better understanding of vernal pools and a good grade.

But at the end of last week, they learned all of their hard work had paid off in a much bigger way. The vernal pool they have explored at Highland Park for months has now been certified by the state -- thanks to them and their 34 classmates.

A vernal pool is a pond that appears in the spring with the melting of winter snows



Four Rivers Charter School students work on research on a vernal pool near Highland Pond in Greenfield. Their research resulted in the state designating that area as a protected vernal pool, the first in Greenfield.



Expeditionary Learning
Learning Expedition Documentation Project

Calendar

March	April	May	June

• Kick-off
• Research workshop
• Library Research
• Genre study of field guides
• Introduction to water color
• Write and revise Physical Description section of field guide.
• Fieldwork at Vernal Pool.
  ○ Introduction to Vernal Pool habitat and hydrology.
	• Write and revise Habitat section of field guide.
	• Write and revise Natural History section of field guide.
	• Create Diet and Feeding Habits diagram.
	• Assemble and revise field guide section from completed drafts.
	• Begin genre study of Myths, Legends and Folktales.
	• Weekly work on watercolors in art class.
	• Fieldwork at Vernal Pool.
	  ○ Animal species inventory and survey
	  ○ Sampling methods
		• Complete genre study of Myths, Legends and Folktales.
		• Write and revise original folktales.
		• Finish watercolor illustrations of animals.
		• Complete extension options.
		• Import writing and artwork into InDesign publishing software.
		  ○ Publication Crew work on assembling book.
		  ○ Fieldwork at Vernal Pool.
		  ○ Animal species inventory and survey and life cycle observations.
			• Presentation of Learning at Expo Night.
			• Publication Crew work on assembling book.
			• Print and assemble book.
			• Fieldwork at Vernal Pool.
			  ○ Vernal Pool measurements and mapping.
			• Presentation of our Publication to local library.
			• Submit Application for Vernal Pool Certification to the state (Certification received 6 months later).

Appendix 17 - Recruitment and Enrollment Plan

Lighthouse Community Charter School 2
Community Organizing Outcomes 2014 - 2016

In pursuit of building a strong community as we open two new schools beginning in August of 2015, the following community organizing outcomes will be achieved:

By June 30, 2014

- Hire two founding community organizers (50% FTE each)
- Train and on-board[1] founding community organizers
- Recruit at least 10 founding parents, considering racial and ethnic make-up of East Oakland
- Plan, host, and reflect upon one founding parent visioning session
- Mobilize parents to attend charter hearing and votes at OUSD board meetings
- Plan, host, and reflect upon one family-friendly event in a local park (i.e. ice cream social/health fair/festival) to recruit more interested families at large
- Connect with at least 3 - 5 community organizations serving the same population to get the word out about Lighthouse 2 and forge partnerships

By June 30, 2015

- Recruit at least 10 additional founding parents, considering racial and ethnic make-up of East Oakland
- Build capacity of crew parents through training, advocacy work, and meetings
- Hold between 3 - 8 enrollment meetings
- Connect with at least 3 - 5 community organizations serving the same population to get the word out about Lighthouse 2 and forge partnerships
- Plan and host monthly LCCS 101 sessions for interested parents in a Coffee Tuesday format
- Define process for how parents are involved with staff hiring
- All staff is hired and have met with a majority of parents
- Plan, host, and reflect upon one family-friendly event in a local park (i.e. ice cream social/health fair/festival) to recruit more interested families at large (or participate in community fairs already happening)
- Recruit 215 new students and their families
- Maintain a waiting list for site #2 of at least 100 students

By August 15, 2015

- Facilitate home visits between teachers and at least 75% of new families
- Participate in key hiring processes, as appropriate
- Hold 1 - 2 family work days at new campus

A 0700852

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of this office.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 2 4 2010

Debra Bowen

DEBRA BOWEN
Secretary of State

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

FEB 12 2010

RESTATED ARTICLES OF INCORPORATION

OF

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

The undersigned, Brian Rogers and Sanjay Dholakia, certify that:

1. They are the President and Secretary, respectively, of Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

"I

The name of this corporation is Lighthouse Community Charter Public Schools (hereinafter the "Corporation").

II

The principal office of the Corporation shall be located in the City of Oakland, State of California.

III

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

IV

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Internal Revenue Code Section 501(c)(3).

The specific purpose of the Corporation is to manage, operate, guide, direct and promote an educational organization, as defined in Internal Revenue Code Section 170(b)(1)(A)(ii).

This Corporation shall admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school operated by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Solely for the above purposes, the Corporation is empowered to exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to receive gifts, devises, bequests and contributions in any form, and to use, apply, invest and reinvest the principal and/or income therefrom or distribute the same for the above purposes.

V

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code.

VI

The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person.

VII

No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

VIII

The Corporation shall not have any members as defined in Section 5056 of the California Corporations Code. References to "members" are to the Board of Directors as provided in Section 5310 of the California Corporations Code. Each director shall be entitled to one vote. The method for electing directors shall be set forth in the Bylaws of the Corporation.

IX

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any of such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

X

All references in these Articles to sections of the Internal Revenue Code shall be deemed to be references to the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any similar law subsequently enacted. All references in these Articles to sections of the California Revenue and Taxation Code shall be deemed to be references to said Code and to the corresponding provisions of any similar law subsequently enacted."

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors of the Corporation in accordance with Section 5812 of the California Corporations Code.

4. The Corporation has no members.

5. The foregoing amendment to and restatement of the Corporation's Articles of Incorporation may be adopted by approval of the Board of Directors of the Corporation alone because the Corporation has no members and its Articles of Incorporation do not require approval by any other person of said amendment.

The undersigned declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: February 10, 2010

Brian Rogers, President

Sanjay Dholakia, Secretary

OFFICE OF THE SECRETARY OF STATE

Bylaws of the Lighthouse Community Charter Public Schools
(A California Non-Profit Public Benefit Corporation)
Amended and Adopted: June 2012

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Lighthouse Community Public Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at **444 Hegenberger Road,** Oakland in Alameda County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Lighthouse Community Charter School (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or

intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
ASSETS – DEDICATION & DISTRIBUTION ON DISSOLUTION

Section 1. DEDICATION OF ASSETS. The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person.

Section 2. DISTRIBUTION ON DISSOLUTION. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any of such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of

the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DIRECTORS AND TERMS. The Corporation shall have no more than fifteen directors and no less than three. All directors shall be designated by the existing Board of Directors. No teacher or staff member employed at the charter school shall serve as a voting member of the Board of Directors. At no time may more than one-third of the Board of Directors be comprised of Directors who are also parents of Lighthouse Community Charter School students.

Except for the initial Board of Directors, each director shall hold office from one to three year terms, with term length being mutually agreed upon by all parties. Directors shall be chosen at the annual meeting as specified in Section 16 of this Article VII.

The initial Board of Directors shall be:

NAME	EXPIRATION OF TERM
Stephen Sexton	December 31, 2001

Jenna Stauffer	December 31, 2001
Laura Kretschmar	December 31, 2001

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTORS TERM. Each director shall hold office for one to three years. Term length is mutually agreed and voted upon at the beginning of each term. Directors may serve up to four consecutive, three-year terms or until he resigns, which ever comes first. A director may serve additional terms after the four-consecutive three-year terms, but must take a year off between resuming service to the board.

Section 6. NOMINATIONS. The chairman of the Board of Directors or, if none, the President may allow individuals and/or a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least 72 hours before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by an individual and/or committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; or (e) if by two-thirds vote of the board members currently serving, it is found that a Director has substantially failed to meet his duties as a Director.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is

given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.
Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least quarterly, according to a schedule determined at the Board's annual meeting.

The annual meeting of the directors shall be held on the last regularly scheduled meeting of each fiscal year. Directors for the next year may be chosen at the annual meeting. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the numbers of directors to be elected shall be elected. Each director shall cast one vote.

The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of regular meetings is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to Lighthouse Community Charter School.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to hold the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 19. QUORUM. A majority of the currently serving number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made according to the duly adopted Decision Making Policy of the Board, but in all cases taken or made by at least a majority of the directors present at a duly held meeting at which a quorum is present**,** shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more Committees, each consisting of two or more directors to serve at the pleasure of the board. Appointments to Committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the Board of Directors or any committee of the board;

(c) Fix compensation of the directors for serving on the Board of Directors or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;

(f) Create any other committees of the Board of Directors or appoint the members of committees of the board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; [or]

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. Working Committees that are merely advisory, do not have any delegated authority from the Board of Directors and do not contain a quorum of Board Directors may be created, meet and provide recommendations to the Board of Directors without being subject to the provisions of these bylaws.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be Personally liable for the debts, liabilities, or other obligations of this corporation and shall be entitled to the full protection of Corporations Code Section 5231.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the board's direction, may also have a chairman of the board, one or more Vice-Presidents, one or more Assistant

Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of the chairman of the board, or if none, at all

Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer, or Designee, shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors having a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to Reimbursement for such expenses of the corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238, including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person

is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its members, board, and committees of the board; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and

records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has not business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest,

and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The board of directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and Countersigned by the President of the Corporation or a designee.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The board of directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XVII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF PRESIDENT

I certify that I am the duly elected and acting President of the Lighthouse Community Charter School, a California non-profit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of

Directors on June 13, 2012; and that these bylaws have not been amended or modified since that date.

Executed on June 13, 2012 in Oakland, California.

_____

D'Lonra Ellis, Board President

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the **Lighthouse Community Charter Public Schools** hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of **Lighthouse Community Charter School** ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
D. Executive Director of Charter School
E. Principal of Charter School
F. Chief Business Officer
G. Director Personnel Services
H. Assistant Director of Personnel Services
I. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Purchasing Manager

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor

SAMPLE

[1] The Charter School Principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Appendix 21 - Growth Plan

Lodestar Staff Growth Plan

As Lighthouse Community Charter Public School's third charter, Lodestar, grows to full enrollment, the following staffing projections - consistent with the two successful charters currently operated by LCCPS - may be implemented to support the school's educational program:

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Certificated Positions					
Classroom Teachers	10.0	15.0	20.0	25.0	28.0
Elective Teachers	1.2	1.8	2.6	3.2	3.6
Student Support	.8	1.4	1.8	2.2	2.6
School Leadership (Head of School, Director of Instruction, Case Manager, Teacher Coach)	2.0	5.2	5.4	5.4	7.4
Classified Positions					
Home Language Instructors	3.3	3.3	3.3	3.3	3.3
Instructional Aides	2.0	2.0	2.0	2.0	2.0
After School Staff	4.0	6.2	8.4	10.6	11.8
Additional Administrative	7.4	10.2	14.0	18.0	20.2
For Reference:					
# of Students	*216*	*336*	*456*	*600*	*672*

LIGHTHOUSE COMMUNITY CHARTER SCHOOL

GUIDING EVERY CHILD TO A BRIGHT FUTURE

Organization

Lighthouse Community Charter School ("Lighthouse") is in its thirteenth year of operation in Oakland, CA with over 100 faculty and staff serving over 750 students in grades K-12. Since its opening in 2002, Lighthouse has been focused on the mission of preparing a diverse, K-12th grade student population for college and the career of their choice by equipping each child and youth with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner. In order to achieve this mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- High Expectations for All Students
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

With a relentless college attendance and persistence focus, 100% of Lighthouse's students enroll in a college prep curriculum and 95% of its students are accepted into 4 year colleges and universities, with close to 90% of alumni still enrolled in or having completed college. Compared with other Oakland schools with similar demographics (85% low-income, 90% non-Native English speakers and/or first in their families to attend college), Lighthouse is experiencing more than twice the rate of college attendance and success. The school was the 2013 recipient of the Hart Vision Charter School of the Year Award from the California Charter School Association, was a California Title I Achievement Award winner in 2012 (one of 17 in the state), and was designated one of Teach for America's national "Schools to Learn From" this year.

To learn more about Lighthouse's history, mission, and impact please visit our website: www.lighthousecharter.org.

Head of School

Lighthouse Community Charter School, a K-12 school based in Oakland, CA, is seeking a Head of School to shepherd the school into its next chapter of even greater academic excellence and ensuring all students' college and career success. Following in the steps of school Co-Founder Steve Sexton, the next Head of School will be a seasoned educator who is committed to Lighthouse's mission and instructional vision, and is deeply experienced in leading an entire school community to achieve the dual goals of instituting a rigorous, engaging curriculum while holding all adults accountable to high levels of student achievement. This is an exciting opportunity to lead a highly-effective, dedicated team and guide a deeply committed group of students and families to even greater levels of academic, personal, and community success.

The Head of School's key responsibilities include:

- **Serving as the "Educator-in-Chief,"** with a deep understanding of how to foster a rigorous, engaging, joyful, and progressive instructional environment for students and teachers alike

and an ability to inspire the Directors of Instruction and faculty members to institute these practices and create this kind of climate in every classroom, every day;

- **Leading the vision** for Lighthouse's community success, including ensuring that its instructional program, school culture and climate, community engagement, and external partnerships are tightly aligned to the school mission and goals;
- **Managing school leaders and other senior staff**, acting not only as a supervisor but also as a coach and consensus builder, remaining deeply committed to Lighthouse's values of developing and bringing out the strengths of all its people while also holding them accountable for their goals and community success;
- **Partnering with the Board of Directors and funders** to secure and allocate the resources and supports necessary to maintain the health of the school organization, remaining solutions-oriented and grounded in reality as needed while pushing the boundaries of what is possible to realize the highest levels of success for all students and their families;
- **Inspiring students, faculty, families, and other partners to be their best selves every day**, always keeping the community's moral compass pointing in the right direction, and ensuring an unyielding focus at all times on what is best for Lighthouse's scholars and their futures.

<u>In order to fulfill these responsibilities, the ideal Head of School candidate will be:</u>

- An accomplished educator, with a minimum of 5-7 years demonstrated success as a teacher, instructional coach, administrator, and/or school leader in a variety of settings.
- Interested in and committed to an authentic, project-based K-12 instructional model focused on deep learning, excited by its possibilities and believing in its promise for helping students reach their potential.
- Inspiring in their management style, with experience leading leaders; one who sees the possibility in all adults and is willing to devote time to coach and develop them while holding them accountable to measurable results.
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, disability, and other issues of difference in our society and has personally worked in communities like Lighthouse's to defeat the status quo and ensure all students have an opportunity to achieve their dreams of college and career success.
- Skilled in strategic planning, project management, and organization; able to balance a focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, able to engage a variety of individuals and speak in a clear, compelling, and authentic manner about their goals and priorities without confusing or alienating community stakeholders.

In addition, preference will be given to candidates who:

- Demonstrate familiarity with the California charter school context, especially that of East Oakland's students and families;
- Speak conversational or fluent Spanish;
- Have experience working with school district staff and boards or other charter authorizers;
- Understand how to grow and scale a successful model to new sites and locations.

To Apply

Please submit a resume, thoughtful cover letter, and names/contract information for up to three references (will not be contacted without notice) addressed to D'Lonra Ellis, Board Chair at info@redwoodcircle.org. For additional questions or more information, feel free to contact Christina Legg Greenberg at cgreenberg@redwoodcircle.org or at 510.575.9635.

Lighthouse Community Charter School is an Equal Opportunity Employer committed to diversity at all levels.

Lighthouse Community Charter Public Schools
School Safety

Exposure Control Plan For Blood Borne Pathogens

The Head of School, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Head of School, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Head of School, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Head of School, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Head of School, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted: February 12, 2014

Policy:

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Director shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with blood-borne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

The Director shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the school's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Director may exempt designated first aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified by the Director as having occupational exposure may submit a request to the Director to be included in the training and hepatitis B vaccination program. The Director may deny a request when there is no reasonable anticipation of contact with any infectious material.

Procedure:

Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193(b))

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parental contact with blood or other potentially infectious materials that result from the performance of an employee's duties.

Parental contact means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident.

A sharps injury is any injury caused by a sharp, including but not limited to cuts, abrasions or needle sticks.

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed.

Engineering controls are controls, such as sharps disposal containers, needle less systems, and sharps with engineered sharps injury protection, that isolate or remove the blood-borne pathogens hazard from the workplace.

Engineered sharps injury protection is a physical attribute built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident.

Exposure Control Plan

The school's exposure control plan shall contain at least the following components:

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials
    a. The school's exposure determination shall be made without regard to the use of personal protective equipment and shall include a list of:
    b. All job classifications in which all employees have occupational exposure
    c. Job classifications in which some employees have occupational exposure
    d. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #b above
    e. The schedule and method of implementing:
    f. Methods of compliance required by 8 CCR 5193(d), such as universal precautions, general and specific engineering and work practice controls, and personal protective equipment
    g. Hepatitis B vaccination
    h. Blood-borne pathogen post-exposure evaluation and follow-up
    i. Communication of hazards to employees, including labels, signs, information and training
2. Recordkeeping
    a. The school's procedure for evaluating circumstances surrounding exposure incidents
    b. An effective procedure for gathering information about each exposure

incident involving a sharp, as required for the log of sharps injuries

c. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents documented in the sharps injury log
d. An effective procedure for identifying currently available engineering controls and selecting such controls as appropriate for the procedures performed by employees in their work areas or departments
e. An effective procedure for documenting instances when a licensed healthcare professional directly involved in a patient's care determines, in the reasonable exercise of clinical judgment, that the use of an engineering control would jeopardize an individual's safety or the success of a medical, dental or nursing procedure involving the individual
f. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to:

1. Reflect new or modified tasks and procedures affecting occupational exposure
2. To the extent that sharps are used in the school, reflect progress in implementing the use of needle less systems and sharps with engineered sharps injury protection
3. Include new or revised employee positions with occupational exposure
4. Review and evaluate the exposure incidents which occurred since the previous update
5. Review and respond to information indicating that the exposure control plan is deficient in any area

The school's exposure control plan shall be accessible to employees upon request.

Preventive Measures

The Director shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness.

Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series shall be made available at no cost to

all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons.

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement.

The Director may exempt designated first aid providers from the pre-exposure hepatitis B vaccine in accordance with 8 CCR 5193 (f).

Information and Training

The Director shall ensure that all employees with occupational exposure participate in a training program containing the elements required by state regulations, during working hours and at no cost to the employee. This program shall be offered at the time of initial assignment to tasks where occupational exposure may take place, at least annually thereafter, and whenever a change of tasks or procedures affects the employee's exposure.

Designated first aid providers shall receive training that includes the specifics of reporting first-aid incidents which involve blood or body fluids which are potentially infectious.

Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Director.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident.

Sharps Injury Log

The Director shall establish and maintain a log recording each exposure incident involving a sharp. The exposure incident shall be recorded within 14 working days of the date the incident is reported to the school.

The information recorded shall include the following, if known or reasonably available:

1. Date and time of the exposure incident
2. Type and brand of sharp involved in the exposure incident
3. A description of the exposure incident, including:
    a. Job classification of the exposed employee
    b. Department or work area where the exposure incident occurred
    c. The procedure that the exposed employee was performing at the time of the incident
    d. How the incident occurred
    e. The body part involved in the incident
    f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during or after the protective mechanism was activated
    g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury
    h. The employee's opinion about whether any other engineering, administrative or work practice could have prevented the injury

Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Director shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. The Director shall, at a minimum:

1. Document the route(s) of exposure and the circumstances under which the exposure incident occurred
2. Identify and document the source individual, unless that identification is infeasible or prohibited by law
3. Provide for the collection and testing of the employee's blood for hepatitis B, hepatitis C and HIV serological status
4. Provide for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
5. Provide for counseling and evaluation of reported illnesses

The Director shall provide the health care professional with a copy of 8 CCR 5193; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure

occurred; results of the source individual's blood testing, if available; and all medical records maintained by the school relevant to the appropriate treatment of the employee, including vaccination status.

The school shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation.

Records

Upon an employee's initial employment and at least annually thereafter, the Director shall inform employees with occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records.

Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law.

Upon request by an employee, or a designated representative with the employee's written consent, the Director shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made.

Records shall be maintained as follows:

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.
3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for at least 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to myself.

_____

Signature

_____

Employee Name (Please print)

_____

Date

Lighthouse Community Charter School
School Safety

Exposure Control Plan For Blood Borne Pathogens

The Head of School, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Head of School, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Head of School, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Head of School, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Head of School, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Policy:

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Director shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with blood-borne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

The Director shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the school's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Director may exempt designated first aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified by the Director as having occupational exposure may submit a request to the Director to be included in the training and hepatitis B vaccination program. The Director may deny a request when there is no reasonable anticipation of contact with any infectious material.

Procedure:

Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193(b))

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parental contact with blood or other potentially infectious materials that result from the performance of an employee's duties.

Parental contact means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident.

A sharps injury is any injury caused by a sharp, including but not limited to cuts, abrasions or needle sticks.

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed.

Engineering controls are controls, such as sharps disposal containers, needle less systems, and sharps with engineered sharps injury protection, that isolate or remove the blood-borne pathogens hazard from the workplace.

Engineered sharps injury protection is a physical attribute built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident.

Exposure Control Plan

The school's exposure control plan shall contain at least the following components:

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials

The school's exposure determination shall be made without regard to the use of personal protective equipment and shall include a list of:

a. All job classifications in which all employees have occupational exposure

b. Job classifications in which some employees have occupational exposure

c. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #b above

2. The schedule and method of implementing:

a. Methods of compliance required by 8 CCR 5193(d), such as universal precautions, general and specific engineering and work practice controls, and personal protective equipment

b. Hepatitis B vaccination

c. Blood-borne pathogen post-exposure evaluation and follow-up

d. Communication of hazards to employees, including labels, signs, information and training

e. Recordkeeping

3. The school's procedure for evaluating circumstances surrounding exposure incidents

4. An effective procedure for gathering information about each exposure incident involving a sharp, as required for the log of sharps injuries

5. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents documented in the sharps injury log

6. An effective procedure for identifying currently available engineering controls and selecting such controls as appropriate for the procedures performed by employees in their work areas or departments

7. An effective procedure for documenting instances when a licensed healthcare professional directly involved in a patient's care determines, in the reasonable exercise of clinical judgment, that the use of an engineering control would jeopardize an individual's safety or the success of a medical, dental or nursing procedure involving the individual

8. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to:

1. Reflect new or modified tasks and procedures affecting occupational exposure

2. To the extent that sharps are used in the school, reflect progress in implementing the use of needle less systems and sharps with engineered sharps injury protection

3. Include new or revised employee positions with occupational exposure

4. Review and evaluate the exposure incidents which occurred since the previous update

5. Review and respond to information indicating that the exposure control plan is deficient in any area

The school's exposure control plan shall be accessible to employees upon request.

Preventive Measures

The Director shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness.

Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series shall be made available at no cost to all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete

hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons.

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement.

The Director may exempt designated first aid providers from the pre-exposure hepatitis B vaccine in accordance with 8 CCR 5193 (f).

Information and Training

The Director shall ensure that all employees with occupational exposure participate in a training program containing the elements required by state regulations, during working hours and at no cost to the employee. This program shall be offered at the time of initial assignment to tasks where occupational exposure may take place, at least annually thereafter, and whenever a change of tasks or procedures affects the employee's exposure.

Designated first aid providers shall receive training that includes the specifics of reporting first-aid incidents which involve blood or body fluids which are potentially infectious.

Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Director.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident.

Sharps Injury Log

The Director shall establish and maintain a log recording each exposure incident involving a sharp. The exposure incident shall be recorded within 14 working days of the date the incident is reported to the school.

The information recorded shall include the following, if known or reasonably available:

1. Date and time of the exposure incident

2. Type and brand of sharp involved in the exposure incident

3. A description of the exposure incident, including:

a. Job classification of the exposed employee

b. Department or work area where the exposure incident occurred

c. The procedure that the exposed employee was performing at the time of the incident

d. How the incident occurred

e. The body part involved in the incident

f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during or after the protective mechanism was activated

g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury

h. The employee's opinion about whether any other engineering, administrative or work practice could have prevented the injury

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4. Exposure records shall be maintained for at least 30 years.

5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

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Hepatitis B Vaccine Declination

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_____
Signature

_____
Employee Name (Please print)

_____
Date

Lighthouse Community Charter School Emergency Management Plan

The Lighthouse Community Charter School Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Lighthouse Community Charter School recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE

ADMINISTRATION

Lighthouse Community Charter School is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

This plan will be made available to all school personnel and will be distributed to the Charter Management Organization (CMO), the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a *regular basis* to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Director of Strategic Development	Director of Secondary Programs	Director of Elementary Programs	School Secretary

The Lighthouse Community Charter School Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Director of Strategic Development Jenna Stauffer and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to: Oakland Unified School District

Oakland Police Department

Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Principal: _____ _____
Signature *Date*

_____: _____ _____
Signature *Date*

_____: _____ _____
Signature *Date*

Date Plan Adopted: _____

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes
Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)
The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The “Katz Bill” (*Education Code 35295, 35296, 35297)* requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers
Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters
Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill
California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Incorporation of SEMS into all school plans, training and drills

- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)
On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

> "All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities".

NIMS includes training requirements in the Incident Command System. All "key school personnel" are to complete ICS100, ICS200 and IS700.

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Lighthouse Community Charter School. Director of Strategic Development Jenna Stauffer is responsible for the protection and preservation of vital records. Lighthouse Community Charter School stores hardcopies of records and files, regulations, and contracts in the Director of Strategic Development's office. Back-up data systems are stored at the Rogers Family Office at 10 Clay St. in Oakland, CA.

Lighthouse Community Charter School must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, Lighthouse Community Charter School will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO

CONCEPTS OF OPERATIONS

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

Incident Command System (ICS)
Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)
The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies,

public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)
After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command
The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

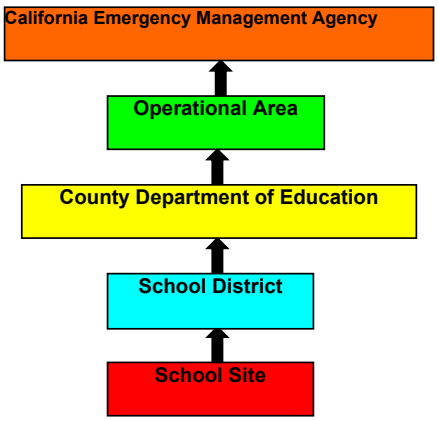
Emergencies are often described in terms of the following three levels:

Level 1 - School Emergencies
A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

Level 2 – City Emergencies
A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of County emergencies requiring regional support.

Level 3 – County Emergencies
These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation
When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. A director, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post
The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center
An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies.
An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

Situation and Assumptions
The school is located at 444 Hegenberger Rd. The site consists of 1 building. There is an average daily attendance of 650 students and 75 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications
When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

INSERT YOUR SCHOOL MAP HERE

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)
NOTE:

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Include:
Primary evacuation routes
Alternate evacuation routes
Handicap evacuation areas
Utility access/shut-off for
Gas
Water
Electricity
HVAC System
Telephone system
Site assignments and Staging Areas
HazMat storage areas
Heat plants/boilers
Room numbers
Door locations

EMERGENCY TELEPHONE NUMBER DIRECTORY

Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)	Oakland Police Department	510-777-3333
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland Fire Department	510-238-3938
Local Hospital (1)	Highland Hospital	510-437-4865
Local Hospital (2)	Children's Hospital	510-428-3000
Electric Company	Pacific Gas & Electric Company	1-800-734-5000
Gas Company	Pacific Gas & Electric Company	1-800-734-5000
Water Company	East Bay MUD	1-866-403-2683
Animal Control/Shelter	Oakland SPCA	510-569-0702

Position	*Name*	*Home*	*Work*	*Pager/Cell*
Director of Strategic Development	Jenna Stauffer	510-261-7534	510-639-8807	510-316-3122
Interim Director	Heather Thompson		510-639-8801	
Director of Elementary Programs	Melissa Barnes-Dholakia	510-540-5619	510-271-8801	510-708-7794
Director of Secondary Programs	Steve Sexton	510-261-7534	510-271-8225	510-681-8525
Secretary	Arlene Aldrette	NA	510-271-8225	510-499-3086
Executive Assistant	Maritza Ortiz	NA	510-271-8807	510-938-8743
Board President	Brian Rogers	510-849-4763	510-899-7930	510-910-0069

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for you're school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services,

timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.
Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

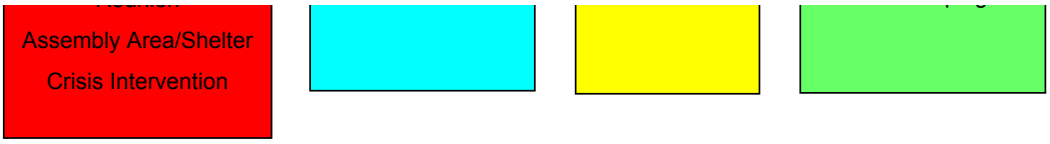
Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.
Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the

need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	**Staff Member**	**Alternate**
MANAGEMENT SECTION		
Incident Commander	Jenna Stauffer	
Public Information Officer	Jenna Stauffer	
Safety Officer	Steve Sexton	
School Liaison	Melissa Barnes-Dholakia	
OPERATIONS SECTION		
Search & Rescue	Tony Cuevas and Joshua Weintraub	
First Aid/Medical	Kate Parman and Meg Stoehr	
Fire Suppression/Hazmat	Oscar Bermeo	
Damage Assessment	Jenna Stauffer	
Student Release/Reunion	Mona Lisa Trevino	
Assembly Area/Shelter	Arlene Aldrette	
Crisis Intervention	Courtney Cerefice	
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Melissa Barnes-Dholakia	
Documentation	Tammy White	
LOGISTICS SECTION		
Supplies/Distribution	Maritza Ortiz	
Transportation	Maritza Ortiz	
Personnel		
Facilities		
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Jenna Stauffer/Maritza Ortiz	
Purchasing/Procurement	Maritza Ortiz	
Timekeeping		



The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:

Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ❑ Overall management of the response to the incident
- ❑ Assess the severity of the incident
- ❑ Make notification to professional/outside emergency responders of the incident
- ❑ Establish the Incident Command Post
- ❑ Set up check-in procedures at the ICP
- ❑ Activate ICS organization positions as necessary
- ❑ Establish objectives for the incident action plan
- ❑ Ensure the safety of students, staff, volunteers and campus visitors
- ❑ Deactivate ICS positions as needed

Start-up Actions

- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Assess nature and scope of emergency/disaster
- ❑ Determine level of threat to people and facilities
- ❑ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ❑ Meet with activated Management Staff and Unit Leaders
- ❑ Make sure you assign an alternate Incident Commander

Operational Duties

- ❑ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ❑ Work with assigned staff to write overall response objectives and revise as needed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Initiate Student Release when appropriate (*be sure Student Release Unit is set up)*
- ❑ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ❑ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ❑ Terminate all response activities after determining the incident has been resolved
- ❑ Ensure that all pending actions will be completed after deactivation
- ❑ Initiate recovery operations

- ❑ Direct the return of all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- ❑ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks
- ❑ Liaison between the school, the media and the public
- ❑ Obtain information about the incident to write press releases
- ❑ Get press releases approved by the Incident Commander
- ❑ Deliver press releases to media and public

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with Incident Commander, Management Staff and Unit Leaders
- ❑ Designate a media reception area *(with Incident Commander approval)*
- ❑ Advise on-site media of time of first press release or press conference

Operational Duties
- ❑ Keep updated on response activities
- ❑ Schedule regular press conferences, if appropriate
- ❑ Get approval of Incident Commander for all press releases/statements
- ❑ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ❑ Arrange for the translation of announcements and response-related information
- ❑ Monitor news broadcasts and correct any misinformation as soon as possible
- ❑ Make sure that the Incident Commander is aware of all media-related incidents
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Release PIO staff and volunteers when directed by Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media
When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the ***current*** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk "off the record"
- **Do not use** the phrase "no comment"
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- ❑ Monitor all response operations to ensure the safety of staff, students and others on campus
- ❑ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- ❑ Maintain incident records and track response activities
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Monitor emergency response activities for safe practices
- ❑ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ❑ Stop or modify any unsafe activities/operations
- ❑ Ensure that school response units are using appropriate safety equipment
- ❑ Anticipate situation/problems before they occur
- ❑ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ❑ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed

- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Release Safety staff and volunteers when directed by Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks
- ❑ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ❑ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions
- ❑ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ❑ Put on personal safety equipment
- ❑ Read position description
- ❑ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties
- ❑ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ❑ Provide periodic updates to agency representatives as necessary
- ❑ Supervise activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Release Liaison staff and volunteers when directed by the Incident Commander
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ❑ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ❑ Evacuate trapped or injured victims from their location to a safe place
- ❑ Cordon off buildings or locations that are unsafe to enter
- ❑ Mark buildings that have been searched with a sign or caution tape
- ❑ Ensure that Search and Rescue is conducted with a *two-person team*

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Meet with IC for briefing and assignments
- ❑ Gather and inspect all equipment and supplies
- ❑ Check flashlight and radio batteries; perform radio check
- ❑ Make sure you and your partner have school site maps

Operational Duties

- ❑ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ❑ Inspect the exterior of each building for structural integrity *before* entering.
- ❑ Identify unsafe areas with caution tape *(**DO NOT** enter unsafe buildings)*
- ❑ Search ***ONLY*** structurally sound buildings
- ❑ Search assigned areas using established search protocols
- ❑ As searched rooms have been cleared, call in report to the IC (*"Room B-2 is clear")*
- ❑ Perform emergency first aid on severely injured victims first
- ❑ Rescue lightly trapped victims afterward
- ❑ Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- ❑ Provide any medical treatment given for injured victims to Medical Unit
- ❑ Provide IC with regular updates on numbers and condition of victims *(Use proper protocol, i.e., no names are broadcast over the radio.)*
- ❑ Note damage on your team map and relay information to the IC
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- ❑ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ❑ Provide care and oversee status of injured people
- ❑ Request advanced medical care when necessary
- ❑ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ❑ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ❑ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ❑ Set-up morgue *(if needed and if long response time from Coroner)*
- ❑ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ❑ Maintain accurate treatment records using the Medical Treatment Form
- ❑ Monitor/assess patients at regular intervals
- ❑ Report deaths immediately to IC *(by runner, NOT over the radio)*
- ❑ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms)* (see Appendix I)
- ❑ If injured student is transported off campus, send a copy of student emergency contact card with him/her *(request copies from Documentation Unit)*

If sufficient staffing for Medical Team - Set Up Treatment Areas "Immediate" and "Delayed"

- ❑ Have team members check-in at the ICP
- ❑ Assign one team member to do intake:
  - ❑ Greet injured student/staff, reassess and/or confirm triage category
  - ❑ Direct victim or transport of victim to appropriate treatment area.
- ❑ Assign one team member to conduct "head to toe" assessment
- ❑ Provide appropriate first aid
- ❑ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ❑ Monitor condition of "delayed" victims and watch for any changes in condition
- ❑ Maintain Medical Treatment Forms for all victims

Deactivation

- ❑ Oversee the closing of the first aid station

- ❑ Direct the proper disposal of hazardous waste
- ❑ Release Medical Team per direction of the IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- ❑ Locate and extinguish small fires as appropriate
- ❑ Shut off utilities that could be hazardous or fire danger and report to IC
- ❑ Evaluate areas for any release or potential release of chemicals
- ❑ Cordon off hazardous areas with caution tape
- ❑ Ensure Fire Suppression/Hazmat is conducted with a *two-person team*
- ❑ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ❑ Check-in at the ICP
- ❑ Put on personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ Survey on-campus hazards and prioritize team response
- ❑ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ❑ Make sure you have a school site map

Operational Duties

- ❑ Control and/or suppress small fires
- ❑ Check for gas leaks or any other potential hazard that could start a fire
- ❑ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Release Team members per direction of IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- ❑ Perform initial assessment of buildings and structures looking for structural damage
- ❑ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ❑ Turn off utility if damaged and poses a hazard
- ❑ Cordon off the areas of hazard with caution tape
- ❑ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ❑ Check-in at the ICP
- ❑ Put on personal safety equipment
- ❑ Attend a briefing with the IC
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ❑ Survey on-campus hazards and prioritize team response
- ❑ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ❑ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ❑ Make sure you have a school site map

Operational Duties

- ❑ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ❑ Secure on-campus water system
- ❑ Survey buildings for potential hazards and post warnings with signs and caution tape
- ❑ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ❑ Provide clear routes for campus access for emergency response vehicles
- ❑ Maintain security for campus and ensure facility is inaccessible to public
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Release staff and volunteers per direction of IC
- ❑ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- ❑ Account for students in the Assembly Area by conducting roll call
- ❑ Track missing students and staff
- ❑ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ❑ Supervise student Assembly Area
- ❑ Maintain accurate account of students

Start-Up Actions

- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Gather all equipment and supplies
- ❑ Attend a briefing with the IC
- ❑ Set-up secure Request and Release Gates
- ❑ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ❑ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ❑ Check with school secretary to account for staff absences, substitutes or visitors
- ❑ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ❑ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ❑ Divide Student Emergency Cards that correspond with table signage
- ❑ Verify ID of adult requesting to pick up student (see Appendix F)
- ❑ Send runner to assembly area for requested student(s)
- ❑ Direct requestor to Release Gate to wait for their student(s)

Runners

- ❑ Retrieve student(s) from Assembly Area Unit
- ❑ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ❑ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ❑ Match adult requester to student(s)
- ❑ Verify requester ID and have them countersign Student Request Form
- ❑ Release Student(s) (see Appendix G)
- ❑ Release Runner to return to Request Gate
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ❑ Close down tables and return all equipment and reusable supplies to Logistics.

- ❑ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities
- ❑ Lead students to temporary Assembly Area
- ❑ Oversee the care and needs of students in the Assembly Area
- ❑ Establish a shelter for students/staff required to stay at the school site
- ❑ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Attend a briefing with the IC
- ❑ Put on personal safety equipment
- ❑ Locate all needed supplies
- ❑ Assess available personnel, make appropriate assignments and provide a briefing
- ❑ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ❑ Initiate shelter set-up or, *if evacuating*:
    - ❑ Confirm that assembly area and routes to it are safe
    - ❑ Count/observe classroom evacuations (make sure all exit)

Operational Duties
- ❑ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Monitor safety/well being of students and staff in shelter or assembly area
- ❑ Oversee the procurement and distribution of food and water
- ❑ Direct set-up of sanitary facilities when necessary
- ❑ Coordinate Student Release with Student Release Unit when directed by IC
- ❑ Administer *minor* first aid, as needed
- ❑ Supervise team activities, schedule breaks and re-assign staff, as needed
- ❑ Remember shift changes and establish a process for briefing incoming staff

Deactivation
- ❑ Close shelter per direction of IC, release staff and volunteers
- ❑ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Ensure that all team members have checked-out at the ICP
- ❑ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities
- ❑ Assess the immediate crisis intervention required by students and staff involved
- ❑ Consider the long-term mental health support needs of students and staff
- ❑ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Establish a quiet location to conduct crisis intervention/counseling
- ❑ Gather all supplies and transport to intervention/counseling site

Operational Duties
- ❑ Set-up campus intervention/counseling site
- ❑ Provide for and monitor well being of staff, students, and volunteers
- ❑ Maintain log of all assistance given and nature of that assistance
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Communicate need for outside assistance to IC
- ❑ Cooperate with outside agency crisis intervention teams
- ❑ When necessary, request student emergency contact cards from Documentation Unit

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities
- ❑ Collect, organize and analyze information about the emergency
- ❑ Provide current situation analysis by visual displays for IC and Management Staff
- ❑ Give periodic updates of the emergency situation to the IC

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Meet with the IC for a briefing
- ❑ Gather all supplies and set up work area

Operational Duties
- ❑ Record appropriate response-related information on site map (and keep it current)
- ❑ Facilitate the updating of the site map throughout the response
- ❑ Assess and analyze situation-relevant information
- ❑ Anticipate situations and potential problems and develop contingency plans
- ❑ Keep IC informed by relaying information gathered from field units
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities
- ❑ Maintain a log of all emergency developments and response actions
- ❑ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ❑ Assess the severity of the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Put on personal safety equipment
- ❑ Meet with IC for a briefing
- ❑ Check communications equipment to monitor verbal communications orders
- ❑ Gather all supplies and set up work area

Operational Duties
- ❑ Maintain Student Emergency Contact Cards, making copies for staff when necessary

- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ❑ Ensure all radio and verbal communications are recorded on Position Activity Log
- ❑ Refer all media requests to the PIO
- ❑ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- ❑ Collect all Student Emergency Contact Cards and secure them
- ❑ Close out all logs and pending messages, and turn over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities
- ❑ Acquire supplies, equipment and materials as requested and distribute
- ❑ Obtain necessary food, water, sanitary items for immediate use
- ❑ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all necessary supplies and equipment

Operational Duties
- ❑ Distribute supplies and equipment as requested
- ❑ Track all supplies, equipment, materials, sundry items that are distributed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Make requests for purchases of supplies as needed to the Purchasing Unit
- ❑ Stay in contact with IC

Deactivation
- ❑ Receive and store all returned equipment and unused supplies
- ❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities
- ❑ Procure transportation vehicles to evacuate students and staff
- ❑ Use trucks/vehicles to deliver equipment to and from campus
- ❑ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment needed

Operational Duties
- ❑ Provide for transportation needs as assigned by IC and various Unit Leaders
- ❑ Assess the need for and use of vehicles on campus
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Facilitate the return of vehicles to pre-incident locations
- ❑ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities
- ❑ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ❑ Assess skills of volunteers and assign people as requested by Units
- ❑ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather necessary supplies and set up work station

Operational Duties
- ❑ Survey skills and experience of staff/volunteers to make assignments to Units
- ❑ Track assigned staff and notify IC when staff is available for assignment
- ❑ Issue needed equipment and supplies to personnel being assigned
- ❑ Coordinate with the Timekeeping Unit for accurate records of personnel
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Stay in contact with IC

Deactivation
- ❑ Receive and store all returned equipment and unused supplies
- ❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities
- ❑ Assess and locate facilities that could be used during the emergency response
- ❑ Ensure the facility fits the accommodations necessary to conduct the operations
- ❑ Assess the severity of the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather necessary supplies and equipment

Operational Duties
- ❑ Assess facility for listed accommodations as needed
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Secure and restore facilities when no longer needed for the incident
- ❑ Stay in contact with IC

Deactivation
- ❑ Receive and store all returned equipment and unused supplies
- ❑ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ❑ Complete/close-out all logs and turn them over to Documentation Unit
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities
- ❑ Process workers compensation claims for injured employees
- ❑ Receive claims for damages related to the emergency response
- ❑ Maintain accurate records of all claims related to the emergency response

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment as necessary

Operational Duties
- ❑ Track staff and volunteer hours
- ❑ Track response-related purchases
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Process purchase requests from Logistics Section Chief

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities
- ❑ Arrange for purchases of necessary equipment, supplies and materials
- ❑ Utilize pre-designated vendor contracts for purchases
- ❑ Seek vendors for materials or services that are not pre-designated
- ❑ Track all expenditures related to the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the IC for a briefing
- ❑ Put on personal safety equipment
- ❑ Gather all supplies and equipment as needed

Operational Duties
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ❑ Get approval from the IC for purchases requested
- ❑ Process purchase requests from Logistics
- ❑ Utilize pre-designated vendor contracts for purchases

- ❑ Seek vendors for materials or services that are not pre-designated
- ❑ Track all purchases and item requests

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities
- ❑ Maintain a log of all personnel hours working at the emergency
- ❑ Track all equipment hours related to the incident
- ❑ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions
- ❑ Check-in at ICP
- ❑ Meet with the Documentation Unit for a briefing
- ❑ Open Go-Kit and put on personal safety equipment
- ❑ Gather all supplies and equipment as needed

Operational Duties
- ❑ Track staff and volunteer hours
- ❑ Track response-related purchases
- ❑ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- ❑ Return all equipment and reusable supplies to Logistics
- ❑ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ❑ Check-out at ICP and leave contact information in case you need to be reached

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

- ❒ Assemble a Crisis Intervention Team as needed.
- ❒ Strive to return to learning as quickly as possible.
- ❒ Restore the physical school site, as well as the school community.
- ❒ Restore communications systems.
- ❒ Institute data recovery procedures.
- ❒ Make arrangements for alternative housing for classes and offices, if necessary.
- ❒ Monitor how staff are assessing students for emotional impact of the crisis.
- ❒ Identify what follow up interventions are available to students, staff and first responders.
- ❒ Conduct debriefings with staff and first responders.
- ❒ Assess curricular activities that address the crisis.
- ❒ Allocate appropriate time for recovery.
- ❒ Plan how anniversaries of events will be commemorated.
- ❒ Capture "lessons learned" and incorporate them into revisions and trainings.
- ❒ Complete all paperwork and reports for financial aid for disaster relief if available.
- ❒ Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs
The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

- **Local Emergency Proclamation Required**
  California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **Governor's State of Emergency Proclamation Required**
  California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

- **Presidential Emergency Declaration Required**

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of $5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to $1.5 million), and then, if rejected by SBA or if there is damage above $1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or http://www.calema.ca.gov and FEMA at 800-621-FEMA or online at http://www.fema.gov/assistance/register.shtm for appropriate updated forms to use for disaster recovery documentation and requests.

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: "**Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

STAFF AND STUDENT ACTIONS:

Inside

- Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run**. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.

- Remain in place until shaking stops.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example*:*	"**Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher**."

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.
- Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

- Remain in the Evacuation Area until further instructions are given.
- Wait for another ACTION or announce an "all clear" and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures –OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

• Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example:	**"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location; status of campus; all available details of situation.
- When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- Instruct students to move away from the windows and to get down on the floor.
- Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "**Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms:

  a) Close and lock doors and windows

  b) Seal gaps under doors and windows with wet towels or duct tape

  c) Shut down the classroom HVAC system

  d) Turn off local fans in the area

  e) Seal vents with aluminum foil or plastic wrap
- Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY RESPONSE PROCEDURES

[redacted]	**DATE / /**

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

[redacted]

x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	**TIME**	**STAFF ACTIONS**	**NOTES**
		Notify Principal.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**

		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	
		PRIORITY PROCEDURES **AIRCRAFT CRASHES NEARBY THE SCHOOL**	**NOTES** **(person contacted, call back phone numbers, etc.)**
x	**TIME**	**PRINCIPAL**	**NOTES**
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	**TIME**	**STAFF ACTIONS**	**NOTES**
		Notify principal.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Assist emergency responders with securing school as directed.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Notify parents of situation and prognosis.	
		Consider notifying Charter Management Organization.	

[redacted]	**DATE / /**

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

[redacted]

x	TIME	PRINCIPAL	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline polices and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	**TIME**	**STAFF**	**NOTES**
		Immediately notify principal and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

[redacted]	**DATE / /**

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds?_____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's *Caller ID* number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Restrict use cell phones, radios or fire alarm system because of risk of activating a device.	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices,	

		abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		Restrict use cell phones, radios or fire alarm system because of risk of activating a device.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

[redacted]	**DATE / /**

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

[redacted]

x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	
x	**TIME**	**STAFF**	**NOTES**
		Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	
		PRIORITY PROCEDURES OUTSIDE BUILDING	**NOTES (person contacted, call back phone numbers, etc.)**
x	**TIME**	**PRINCIPAL OR STAFF**	**NOTES**
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	
		DURING NON-SCHOOL HOURS	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

[redacted]			**DATE / /**
Open flames, smoke, or excessive heat radiating from an adjourning wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.			
[redacted]			
		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the principal of location and actions taken.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal “all clear” when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
x	**TIME**	**STAFF**	**NOTES**
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.	
		Report any suspicious information about the fire to the principal, i.e. arson related.	
		If directed, assist in student release procedures.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to principal.	
		Stay with principal to assist Fire Department with access to school and building layout.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	
			DATE / /

[redacted] **or as a result of damage to dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.**

[redacted]

x	TIME	PRINCIPAL	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	**TIME**	**STAFF**	**NOTES**
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

	DATE / /

[redacted]

[redacted], liquid, or vapor that could [redacted] environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

[redacted]

		Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	**TIME**	**STAFF**	**NOTES**
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.	
		Assist Principal or Fire Department with access to school.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

[redacted] **DATE / /**

[redacted]			
An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify			
[redacted]			
		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	**TIME**	**STAFF**	**NOTES**
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.	

[redacted]	**DATE / /**

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors			
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the principal or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	**TIME**	**PRINCIPAL**	**NOTES**
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	**TIME**	**STAFF**	**NOTES**
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to “drop to the floor/ground” or “run into the building quickly.”	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away form windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	**TIME**	**CUSTODIAN/MAINTENANCE STAFF**	**NOTES**
		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	**TIME**	**POST INCIDENT ACTIONS – AS ASSIGNED**	**NOTES**
		Ensure parents are notified of incident.	

		Coordinate information with the Police Department to release information to the press/media.	

	DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

x	TIME	PRINCIPAL	NOTES
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.	
		Ensure all students and staff have evacuated by performing an inspection of the school site.	
		Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site.	
		Designate staff to make parent notifications regarding the evacuation and shelter site.	
		Monitor radio station for additional information.	
		Implement procedures for parents to pick up students from alternate site.	
x	**TIME**	**STAFF**	**NOTES**
		Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.	
		Take roll to be sure all students are present before you leave the building site.	
		Report any missing students to the principal/designee and emergency response personnel.	
		At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment.	
x	**TIME**	**OFFICE STAFF**	**NOTES**
		Help with evacuation and securing of affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name_____ Position_____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

⎸First Aid⎸CPR⎸AED⎸Triage (Received within past ____ years?)
⎸Firefighting⎸Nurse⎸Doctor/Dentist⎸Other medical _____
⎸Physical Fitness
⎸Emergency/Management⎸Search & Rescue
⎸Bi/Multi-lingual, what language(s) _____
⎸Construction⎸Mechanical Ability⎸Structural Engineering
⎸Electrician⎸Utilities⎸HVAC⎸Plumber
⎸Heavy Equipment Operator What type:_____
⎸Truck/Bus Driver
⎸Food Preparation ⎸Cooking for Large Numbers of People
⎸Shelter Management⎸Child Care⎸Counseling⎸Crisis Intervention
⎸Survival Training and Techniques
⎸Ham Radio⎸CB Radio Licensed⎸Yes⎸No
⎸Camping Experience
⎸Journalism⎸Shorthand⎸Clerical ⎸Computer
⎸Military⎸Reservist⎸Law Enforcement⎸Security
⎸Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____
_____
_____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? ⎸Yes⎸No
If yes, please list that which could be used in an emergency at the school: _____
_____
_____

What would make you feel more prepared during a disaster while you were at the school? _____
_____
_____

Additional Comments: _____
_____
_____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ___/____/____ Time: (24:00 Hours):____:____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	□	□	□	□	_____
Natural Gas Lines and	□	□	□	□	_____
Water Heater/Boiler	□	□	□	□	_____
Water	□	□	□	□	_____
Sewer	□	□	□	□	_____
Phone	□	□	□	□	_____
Hazardous Materials Custodial chemicals	□	□	□	□	Type/Quantity spilled or leaking: _____
Lab chemicals	□	□	□	□	Type/Quantity spilled or leaking: _____
Asbestos	□	□	□	□	_____
Lead	□	□	□	□	_____
Physical Hazards Sink Holes	□	□	□	□	_____
Construction Areas	□	□	□	□	_____
Damaged Bld. Materials	□	□	□	□	_____
Broken Glass	□	□	□	□	_____

Building or room safe for reoccupancy □

Building or room closed due to hazardous condition □

The following corrective measures need to be completed prior to reoccupancy:

_____

_____

_____

_____

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

INCIDENT ACTION PLAN	School: Incident Name:
Date Prepared: Time Prepared:	Prepared by:

Map Sketch – ***Draw a simple map of the incident and surrounding areas***

Current Organization – ***List the positions that have been activated***

Position	Name Assigned	Position	Name Assigned
Incident Commander		Crisis Intervention	
Public Information		Situation Analysis	
Safety/Security		Documentation	
School Liaison		Supplies/Distribution	
Search and Rescue		Transportation	
First Aid/Medical		Personnel	
Fire Suppression/HazMat		Facilities	
Damage Assessment/Utilities		Compensation/Claims	
Student Release/Reunion		Purchasing/Procurement	
Assembly Area/Shelter		Timekeeping	

APPENDIX C cont.'

INCIDENT ACTION PLAN			**Page 2**
Current Objectives: ***List of overall objectives to be conducted to stabilize incident. Objectives should be SMART; Specific, Measurable, Achievable, Relevant, Time Oriented.***			
Current Actions: ***Summary of current actions being taken or already achieved.***			
Resources Summary			
Needed	***Type***	***Assignment***	***On Scene/ETA***
Safety Message:			
Attachments: ✓ if attached		***Weather Forecast:***	
❑ Situation Reports	❑ Medical Plan	❑ Traffic/Staging Area Map	

❑ Communications		❑ _____

APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

Time IN	Print Name/SIGNATURE	Time OUT	Section/Position Assigned	Follow Up Contact Info
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			
	Print Signature			

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____Date _____Time_____

Condition of Students, Staff and Visitors

_____ All Accounted For _____ No Injuries

_____ No immediate help required _____ Missing (number)

_____Trapped in Building: (number) _____ Injured (number)

Names

_____ _____
_____ _____
_____ _____
_____ _____

Condition of School Building and Grounds
e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

_____ _____
_____ _____
_____ _____
_____ _____

Condition of Neighborhood
e.g.: fallen power lines, debris-cluttered streets, etc.

_____ _____
_____ _____
_____ _____

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
____ Water _____ Food _____ Blankets ____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	**GRADE:**	FOR STAFF USE
TEACHER:	**DATE/TIME:**	**PHOTO ID VERIFIED BY:**
REQUESTED BY: Print Name		**AUTHORIZED ON EMERGENCY CARD?** ☐ **YES** ☐ **NO**
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). _____ Signature		**MEDICAL NEEDS?** **STUDENT STATUS (check one)** ☐ **Released** ☐ **Custody Issues** ☐ **Absent** ☐ **Medical/First Aid** ☐ **Missing** ☐ **Deceased** ☐ **Other:** _____
DESTINATION:	**PHONE:**	**NOTES:**
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? ☐ **YES** ☐ **NO** If YES, Name(s):		**TIME OF RELEASE**:

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	**GRADE:**	FOR STAFF USE
TEACHER:	**DATE/TIME:**	**PHOTO ID VERIFIED BY:**
REQUESTED BY: Print Name		**AUTHORIZED ON EMERGENCY CARD?** ☐ **YES** ☐ **NO**
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). _____ Signature		**MEDICAL NEEDS?** **STUDENT STATUS (check one)** ☐ **Released** ☐ **Custody Issues** ☐ **Absent** ☐ **Medical/First Aid** ☐ **Missing** ☐ **Deceased** ☐ **Other:** _____
DESTINATION:	**PHONE:**	**NOTES:**
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? ☐ **YES** ☐ **NO** **If YES, Name(s):**		**TIME OF RELEASE**:

APPENDIX G

Student Release Log **Page No. _____**

Student Name	Date/Time Released	Signature of Parent/Guardian

APPENDIX H

Staff Trained in CPR and First Aid

Name	Contact Info.	First Aid Certificate Expiration Date	CPR Certificate Expiration Date

APPENDIX I

Medical Treatment Log **Date: _____**

Patient Name	Time:	Description of Treatment	Triage Category	Initials

APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ **Date**: _____

- ❑ **Drills/Exercises** [check one]: ☐ **Actual Incident response** [check one]:
- ❑ Earthquake
- ❑ Fire
- ❑ Lockdown
- ❑ Evacuation
- ❑ Flood
- ❑ Other (specify):_____
- ❑ Table-Top
- ❑ Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

_____
_____
_____
_____
_____

Timeline of events: Provide a detailed outline or description of events and activities.

_____
_____
_____
_____
_____

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

_____
_____
_____
_____
_____

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

_____
_____
_____
_____
_____

APPENDIX K

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory — *Food/Water*

Food Item	Recommended Quantity
Dried fruits/snacks/ trail mix	20 lbs.
Canned meats	60 cans
Canned fruits	60 cans
Canned vegetables	20 cans
Crackers	2 cases
Canned fruit juice	2 cases
Coffee, tea, drink mixes – instant type	2 cases
Energy bars – granola, protein, etc.	2 cases
Freeze-dried meals	2 cases
Peanut butter/jelly – large	20 jars each
Ready to eat soups and meals	2 cases
Staples – sugar, salt, pepper, etc.	10 packages
Food for persons on special diets; allergies, diabetic, etc.	As needed

Water	Recommended Quantity
Drinking water – based on 2 quarts per person per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

Emergency Supplies	***Assembly/Shelter***
Item	**Recommended Quantity**
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages (100 count)
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knifes	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment	***First Aid Unit***
CPR pocket masks/disposable	10
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

Emergency Supplies	*First Aid*
Item	**Recommended Quantity**
First Aid Handbook (current issue)	1
Ace bandages – 1" and 2" widths	4 boxes each
Adhesive tape – 1" width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2" and 4" disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pads, sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1" and 2" width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____School, Address _____, of County, _____ California and, Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:
1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

_____ **CHARTER SCHOOL**

By: _____ By: _____
Authorized representative/position Authorized representative/position

Date: _____ Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: _____EARTHQUAKE_____ Date: _____

Release #: _____001_____ Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE…….At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.
Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

APPENDIX M

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,
Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:
FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

APPENDIX N

POSITION ACTIVITY LOG			
POSITION: **LOCATION:** PAGE ____ OF ____ PAGES **SECTION/TEAM LEADER:** FROM: TO:			
TIME	**INCIDENTS, MESSAGES, NOTES**	**ACTION TAKEN**	**INITIAL**
Completed by:		**Position Title:**	**Date:**

Dispute Resolution Process

Intent

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

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

Public Comments

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Internal Disputes

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board member of the school, shall be resolved pursuant to policies and processes developed by the school.

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

External Disputes

In the event of a dispute between LCCS and OUSD relating to provisions of this charter, LCCS staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the LCCS's School Director. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCCS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the

face-to- face meeting shall be at least the Superintendent of the District or designee and the LCCS School Director. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation
cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion. Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Disputes Not Leading to Revocation: Dispute Resolution
The staff and Governing Board members of LCCS agree to attempt to resolve all disputes between the District and LCCS regarding this charter pursuant to the terms of this section. As stated above, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director
Lighthouse Community Charter Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
4551 Steele Street, Room11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written

Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I.

Parent Complaints

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an

ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Lighthouse Community Charter Public Schools will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter Public Schools alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter Public Schools will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Lighthouse Community Charter Public Schools will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. Lighthouse Community Charter Public Schools 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.



GUIDING EVERY CHILD TO A BRIGHT FUTURE

STUDENT/FAMILY HANDBOOK

Essential Information for all Parents/Guardians

2013-14



Dear Families –

Welcome to the Lighthouse Community Charter School! We are thrilled that you have chosen Lighthouse as the school for your child. At Lighthouse, we are focused on ensuring every child graduates prepared for college and a career of their choice

What follows in this document is essential information that every parent and student needs to know to have a successful school year. Please refer to it throughout the year, as your questions come up.

At Lighthouse, we believe that parents play the most vital role in their child's success in school, regardless of their age. We will expect great things from your student and we expect you to stay informed and be involved in the education of our child. In return, you can expect our entire staff of teachers, aides, and administrators, to be focused on providing the best possible education for your child.

It's going to be a great year!
Your Administrative Team

Steve Sexton	Head of School	Steve.sexton@lighthousecharter.org	510-639-8907
Yanira Canizales	K – 4 Director of Instruction	Yanira.canizales@lighthousecharter.org	510-639-8901
Kate Bowman	5 – 8 Director of Instruction	Kate.bowman@lighthousecharter.org	510-639-8905
Sherene Judeh	9 – 12 Director of Instruction	Sherene.judeh@lighthousecharter.org	510-639-8906
Oscar Bermeo	K – 4 Case Manager	Oscar.bermeo@lighthousecharter.org	510-639-8902
Adam Kupersztoch	5 – 8 Case Manager	Adam.kupersztoch@lighthousecharter.org	510-639-8939
Lelia Diltz	9 – 12 Case Manager	Lelia.diltz@lighthousecharter.org	510-562-8225
Claudia Espinoza	K – 8 School Secretary and Family Liaison	Claudia.espinoza@lighthousecharter.org	510-562-8801
Maritza Ortiz	9 – 12 School Secretary and Family Liaison	Maritza.ortiz@lighthousecharter.org	510-562-8225

THE MISSION AND VISION OF LIGHTHOUSE COMMUNITY CHARTER SCHOOL

History of Lighthouse

Lighthouse Community Charter School was founded in the fall of 2002 by a team of educators and parents to serve the diverse community of Oakland and to ensure that all children and youth – regardless of ethnicity, first language, or income, have access to a college preparatory education. After taking two years to carefully plan the school's design and ramp up for opening, the school opened in a renovated storefront with 92 students in Kindergarten and 6th grade. Each year, the school has grown by about 100 students each year and now in 2013, we will serve over 720 students in grades K – 12. We have graduated five senior classes with excellent rates of college-acceptance.

Mission

The mission of the Lighthouse Community Charter School is to prepare a diverse K – 12 student population for college and a career of their choice by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

Vision

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

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will best achieve our mission. They are the vision that guides us in our work.

SCHOOL CALENDAR NOTES

Intersession Weeks
There are three weeks throughout the school year during which school will not be in session, but keep in mind there are Individualized Learning Plan meetings (mandatory for all students) that week. A limited number of childcare spots will be available and families will need to pay for childcare those weeks. Sign-ups for childcare will occur as the dates approach.

Report Cards & Progress Reports
It is our goal to keep you informed of how your child is doing in school. To that end, you will receive at least a report card or progress report for your student before ILP meetings that describe how your child is doing in their classes. In addition, parents of students in grades 7 – 12 will be able to check their child's grades and progress online at anytime. Please ask your student's crew leader with help signing on.

School Hours

		Grades K – 8	**Grades 9- 12**
M, T, Th, F	Regular Instructional Day	8:30 – 3:30	8:30 – 3:45
M, T, Th, F	After School Program	3:30 – 6:00	3:45 – 6:00
W	Minimum Day for Students	8:30 – 1:30	8:30 – 1:30
W	After School on Minimum Days	1:30 – 6:30	1:30 – 6:30

STUDENT POLICIES

UNIFORM POLICY

We believe that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. Dress code is important to school safety since students are often outside of the school facility and students in uniform are easily recognized to all school community members. The LCCS dress code is simple:

LIGHTHOUSE COMMUNITY CHARTER SCHOOL (K-8) UNIFORM	
TOP	**LCCS Shirt:** Forest Green Polo-style shirt or T-shirt with LCCS logo (Uniforms without logos accepted when color matches forest green (and no additional logo or writing) If T-shirts are worn underneath, they must be white, green, or khaki.
BOTTOM	**Khaki (cotton twill)** **Pants, skirt or Shorts**
SHOES	**Rubber bottom, flat soled shoes**

LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL (9 –12) UNIFORM	
TOP	**LCCS Shirt:** T-shirt with LCCHS logo, shirt. LCCHS fitness or soccer shirts Sweatshirts can be black or gray or white. **No patches**
BOTTOM	**Black or Blue Jean Pants or skirt, shorts(no patches, pajama pants, no sagging, or other lettering)**
SHOES	**Rubber bottom, flat soled shoes**

- All other clothing items are to be made of plain material and are not to have any words or decorations other than school logo
- The uniform must be worn throughout the school day - Student MAY NOT wear other clothing over their uniform.
- Students are to enter and leave the school in uniform
- Changing clothes at school, unless for a school sponsored activity, is not allowed
- No sweat pants.
- No head wear of any kind, including hats (unless outside for sun protection), headbands, and handkerchiefs for both genders.

Uniforms must be kept neat and clean at all times and must fit appropriately. Specific suggestions are listed below:

- Pants must be appropriate size
- Skirts and shorts must not be shorter than four inches above the knee.
- Pants must be worn at the waist – No Sagging.
- Shirts must fit appropriately--neither too small or too big.

Students not admitted to school/class until they purchase a uniform, or Parents bring an appropriate uniform.

If parents find abiding by the LCCS dress code is financially difficult, financial aid is available. Please contact a School Director if you need more information about dress code financial aid.

Purchasing Uniforms
Uniforms can be purchased through Lands End at www.landsend.com. In addition, limited Sears stores carry Lands End uniforms. The Lighthouse uniform, complete with logo, is available on the website. Please ask school staff if you have questions about how to order uniforms.

Free Dress Days
On occasion, students will be given "free dress passes" or the entire school may have a free dress day. You will be notified by phone or in writing if a there is a free dress day.

ABSENCES AND TARDIES

Philosophy
At LCCS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. In addition, a child's poor attendance is detrimental to the school. For everyday a child does not attend, LCCS loses vital state funds that help to run the educational program at school. A child is considered absent when he/she is not in school.

We also believe that a child is sick and cannot operate at school or has a communicable illness, that it may be best for the child to stay at home to rest and recover.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular after school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

Absences Policy
Excused Absences
Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment or a death in the family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below) and your child will be considered truant to school which has serious consequences.

A parent or caring adult must notify the school the **same day** of absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform of us an absence by 8:30 a.m. If the school is not notified or the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.
Keeping Your Child Home When They are Sick
Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes

- Has any sign of head lice
- Has a severe cough

Absences

There will be a limit to the number of absences allowed. Student absences will be analyzed every quarter. If a student has more than four absences in any quarter without an official notice from a doctor, the student and a parent/guardian will be required to attend a truancy prevention workshop at the school on an assigned Saturday. If you do not attend the truancy prevention workshop at Lighthouse, you, the parent/guardian, and student, will be reported to Truancy Court. Truancy court can then assign you fines and community service.

In addition, a student may be retained in their grade level or dismissed from school if they accrue up to 20 absences that are unexcused by a doctor.

Tardy Policy

School begins at 8:30 a.m. each day. All students are expected to arrive at school on time. A student must report to the office if he or she is late for school.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from the doctor or note from a parent. If a student is 30 minutes late to school, they will have an unexcused absence. If a student has more than four 30-minutes tardies in any quarter without an official notice from a doctor, the student and a parent/guardian will be required to attend a truancy prevention workshop at the school on an assigned Saturday. If you do not attend the truancy prevention workshop at Lighthouse, you, the parent/guardian, and student, will be reported to Truancy Court. Truancy court can then assign you fines and community service. More information about truancy court can be found at http://www.cde.ca.gov/ls/ai/tr/.

In addition, a student may be retained in their grade level or dismissed from school if they accrue up to 20 unexcused tardies that are unexcused by a doctor.

Respecting Dismissal Times

School ends at 3:30 for K – 8 or 3:45 for 9 – 12 every day except Wednesday, when everyone is released at 1:30. Unless your child has an appointment or is ill, please do not take your child out of school early. It is disruptive to the learning of your child and the other students in the class.

Truancy

Attendance is crucial to achieving our mission, so Lighthouse has developed a Truancy Remediation Program in keeping with California Education Code 48260. If a student meets any of the following thresholds, that student and a family member will be required to attend a three-hour Truancy Remediation Program to devise an action plan for ensuring the child does not fall behind in school.

- Five excused absences in a quarter, or more than ten excused absences for the year (that do not have medical documentation).
- Three unexcused absences
- Three unexcused tardies of 30 minutes or more
- Five unexcused tardies of any length

If a student and his/her family fail to attend Truancy Remediation Class or if they continue to have unexcused absences after attending, they will be reported to Alameda County Truancy Court in keeping with California Education Code 48260.

Short-Term Independent Study (STIS)

We do not recommend that you take your child out of school for any reasons, but if you must take your child out of school for something like an extended trip or a prolonged illness, we strongly recommend you put your child on Short-Term Independent Study. The length of STIS may be from one day to no more than four weeks.
According to Education Code section 51745(c), no individual with exceptional needs may participate in independent study, unless his/her IEP specifically provides for that participation.

There are a variety of reasons to request STIS. Most students who apply for STIS are out of the country or state during their STIS term to participate in cultural, religious, or family events. Another common application for STIS is for students with behavioral issues. Occasionally, removing a student from one class setting to a home or other educational placement is more appropriate. Finally, another STIS application is for students who have periodic health episodes that may result in frequent absences, i.e. asthma, serious allergies, etc. Also, a student may be recovering from an injury that does not require hospitalization, but precludes daily attendance at school.

Any student who participates in STIS must complete the appropriate school assignments, and meets with the supervising teacher upon return will be counted present at the school for the STIS period. The student's parent or guardian must fill out the application and agreement for STIS and must supervise the student's work during the student's participation in STIS. Average Daily Attendance (ADA) while on STIS is accrued to the school.

In order to fully complete STIS, a student must complete the following hours of home work:

- Kindergarten: 2 hours of homework per day (10 hours per week)
- Grades 1 – 5: 3 hours of homework per day (15 hours per week)
- Grades 6 – 12: 4 hours of homework per day (20 hours per week)

If the student does not complete their Agreement according to the terms for a portion or all of the time enrolled in STIS, the student will marked absent for the corresponding days. The consequences of such absences (partial or the entire period) shall be the same for any other student. This could result in disenrollment from the school.

If your child requires STIS, please inform the school **at least one week in advance.** See the School Secretary for application forms.

STUDENT USE OF ELECTRONICS AND GAMES AT SCHOOL

At Lighthouse, we understand that students will bring electronic devises to school, but students bring phones, ipods, and other games to school at their own risk. Lighthouse will not take responsibility for the security and safety of these devices. If a student is using a devise at an inappropriate time or place, the devise will be confiscated by LCCS staff and returned to the parent only.

- **Cell Phones**
  - K – 8 students may never use their cell phone while on campus
  - 9 – 12 students may use their cell phone outside the HS building in designated areas, never inside
- **MP3 Players or iPods**
  - K-8 – students may never use their MP3 while on campus
  - 9-12 – students may use their MP3 outside the HS building
- **Portable Playstations**
  - K – 12 students may never use portable playgames on campus at any time
- **Cards, such as YuGiOh**
  - Out when appropriate

SCHOOL NORMS & STUDENT DISCIPLINE

The aim of student discipline at Lighthouse is to ensure students are physically and emotionally safe, to ensure that time for teaching and learning is maximized, and to maintain a strong sense of culture and crew amongst students and teachers. At the heart of student discipline and school norms at Lighthouse are the school's guiding principles of *RESPECT, RESPONSIBILITY, AND COMPASSION*. These are character traits that are required for achievement of our mission and success in college, and beyond.

We have ten guiding principles that we expect all adults and students to model on a daily basis. They are:

- **Respect**
- **Responsibility**
- **Compassion**
- **Persistence**
- **Integrity**
- **Curiosity**
- **Communication**
- **Collaboration**
- **Courage**
- **Reflection**

Common Behavior Modification Practices

We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the child or youth, but rather to modify the behavior they are exhibiting. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's norms
- Adults will give students a warning and time to correct their behavior
- Students will have time, when necessary, to reflect independently upon their behavior. In K-5, this takes the form of a "time out" and in 6-12 as a "refocus."
- Adults will give students one-on-one attention when necessary, to support them in re-entry to the classroom.

Should a child's behavior reach one of the following points, an office referral may be written and the child may be sent to the office:

- When the students actions cause great danger to the physical and/or emotional well-being of other students
- When multiple attempts at behavior modification have been made, without result
- When the actions of the one student is greatly inhibiting the learning of the other students

Restorative Justice (RJ)

At Lighthouse, we believe that community is created and fostered constantly. We use Restorative Justice (RJ) as a tool to help nurture our community. The quote below speaks to its nature:

"Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive."

- The Little Book of Restorative Discipline for Schools,Teaching responsibility; creating caring climates by Lorraine Stutzman Amstutz and Judy H. Mullet

Goals of Restorative Justice in our school

- Build community.
- Understand the harm that was caused.
- Encourage empathy for the harmed and the harmer.
- Support a culture of accountability and responsibility using reflection and a collaborative plan to address the harm done.
- To listen to needs of all involved and create supportive communication.

Common RJ phrases and practices

You may hear your student use some of the terms below or even be asked yourself to participate in RJ practices.

Harm- hurt caused to a person or to the community.

Harmed- person who received the harm.

Harmer- person who did the harm

Circle Keeper- person who facilitates a circle.

Circles- We have used circles and community meetings at Lighthouse since the beginning of our school. The purpose of circles are to address current events or issues happening in our community. You may hear different types of circles mentioned, such as a *"Harm Circle", "Community Circle"* or a *"Welcome Circle."*

The Use of Consequences

At times students will continue to violate behavior expectations, despite the use of our common behavior modification practices. At this point, teachers may choose to use consequences for students' negative actions within the following parameters:

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

Office Referrals

If a student violates any behavior expectations, they may be referred to the office with an Office Referral at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be devised. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up.

There are a series of consequences/events that occur if a student accrues several office referrals due to misconduct or violation of school norms.

Office Referral #3: A special meeting will be conducted with parents, administrators, and teachers
Office Referral #4: The student will be suspended
Office Referral #8: The student will be suspended and placed on conditional enrollment
Office Referral #12: The student will be suspended

Office Referral #16: The student will be recommended to the Board of Directors for Expulsion

Conditional Enrollment

Historically at Lighthouse, there are always a handful of students for whom discipline is a consistent issue. If a student receives 8 office referrals throughout the course of a school year, the student may become subject to conditional enrollment, meaning they can stay enrolled at Lighthouse if certain conditions are met. Each conditional enrollment case is student-specific and can look differently depending on the special situation a student has. Conditional enrollment criteria are developed and shared with families by the school directors with teacher and school counselor input. Examples of conditions of enrollment may include:

- A shortened or lengthened school day
- Counseling for student
- Counseling for families
- Removal from classroom setting to an independent study setting
- Removal from certain times of the school day

Other special situations may warrant a student being placed on a special behavior plan. This can be devised by the teacher or with an administrator.

The ultimate goal is to serve all of our students to the best of our ability, yet we also realize that some issues students present are outside the realm of our expertise. It is then that we will work with the family and outside partners to find the best solutions. This may or may not include finding a school placement other than Lighthouse for the student.

Suspension and Expulsion Policy

All Suspension and expulsion policies are located in the addendum of this document. It is essential that parents understand these policies.

LCCS RETENTION POLICY

Acronym Key:
JB = Just Beginning (to meet grade-level standard); also is 1 on a 4 point scale, with 1 being the lowest possible score.
AP = Approaching (grade-level standard); also is 2 on a 4 point scale with 4 being the highest possible score.
IEP = Individual Education Plan (term for educational plan for students with special needs) – not to be confused with ILP (Individualized Learning Plan that each LCCS student has)
SST = Student Study Team is comprised of teacher and other experts. SSTs meet if a student is thought to have special needs or is in need of additional supports

Grounds for retention **in grades K-4 <u>may be</u>** one or more of the following:

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

Grounds for retention in **grades 5-12 <u>may be</u>** one or more of the following

- In **grades 5 and 7**
    - The student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks; receives an overall grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
    - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives an overall grade of JB or JB/AP), **and** has not made at least one year's progress in this area.
- In **grades 6 and 8**
    - The student's passage portfolio does not meet loop-level passage requirements; and/or
    - the student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks and/or does not meet grade-level passage requirements; receives a grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
    - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives a grade of JB), **and** has not made at least one year's progress in this area.

- In **grades 9 though 12**
  - 9th
    - Meet at least 60% of Learning Targets in Humanities
    - Meet at least 60% of Learning Targets in Math
  - 10th
    - Meet at least 60% of Learning Targets in Humanities
    - Meet at least 60% of Learning Targets in Math
    - Meet at least 60% of Learning Targets in Science
    - Complete Passage Requirements
  - 11th
    - Meet at least 60% of Learning Targets in Humanities
    - Meet at least 60% of Learning Targets in Math or Science
    - Complete Internship Requirements
  - 12th
    - Meet at least 60% of Learning Targets in Humanities
    - Meet at least 60% of Learning Targets in Math or Science
    - Competed ALL A-G Requirements
    - Complete Senior Project Requirements

In all grades, retention/promotion decisions for **students with IEPs** will be made in accordance with the requirements laid out in that students' IEP.

RETENTION PROCESS

At each reporting period, teachers inform the Director of Elementary or Director of Secondary Programs of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps must be taken:

- The student and parent will be notified of their current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The student will create goals and strategies that directly address their current academic needs
  - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Families of students who are possible candidates for retention should be informed no later

than the January ILP meeting. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, in grades 1-10 the final decision to promote or retain will be made by the Director. In Kindergarten, a recommendation for retention may be made by the Director, but must be approved by the student's parent/guardian.

LOGISTICS

Parking

Parking inside the gates at 444 Hegenberger Road is limited to staff-use only. Parents who are visiting the campus will need to park on Hegenberger loop.

Pick-Up and Drop-Off

Pick-up and Drop-off Procedures

Drop-Off

- **Time:** Drop off can begin at 7:15 a.m.
- **Location:** Students should be dropped off in the 444 Hegenberger Loading Zone.

Pick-Up

- **Time:** Pick-up is at 3:30 for K – 8 and 3:45 for 9 – 12 on M, T, Th, F and 1:30 on W for K - 12
- Only designated adults may pick up your children. If someone new is picking your child up from school, please call the main office of the school to inform the staff of the change.

Getting to and from School on Public Transportation

There are several ways to get to school on public transportation. 444 Hegenberger Road is located about 1.5 miles from the Coliseum BART station. If you can access the school from 73 and 59 bus lines.

Meals Program

This year, we are thrilled to be able to serve breakfast and lunch through a partnership with Revolution Foods Revolution Foods.

Lunch

Students will be served healthy, organic lunches five days. Lunch costs are as follows:

- Free to students who qualify for FREE MEALS
- $0.65 per day for students who qualify for REDUCED MEALS
- $3.20 per day for students who do not qualify for free or reduced lunch

Breakfast

All students will be served cold breakfast each day at no cost through our universal breakfast program. Breakfast foods may include items such as bagels, cereal, muffins, fruit, and milk.

Snack

Students who are in the after school program will be provided a snack at no extra charge.

Tracking Meals and Billing

Students will be provided ID cards that will serve as their method for "paying" for lunch. These cards need to be kept with the student at all times, except students in grades K - 2. When students receive a meal, they will swipe their card at a point of sale. Students who qualify as "free" will not need to pay. Families of students who qualify for reduced or paying will be billed monthly. If you are delinquent on paying your meals bill, your child may be denied meals until you pay off your balance. If your income status changes at any time, please inform our school secretaries.

There is a $5.00 replacement fee for lost meal swipe cards.

Please fill out appropriate paperwork at registration if you want your child to participate. You will be asked to provide income information. Inform the school if any of your income information changes. Please make us aware immediately if there are any food allergies.

Tuesday Envelope (K – 12)

Your child will receive an envelope EVERY Tuesday. Please carefully read the contents of the envelope each week. Sign and return the envelope each Wednesday.

Phone Messages

In order to ensure you get important information and announcements in a timely way, we will use a phone messaging service that calls your home with information about once per week. This message will be no longer than 60 seconds and will serve as an important reminder of upcoming events, etc. The system will also be used in the case of an emergency closure, important school reminders, or other such situations.

SUPPLIES YOUR CHILD NEEDS FOR SCHOOL

One step to creating a college-going mindset in your student is making sure they are prepared for school each day with supplies used in class. Please make sure your child comes prepared with the supplies each day. Teachers may provide more detailed lists of supplies at Back to School Night and throughout the year.

K – 4th Grade

- Thermos or water bottle for drinks
- Uniform
- A Backpack to transport homework, communication
- One box of Kleenex and one roll of paper towels for use in the classroom
- Pencils, Scissors, crayons, glue, and colored pencils
- Homework supplies (to be kept at home)
    - Pencil, Glue Stick, Scissors, Crayons, Pencil Sharpener

5th and 6th Grade

- Thermos or water bottle for drinks
- Uniform
- A Backpack
- One box of Kleenex and one roll paper towels
- Two 3-ring binder (2" ring) (5th grade only)
- One pack of dividers for the binder
- One divided spiral bound notebook
- Two pencils
- Two pens
- Loose leaf lined paper
- Box of colored pencils
- Calculator
- Pencil Sharpener with attached shavings catcher
- Supply container (box or zipped bag acceptable)

7 – 12th Grade

- Assignment Notebook
- Thermos or water bottle for drinks
- Uniform
- $10 Flash drive – this is a memory device for students to save their computer work. They can be purchased at Office Depot, Office Max, Best Buy, or Radio Shack.
- A Backpack
- Two 3-ring binder (2" ring)
- Two packs of dividers for the binder
- Two spiral bound notebooks
- Two pencils
- Two pens
- Loose leaf lined paper

FAMILY INVOLVEMENT AT LCCS

At Lighthouse Community Charter School, we believe that families are an essential part of their child's education. After all, you are your child's first and most important teacher!

THE MOST IMPORTANT WAY YOU CAN BE INVOLVED: **Be engaged in your child's education.**

- Reinforce the idea that school is a place to work hard and get smart.
- Let your child know that you believe in them, that getting smart will take hard work, and that you and the school are there to support them every step of the way in preparing for college.
- Create a quiet environment at home for studying and homework with no TV.
- Read with your child each night. If your child is older, have a home reading time when everyone reads each night. Turn off the TV, computer, and cell phone.
- Come to all required meetings.
- Read all communications from the school.
- Talk to your student's teachers.
- Monitor your child's homework (**Students in grades K – 12 will have homework almost every single day)** Check over it and discuss it with your student daily.
- Carefully read and respond to their progress reports and report cards.
- Have a computer available for your child to use to do homework, research, etc.

We hope and expect that you are fully involved with the school in many ways.
Here are some sample ways for you to get involved in the broader life of the school

- Become a Crew Parent by organizing other parents and helping the teacher.
- Volunteer in your child's classroom. Talk with your child's teacher to arrange this.
- Chaperone fieldwork trips.
- Help in the office.
- Attend parent workdays.
- THE POSSIBILITIES ARE ENDLESS AND WE VALUE ANY CONTRIBUTION YOU CAN MAKE!

Mandatory Expectations
All parents must attend three Individualized Learning Plan Meetings throughout the year in the months of October, February, and June (to be scheduled with your teacher or crew leader)

- Back to School Night in September
- Winter and Summer EXPOS of Student Work
- Mandatory Community Meetings throughout the year, as scheduled

Getting Involved
Satisfaction Surveys
Each year, we ask parents to take satisfaction surveys to inform of us of how we are doing. If you have a concern, do not hesitate to contact your child's teacher or an administrator.

Crew Parents
The Lighthouse Crew Parents are a group of dedicated parents who make our school better. You are welcome to come to any meeting that you like. **It is open to all parents every month. <u>All parents</u>** are welcome to attend any meeting.

Crew parents meet the first Monday of each month at 5:45 p.m. Spanish translation, food, and childcare are provided.

Fundraising

One way that families help the school is to participate in fundraising events and to donate to the school. Here are all the ways you can make donations to the school (only do whatever you can, whenever you can!):

- Donate $5.00 per week to the school in the Tuesday Envelope
- Attend fundraising events like the Winter/Spring Potlucks
- Participate in annual fundraising events like Cinco De Mayo, Dia De Los Muertos, etc.
- Enroll in E-scrip
- Use the Target Red Card and register Lighthouse as your chosen place of donation
- Assist your child in collecting pledges for the Walk-a-Thon, scheduled for June 1, 2013.
- Have your employee match your donation
- Schedule an automatic donation withdrawal from your checking account

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

Lighthouse is committed to serving all students, regardless of their first language, ethnicity, income, race, sexual orientation, ability, and immigrant status. In June of 2008, the Lighthouse Community Charter School Board of Directors approved a policy stating its commitment to immigrant children. The policy is stated below:

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

WHEREAS, the City of Oakland, like many other major cities in the United States, is the home and workplace of large immigrant communities with both "legal" and "undocumented people;" and

WHEREAS, in 1982, the United States Supreme Court ruled in *Plyler v. Doe* that public schools were prohibited from denying immigrant students access to elementary and secondary public education; that undocumented children have the same right to a free public education as citizens of the United States and permanent residents; and

WHEREAS, there are no numbers of how many undocumented children are enrolled in Lighthouse Community Charter Public Schools, however, approximately 76% of the students are English Language Learners;

WHEREAS, since the massive immigrant rights and civil rights marches and student walkouts in 2006, federal, state and local government officials throughout the country have proposed or passed laws and ordinances that aim to stem the tide of undocumented immigrants by cutting off opportunities for government benefits, including education, thereby increasing tensions in immigrants communities; and

WHEREAS, recent reports that United States Immigration and Customs Enforcement Office (ICE') has conducted raids in Oakland and other Bay Area cities have caused immigrant communities to fear sending their children to school and leaving their homes;

WHEREAS, on May 15, 2007, the Oakland City Council passed a resolution affirming Oakland's City of Refugee ordinance forbidding city resources from being used to enforce federal immigration laws or to gather or disseminate information regarding the immigrant status of residents of the City unless such assistance is required by federal or state statute, or regulation or court decision,

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lighthouse Community Charter School, in solidarity with immigrant community organizations and consistent with the Oakland City Council's designation of Oakland as a City of Refuge, in light of the increasing tensions in immigrant communities, and the possible chilling effect on the educational rights of immigrant students by the enactment of the aforementioned laws and ordinances, restates its position that all students have the right to attend school regardless of the immigration status of the student or of the student's family members; and

BE IT FURTHER RESOLVED that the Board of Directors further states that all students who register for school services and meet the federal and state criteria, are entitled to receive all school services, including free lunch, free breakfast, and educational services, even if they or their family are undocumented and do not have a social security number and that no school district staff shall take

any steps that will deny students access to education based on their immigration status or any steps that will "chill" the *Plyler* rights of these students to public education; .

BE IT FURTHER RESOLVED that in order to provide a public education, regardless of a child's immigration status, absent any applicable federal, state, local law or regulation or local ordinance or court decision, the school shall abide by the following conduct:

1. School personnel shall not require students or their families to supply documentation of immigration status or a Social Security number, at initial registration or at any other time;

2. School personnel shall not make inquiries of students or their families for the purpose of exposing immigration status of the student or his/her family;

3. If parents and or students' have questions about their immigration status, school personnel shall not refer them to ICE;

4. It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. The Board of Directors has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any request by ICE to visit the school site must be made should be forwarded to the school Directors for review before permitting ICE to access the site;

5. If ICE officers come onto campus without advance notice, school personnel should request the person's identification and ask whether the officer has a warrant; and

6. All requests for documents by ICE should be forwarded to the school Directors who, in consultation with the legal counsel, shall determine whether the documents can be released to ICE.

THE SAFE HARBOR AFTER SCHOOL PROGRAM

The Safe Harbor After School Program is a free, 5-day/week after school program that is a rich combination of academic support/homework help, recreation, snack, and a wide array of enrichment classes. The program will accept about 300 K – 12 grade students in 2013-14.

Sample Schedule (K – 8)

3:30 – 3:45	Snack Provided
3:45 – 4:15	Recreation
4:15 – 5:00	Homework Help and Enrichment Classes
5:00 – 6:00	Homework Help and Enrichment Classes

Academic Support

This year, the after school program will offer an array of academic supports to students. The support your child receives depends on their needs and the resources available. Once your child is signed up for academic support (will happen the first week of the program), we ask that you commit to their attendance in the program and do not pick them up early from academic support.

Academic supports may include:

- Small group literacy tutoring
- Computer-based literacy program
- Homework help

In the High School, a Homework Center will be open every day after school from 3:45 – 6:00 and on Wednesdays from 1:30 – 6:30 for drop-in help from teachers and staff.

Enrichment Classes

The Safe Harbor program offers several enrichment classes in the after school program. Once your child is signed up for an enrichment class (will happen the first week of the program), we ask that you commit to their attendance in the program and do not pick them up early from enrichment classes. Enrichment classes this year may include:

- Guitar Class
- Filmmaking
- Yearbook
- Choir
- Martial Arts
- Soccer
- Cooking

SPECIAL INFORMATION FOR KINDERGARTEN PARENTS

Gentle Start
In order to best help our youngest students adjust to the new environment of school, we will start this school year with "Gentle Start." Your child has been assigned to Group A or Group B. Here is the schedule for Gentle Start for 2013.

	Group A	Group B
Week 1 8/12 – 8/16	Wednesday 8:30 – 11:00 Thursday 8:30 – 11:00 Friday 8:30 – 12:30	Wednesday 1:00 — 3:30 Thursday 1:00 — 3:30 Friday 8:30 – 12:30
Week 2 8/19 – 8/23	Monday 8:30 – 12:30 Tuesday 8:30 – 12:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 1:30 Friday 8:30 – 1:30	Monday 8:30 – 12:30 Tuesday 8:30 – 12:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 1:30 Friday 8:30 – 1:30
Week 3 8/26 – 8/30	Monday: 8:30 – 1:30 Tuesday 8:30 – 1:30 Wednesday 8:30 — 1:30 Thursday 8:30 — 3:30 Friday 8:30 — 3:30 No After School Program for K	Monday: 8:30 – 1:30 Tuesday 8:30 – 1:30 Wednesday 8:30 — 1:30 Thursday 8:30 — 3:30 Friday 8:30 — 3:30 No After School Program for K
Week 4 9/2 – 9/6	Monday: No School (Holiday) Tuesday—Friday: Regular Schedule Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 After School Program Available for those who have been accepted	Monday: No School (Holiday) Tuesday—Friday: Regular Schedule Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 After School Program Available for those who have been accepted

In addition to the "Gentle Start," there are things you can do now to help prepare your kindergartner for this transition. These include:

- Practice how to dress. Students will need to know how to tie shoes, fasten buttons, close zippers, and fasten belts. If your child cannot tie his or her shoes, please use shoes with Velcro or buckles instead of laces.
- Reinforce toileting skills. Students should be able to go to the bathroom and wash up all by themselves.
- Work on writing their name. Practice with your child how to write his or her name. This one of your child's first literacy skills.
- Spend time with other children. Your child will need to be able to take turns and share materials. The more time children spend with other children, the better prepared they will be for this in the classroom.
- Speaking up when they need help. Your child will need to be able to tell a teacher when they need help, have a question, or need to go to the bathroom.

UNDERSTANDING

LIGHTHOUSE COMMUNITY CHARTER SCHOOL LANGUAGE

Ago Ame—an African call and response practice. When the teacher or adult calls out "Ago" the students respond back "Ame". This signals that the students are ready to listen and learn.

Assessment—a method for evaluating your understanding of skills, concepts, and Learning Targets. Assessments take many forms such as tests; projects; problems of the week; reports; essays; etc. Assessments are scored on a 4 point scale: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.

Attentive Listening—eyes on speaker, sitting or standing still, listening and no talking.

Charter School---Lighthouse is a Charter School. Charter Schools are public schools that are given freedom by the local school district to design and structure their own school calendar, school day, and school curriculum. Charter Schools must also follow the state standards and take the state standardized tests in the spring.

College Ready Friday—This is a time of celebration for students who have qualified. College Ready Friday activities might involve pizza parties; visiting colleges; going hiking; playing games; etc

Crew—This is another name for a class or group of students at Lighthouse that is working together to achieve our mission of every student being able to apply and get in to college. "We are crew, not passengers" is a common phrase you will hear. This phrase is to help remind us that we need to be active learners and helpers of others. In the middle and high school, a crew is made up of ~15 students and 1 teacher.

Draft—this is the first step, sketch, plan or version of an assignment. Drafts are one part of the process of producing high quality work. A draft is not a finished product, but a work in progress.

Expo—Expo is a chance for students to display their work to the entire school, family, and outside community. Expo happens in December and June.

Fieldwork—Fieldwork is when students and teachers go out into the community to places that will help them gather information about their learning investigation topic.

Guiding Principles

- *Collaboration*—working with other people to complete a task or goal. Two heads are better than one!
- *Communication*—speaking, writing, and listening clearly and carefully are important for all of us to reach our school's mission of everyone being prepared to go to college.
- *Compassion*—being kind and helpful. Learning to understand other people's point of view or perspective is also an important part of developing compassion.
- *Courage*—taking risks to raise our hand and share our ideas in class and to try new learning experiences.
- *Curiosity*—asking questions and wondering about the world.
- *Integrity*—being honest and telling the truth.
- *Persistence*—working hard, especially when things are challenging.
- *Reflection*—looking back at what has happened or what we have done and thinking about how we could have done things differently to make things even better.
- *Respect*—treating people with kindness.
- *Responsibility*—coming to school prepared to learn

HOW – Habits of Work—are a measure of how well you are doing at being a student. They assess your homework and classwork completion as well as how respectful you are of our community.

Individualized Learning Plans (ILPs)—this is a document that is created in

October by a teacher, student, and family to set academic, physical, or social and emotional goals. ILP goals and strategies are revisited in January and in March. Sometimes new goals are set when others have been achieved and sometimes new strategies are developed if goals have not been met.

Learning Target—these are the standards or objectives or knowledge that students must learn for a particular subject or grade level. Students must master all of the Learning Targets in order to be promoted to the next grade.

Lighthouse Community Charter School (Why is our school called this?)—A Lighthouse serves to guide ships to safety when it is dark or foggy. Lighthouse is a community of people working together to guide students to the safety and security of getting an excellent education.

Meeting Expectations—This indicates that a student has mastered our grade level standards in academics and in character. It is what all students at Lighthouse need to do in order to be on the right path for promotion to the next grade and for college.

Passage—This is the process for how students pass on from one loop to the next. Students must complete all portfolio and learning target expectations and meet the expectations of the Passage Presentation.

Passage Portfolio—Students organize work that meets the expectations for different learning targets in a 3 ring binder. Students must complete all of the requirements for a passage portfolio in order to be promoted to the next grade level.

Passage Presentation—This is a 30-45 minute presentation that ranges from an oral examination, to an interview with an Oakland community member, to a senior thesis defense in front of an expert panel. Presentations happen in June.

Transition—This is when we switch from one class to another, or from one location to another. Transitions happen a lot at Lighthouse. Transitions are indicated by signals such as Ago, Ame, holding a fist in the air, teacher request, etc. During transitions, students must be quiet and must be still.

Reset—This is an opportunity for students to change their behavior so that they are doing the right thing. This is expected of students when they are given a warning by a teacher.

Refocus—If students are given more than 2 warnings, they will be asked to remove themselves from the classroom and complete a refocus form to help them

prepare to re-enter the learning environment.

Referral—If students are unable to follow the expectations of completing a refocus form and following through with class expectations, they will be sent to the office with a referral. If their behavior yields 4 referrals, they will be suspended and miss out on important learning opportunities.

Revision—This is the process of improving a piece of work by looking at feedback and changing the work to make it better and of higher quality.

Rubric—This is a document to help students evaluate and assess their work and for the teacher to formally evaluate and assess their work. The rubric communicates expectations for their work in four different levels: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES (IN FULL)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Lighthouse Charter School ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students

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

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

The following behaviors may result in immediate suspension:

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

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

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

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

Expulsion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Unlawfully possessed, used, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
3. Committed or attempted to commit robbery or extortion.
4. Caused or attempted to cause damage to school property or private property.
5. Stole or attempted to steal school property or private property.
6. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.
8. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
9. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
10. Knowingly received stolen school property or private property.
11. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Made terrorist threats against school officials and/or school property.
14. Committed sexual harassment.
15. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
16. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
17. Using hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.

Students must be expelled for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

- Possessed an explosive.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Expulsion Procedures

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

The expulsion hearing will be presided over by the chair of an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

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

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

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school district's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

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

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENCES

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to

prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

1. Notification of District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address

the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may

request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

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

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

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

LIGHTHOUSE'S UNIFORM COMPLAINT PROCEDURES

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:
(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Director of Elementary Programs, Director of Secondary Programs, Director of Strategic Development, LIGHTHOUSE COMMUNITY CHARTER SCHOOL, 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

<u>Appeals to the California Department of Education (CDE)</u>
If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be

accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

ACKNOWLEDGMENT OF FAMILY/STUDENT HANDBOOK

I understand and agree that I have read and will comply with the LCCS Family/Student Handbook and its policies and procedures herein.

_____	_____
Student Printed Name (first last)	Student Grade
_____	_____
Parent/Guardian's Printed Name	
_____	_____
Parent/Guardian's Signature	
_____	
Date	

LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Family and School Compact

As a school, Lighthouse promises that your child will be admitted to a four-year college when you, your child and we fulfill our commitments.

As a Lighthouse parent, I promise to…

- Read with my young child(ren) every night
- Check in with my student each night about their homework completion
- Create and enforce a consistent homework space and routine for my children
- Read, sign, and return all academic updates that come home
- Return school communication (email, phone call etc) within 48 hours
- Use agreed upon strategies at home with my child
- Get my child to school on time, in uniform and ready to learn
- Follow school policies
- Attend each Individual Learning Plan meeting
- Attend each EXPO of student work
- Attend back to school night
- Actively contact my child's crew leader / teacher at least once per month through email, telephone, or in person

As a Lighthouse student, I promise to…

- Arrive at school on time, in uniform, and ready to learn
- Create and use a consistent homework routine
- Be receptive to feedback
- Incorporate feedback to improve my academics, character, and college ready skills
- Follow school policies
- Prepare for and attend each Individual Learning Plan meeting
- Prepare for and attend each EXPO of student work
- Model the Guiding Principles when I interact with other students, staff, and families
- Use provided tools to follow my own academic progress and advocate for my academic needs

As a Lighthouse staff member, I promise to…

- Maintain high expectations for every student
- Provide clear and consistent communication about student academic progress
- Return family communication (email, phone call etc) within 48 hours
- Inform families of homework policies and assign appropriate homework
- Provide additional academic support to students when needed or requested
- Enforce school policies to ensure a safe, nurturing learning environment
- Attend each Individual Learning Plan meeting
- Plan, attend, and facilitate two EXPOs of student work each year
- Collaborate with families to create a homework routine (when needed)
- Model the Guiding Principles when I interact with students, staff, and families
- Be open to student and family feedback

_____	_____
Family Signature	Director Signature
_____	_____
Student Signature	Director Signature
_____	_____
Staff Signature	Director Signature

Lighthouse Community Charter School

2013-14 Salary Rubric * Teacher

Name:	Sample Teacher
Position:	Math
FTE:	1.0
2013-14 Salary:	**51,515**

Assumptions	**Possible**	**Awarded**
Starting Salary (0 years) [1]	42,415	42,415
Years of Experience		
· Years 1-2 = $300 each	600	600
· Years 3-8 = $1100 each	6,600	4,400
· Years 9-15 = $900 each	6,300	
Education		
· Masters Degree in Education	400	400
· Masters Degree with Specialization aligned to School Mission[2]	400	
Credentials		
· Clear Credential	400	400
· Second Credential aligned to School Mission (BCLAD, our required)	1,000	
· National Board	400	
Education		
· Years at Lighthouse - amount per year	400	1,200
· Spanish Fluency [3]	600	600
· Hard to Staff (HS Math & Science)	1,000	1,000
· Performance Rating M (implemented in 2014-15)	TBD	
· Performance Rating E (implemented 2014-15)	TBD	500
Total Base Salary		**51,515**

Other notes about salary:

1. The starting salary is pegged to the OUSD starting salary (for beginning teachers with 0 years of experience) with an adjustment for the additional work days per the Lighthouse academic calendar.
2. Masters Degree alignment with school mission is determined by Director.
3. Spanish fluency at Lighthouse means you are capable of translating all of your parent interactions using appropriate technical language.

Stipends Available:

5 Planning and Documentation Stipended Days	1,000
5 New to Lighthouse Planning Days	1,000

LIGHTHOUSE COMMUNITY CHARTER SCHOOL

GUIDING EVERY CHILD TO A BRIGHT FUTURE

444 Hegenberger Rd.
Oakland, CA 94621
510-562-8801
www.lighthousecharter.org

Offer and Agreement of Employment

2013-14 School Year

10/16/13

Dear Mr_____,

We are excited to formally offer you a [GRADE / SUBJECT] Teacher position at Lighthouse Community Charter School. This position is a full-time, exempt position. The terms and conditions of your employment with LCCS are set forth in the attached agreement. If you choose to accept this offer your employment with LCCS will be on an at-will basis. Employment at-will may be terminated at any time, with or without cause or advance notice by you or LCCS.

This offer shall remain open until 10/18/13. Please sign, date and return one copy of the agreement by that date. If you fail to submit an executed copy of the attached agreement by such date, you will be deemed to have declined employment with LCCS and this offer shall become null and void.

We have every confidence that you will be a dynamic addition to our community. Due in part to the circumstances of this opening occurring mid-year, exact grade-level specifics are currently being determined. However, please contact Kate Bowman to discuss the teaching and learning aspects of this offer and/or Brandon Paige (510-639-8900) to discuss the salary/benefits aspects of this offer.

Sincerely,

Brandon Paige

Brandon Paige, Director of Finance
Lighthouse Community Charter School

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Lighthouse Staff Roles and Responsibilities
Our vision of instruction at Lighthouse is embodied in these roles and responsibilities.

Refer to Exhibit A for the job description(s) for this role. Additionally, Lighthouse's expectations for Teaching and Instruction are included.

Requirements of All Faculty & Staff
Employment at Lighthouse Community Charter School is contingent upon verification and maintenance of any applicable licensure, legal requirements, and/or credentials listed below. All Employees will:

- **Hold Appropriate Credential** - Hold a current California credential in teaching area valid the first day of school or have applied for a California credential through the Alameda County of Education and received a Temporary County Certificate by the first day of school**,** as applicable. As needed for credentialing, participate in BTSA (Beginning Teacher Support and Assessment) Training (provided free-of-charge by Lighthouse)
- **Complete and Clear Background Check -** Complete California Department of Justice Livescan fingerprinting at least 72 hours prior to first day of work
- **Submit and Maintain TB Test Results** - Complete a TB test at least one week prior to first day of school; maintain a current TB test throughout duration of employment
- **Serve as Mandated Reporter of Child Abuse and Neglect–** California Penal Code Section 11666 requires any childcare custodian who has knowledge of California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.
  By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.
- **Serve as Disaster Service Worker –** California Government Code Section 3101 states that all school employees are considered disaster service workers when a local, state, or federal disaster declaration has been made. During a declared disaster, school employees are required by law, to serve as disaster service workers and cannot leave their school site until formally released up to 72 hours.
- **Submit and Maintain CPR and First Aid Requirements** – Hold a current First Aid/CPR Certification

Commitment to Professional Development of Faculty and Staff
Lighthouse Community Charter School has made a commitment to the professional development of its teaching faculty in its mission and design. Depending on the position held, professional development opportunities vary. For teaching faculty, professional development structures are as follows:

- One - three (1 - 3) hours of weekly professional development designed to enable a professional learning community and further your growth as a teacher
- Professional Development Institutes (three times per year) developed and led by LCCS faculty
- Ongoing observation and feedback

2013-14 School Year Calendar
At Lighthouse Community Charter School, students attend a 178-day school year. Teachers work 200 days with the additional 22 days allotted for Professional Development Institutes and Teacher Work days throughout the year. The School Calendar for 2013-14 is attached.

Summer 2013 Responsibilities
- Due to the timing of this opening, none of the typical Summer duties are included in this agreement.

Benefits Associated with Employment at Lighthouse
- ***Retirement Plan -*** Lighthouse Community Charter School offers a defined contribution plan. Lighthouse (employer) contributes 4.00% toward retirement and employees contribute an additional 8.00% toward retirement. Lighthouse contributions to this plan fully vest at 5 years of service (20% vesting per year of service). Employees will select from different investment packages of varying risk (i.e. High-Yield, Growth, etc.). All staff will be educated about the investment opportunities at the start of each school year and will have access to the status of their retirement plan at all times. More detail about the Lighthouse Community Charter School Retirement plan will be provided at employee intake.

Philosophy and Rationale for Salary Determination
- ***Use of a Salary Rubric -*** Lighthouse salary, for core and non-core teaching faculty, is determined using a salary rubric that weighs and values your past teaching experience and certain professional attributes that Lighthouse leadership has deemed most important to student achievement and our mission. The attached document spells out your determined base salary (based upon past experience) and other points of recognition (i.e. Masters Degree, etc.).
- ***Teacher Incentive Fund Bonus -*** Lighthouse Community Charter School has been awarded a federal grant to award core classroom teachers and most other staff members with bonus monies for meeting targeted benchmarks, such as API targets, growth on value-added assessments, etc.

Terms of Employment at Lighthouse
Statutory Provisions Relating to Lighthouse Employment
- Lighthouse Community Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq*. LCCPS has been duly approved by the District, according to the laws of the State of California.
- Pursuant to Education Code section 47604, Lighthouse Community Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq*. of the Corporations Code). As such, Lighthouse Community Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Lighthouse Community Charter School, and the employee signing below expressly recognizes that he/she is being employed by LCCPS and not the District.
- Pursuant to Education Code section 47610, LCCPS must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
- LCCPS shall be deemed the exclusive public school employer of the employees at LCCPS for purposes of Government Code section 3540.1.

At-Will Employment Status

LCCPS may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at LCCPS's sole and unreviewable discretion. Either party may immediately terminate this Agreement and LCCPS's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of LCCPS. No one other than the Board of LCCPS has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of LCCPS and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, LCCPS may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with LCCPS's policy on Evaluation/Reviews.

Employee Rights

Employment rights and benefits for employment at LCCPS shall only be as specified in this Employment Agreement, LCCPS's charter, the Charter Schools Act and LCCPS's personnel policies, which from time to time may be amended and modified by LCCPS. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the State Board or LCCPS.

Conflicts of Interest

Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with LCCPS.

General Provisions

- **Waiver of Breach**
  The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.
- **Assignment**
  The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.
- **Governing Law**
  This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.
- **Partial Invalidity**
  If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

Acceptance of Employment
By signing below, the Employee declares as follows:

1. I have read this offer and agreement of employment and accept employment at Lighthouse Community Charter School on the terms specified herein.
2. All information I have provided to Lighthouse Community Charter School related to my employment is true and accurate.
3. A copy of the charter has been made available to me if I am a new employee.
4. This is the entire agreement between Lighthouse Community Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee name (printed): _____

Employee Signature: _____ Date:_____

Address: _____

Telephone: _____ Social Security Number: _____

Lighthouse Community Charter School Approval:

_____ Date: _____
Brandon Paige, Director of Finance

This employment agreement is subject to ratification and approval by the Lighthouse Community Charter School Board of Directors.

ATTACHMENTS
FOR
OFFER AND AGREEMENT
OF EMPLOYMENT

Exhibit A:
Job Description

See the following chart for the roles and responsibilities included for Lighthouse teaching.

Lighthouse Teacher Roles and Responsibilities

• **Literacy** – *For K – 8:* Design and implement balanced literacy instruction using the Comprehensive Literacy Model, including Reader's Workshop Phase 1 (Mini-Lesson, Guided Reading/Literature Discussion Groups, and Literacy Corners), Reader's Workshop Phase 2 (Author Study, Genre Study, Language Structure Study), Writer's Workshop (Mini-lesson, Guided and Independent Practice, Sharing) and Reading and Writing across the curriculum. *For 9 – 12: Design and implement readers and writers workshops integrating the grade-level defined literature and focused paragraphs.*
• **Math** – Design and implement math instruction using TERC Investigations curriculum in Grades K-5 and College Preparatory Math (CPM) in Grades 6-12, supplementing as needed to meet the California State Standards, promote mathematical fluency, and differentiate to meet student needs.
• **Science & Social Studies** - Implement and further develop in-depth learning investigations around content standards using the Understanding by Design framework, which integrate literacy and the arts, promote academic language development, are rooted in authentic contexts, incorporate the use of fieldwork and experts, and expose students to potential career opportunities and life-long interests.
• **English Language Development –** Design and implement sheltered academic instruction that promotes language development and the access of core curriculum for ELL students, using GLAD (Guided Language Acquisition Design) and other strategies. Design and implement systematic language development units, as part of Reader's Workshop Phase 2.
• **Character & Community** – K – 6: Develop student mastery of LCCS Guiding Principles through infusion of that language within the curriculum, supported by the structures of Responsive Classroom (e.g. Morning Meeting, Closing Circle, Conventions, student-led conflict resolution) to build classroom community.
• **Crew Leadership –** 5 – 12th grade: Design and implement a crew curriculum that develops college-ready skills and guiding principles to build an academic and collaborative community.
• **Collaboration** – Use common planning time and professional development time as scheduled to collaborate with grade level partner to develop shared curriculum and common assessments and to assess student progress toward learning targets; collaborate with art and music teachers to integrate the arts with core content; collaborate with counselors and specialists to differentiate for and support students with special needs; collaborate with your grade level loop to further refine your loop-level program; collaborate with K-12 staff to bring vertical cohesion and shared practices to the K-12 program.
• **Documentation** – Work with partner teacher, coach and loop to document instructional units, using an institutionally-defined format.
• **Differentiation & Intervention** – Support individual student needs through differentiation and intervention, moving through multiple tiers of intervention to "layer on" supports for students who need them: ○ **Tier 1 –** Differentiate through small group instruction and individual student modifications; initiate Student Study Team for students at risk of not meeting grade level academic or character standards; monitor success of differentiation ○ **Tier 2 –** Monitor growth with SST team; for students who are not progressing continue Tier 1 interventions and complete recommendation for additional services; collaborate with Reading Interventionist, Resource Specialist, and Tutors to tailor support plan for individual students ○ **Tier 3 –** Monitor growth with SST team; for students who are not progressing continue Tier 1 and 2 interventions and confer with Resource Specialist to complete a recommendation for Special Education assessment; collaborate with Resource Specialist to tailor support plan for individual students

• **Formative & Summative Assessments** - Create, as necessary, and conduct ongoing formative assessment of student work to identify student strengths and areas of challenges in mastery of content standards; conduct triennial reading inventories, quarterly interim assessments in math and literacy, and yearly state assessments (grade 2 and higher).
• **Data Based Instruction** – Use student work and ongoing formative assessments to identify areas of strength and weakness for the whole class, small groups, and individual students, and adjust instruction accordingly; meet weekly with literacy team during common planning time to look at learning targets, student work against targets, and future steps in promotion of student mastery; Meet with teaching partner, inquiry group, and Director and Instructional Coach quarterly to analyze and evaluate interim assessment data to inform future curricular decisions.
• **Student Mastery Across Formats –** Support students in "code switching" between classroom experience and the genre of standardized tests, empowering them to be able to translate their in-depth knowledge into a less familiar format as necessary.
• **Portfolio** – Support students in development of working and passage portfolios, to exhibit mastery of identified learning targets across the curricular areas.
• **Progress Reports and Report Cards** – Keep record of student work to inform ongoing assessment of student progress toward standards; complete quarterly standards-based reports on student mastery of grade level standards. For 7 – 12: Use and update provided on-line assessment system by articulated deadlines.

• **Professional Development Plan** - Develop a Professional Development Plan in collaboration with the Director that identifies personal areas of professional growth aligned to the school's professional development focus, with specific SMART goals and strategies to promote that growth, supports required to meet those goals, and a timeline and assessment method to measure progress.
• **Professional Learning Community** - Participate in whole school, loop level, and grade level professional development and inquiry to examine, promote, and further develop practice (25 days scheduled before, during, and after school year, and Wednesday afternoons throughout the school year).
• **Peer Observation & Coaching** – Observe others and be observed to share best practice, receive constructive feedback, and build vertical cohesion in curriculum and practice; participate in coaching cycles centered on aligned to the school goals and professional development focus to advance practice and student proficiency.
• **Reflection on Growth** - Use myriad tools to engage in an ongoing cycle of reflection with quarterly check-ins with supervisor, peer observation, and ongoing dialogue and discourse around my teaching practice.

• **Looping** - Loop with students for two years (in grade levels 1/2, 3/4, 5/6, 7/8, 9/10, 11/12) to develop long term relationships with children and their families and an in-depth understanding of student learning needs and appropriate interventions and/or accelerations.
• **Individual Learning Plans (ILPs)** – Work with students and families to develop ILPs for each student, which specify specific academic and character goals for the student and how the student, family, and school will work together to meet those goals; facilitate and/or promote student facilitation of ILP meetings for each student three times per school year; monitor ongoing progress of student toward ILP goals.
• **Family Communication** - Consistently communicate student's academic and character progress with families, both growth and challenges on an informal and formal basis.

- **Family Participation –** Invite families to participate in the life of the classroom at least once per quarter, through regular formal events (e.g. "First Friday" open classrooms, publishing parties) and other events as they present themselves (e.g. family a expert in learning

[redacted]

- **Coaching Leadership** – Serve as a Mentor Teacher and/or BTSA Coach for new staff members.
- **Instructional Leadership** - Serve as a Lead Teacher; Develop Professional Development sessions for peers; Chair committee work and/or inquiry groups.
- **Family leadership** - Develop and present family workshops that will enable family participation in their child's education; Attend and participate in monthly Lighthouse Parent Advisory Committee meetings.
- **Financial Leadership** - Help plan and support fundraising efforts and events (i.e. Grants, Gala, Walk-a-thon, etc.).
- **Future School Leadership –** Serve as a New Leaders for Schools Resident (per admittance to program), to develop instructional leadership expertise and credentialing to become a future urban school leader.

[redacted]

- **Policy Enforcement** - Implement all LCCS Policies, including but not limited to behavior modification, uniform, attendance, assessment and reporting.
- **Work Day** – As a salaried employee, manage time in order to meet the Lighthouse roles and responsibilities. All teachers are expected to keep the minimum common building hours of 8:00 am to 4:00 pm four days per week (Mon., Tue., Th., Fri.) and 8:00 am to 5:00 pm on Wednesday. Additional work time before or after these hours is likely needed and left to the teacher's discretion in terms of scheduling.
- **Attendance** – Take attendance in Powerschool by 9 am daily.
- **Supervision** - Supervise common space before school (8 – 8:30) and/or after school (3:30 – 4:00) and recess in accordance with the school's shared duty schedule.

Exhibit B:
Credentialing and Compliance Requirements,
as applicable for position

In order to fulfill the requirements of this position, the following must be complete and on file with the school:

Holder of appropriate Credential
CPR/First Aid must be current
Fingerprinting Record
TB Test

Exhibit C:
Compensation and Terms of Work Schedule

Term of Work Calendar:

All full-time teaching faculty are expected to keep the minimum common building hours of 8:00 am to 4:00 pm four days per week (Mon., Tue., Th., Fri.) and 8:00 am to 5:00 pm on Wednesday. Additional work time before or after these hours is likely needed and left to the faculty member's discretion in terms of scheduling.

2013-14 Schedule: August 5, 2013 – June 17, 2014, modified based on mid-year start date
Daily Schedule: 8:00 – 4:00 p.m. (M, T, Th, F) & 8:00 – 5:00 (W)

For new-to-Lighthouse employees, up to 10 days (pro-rated in accordance with timing of start date) of planning and set-up are available during the school year for content-specific work with a departmental planning partner. These are paid at $200/day, are to be scheduled with your Director of Instruction and reported to the Director of Finance via Lighthouse's submission processes. These days can be used to meet with teaching partners and plan/document curriculum.

See attached Rubric and Calendar for more information.

Lighthouse Community Charter Public Schools:
Budget Narrative

This Narrative describes the assumptions for the following elements of Lodestar's Budget:

- **Fiscal Accountability**
- **Enrollment Assumptions**
- **Revenue Assumptions**
    - *Local Control Funding Formula*
    - *Other State Revenue*
    - *Federal Revenue*
    - *Fundraising and Local Revenues*
- **Expense Assumptions**
    - *Compensation and Benefits*
    - *Books and Supplies*
    - *Services and Other Operating Expenditures*
- **Cash Flow**

Fiscal Accountability

Lighthouse Community Charter Public Schools currently operates two charters, both authorized by Oakland Unified School District: Lighthouse Community Charter School (01-61259-130633) and Lighthouse Community Charter High School (01-61259-0108944). Both of these charters exhibit sound financial practices; as of the end of the 2013-14 fiscal year, LCCPS has established a 24% reserve (fund balance) between the two charters, unqualified audits in each year of operation, and has demonstrated the ability to manage its cash flow competently since beginning operations in 2001. The existing charters exhibit strong communication regarding financial and educational considerations, ensuring that funds are well utilized for the benefits of student population.

Key Assumption: Enrollment

At full capacity, Lodestar will serve K-12 students. In the school's first year, students will enroll into grades K, 1, 2, and 6. In subsequent years, students will continue to enroll into grades K and 6, until the school is fully enrolled with its first class of graduation seniors in 2022-23, its seventh year of operation. Enrollment plans – based on the successful model of the existing Lighthouse Community Charter School and Lighthouse Community Charter High School – will exhibit the growth pattern shown in Exhibit 1.

Enrollment will begin in the first year of operation with 213 students, and grow the accommodate 753 at full growth.

Lodestar expects to serve similar demographics to that of the existing charters. The budget assumes an unduplicated count (FRL / ELL) of 86% of the student population. The percentage of Free or Reduced Lunch students is projected to be 88% of the student population, while the percentage of English Language Learners is 56%. Both of these figures are based on the recent populations of students served at the existing Lighthouse charters.

Exhibit 1. Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	48	48	48	48	48	48	48
1	48	48	48	48	48	48	48
2	48	48	48	48	48	48	48
3		48	48	48	48	48	48
4			48	48	48	48	48
5				72	72	72	72
6	72	72	72	72	72	72	72
7		72	72	72	72	72	72
8			72	72	72	72	72
9				75	75	75	75

10					72	72	72
11						69	69
12							66
Total	**216**	**336**	**456**	**579**	**651**	**720**	**786**

Revenue Assumptions

Local Control Funding. As LCFF is implemented, any new charter would begin with the funding associated with the level of its authorizing district. Accordingly, Lodestar is using Oakland Unified's funding levels as its basis. In accordance with exhibits publish at P-2 for 2014-15, we anticipate OUSD's LCFF Target Entitlement to be $10,332.64 per ADA (based on overall entitlement of $365,566,831 and ADA of 35,379.82), with the district's Transition Entitlement at $8,404.23 per ADA (based on overall entitlement of $365,566,831 and ADA of 35,379.82).

While this proves to be promising news, Lighthouse Community Charter Public Schools has continually practiced fiscal discipline, and has constructed a budget that provides flexibility if LCFF target rates are not attained within the state's anticipated timeframe.

Other State Revenues. While the vast majority of funding is distributed through LCFF, Lodestar is projecting some additional state revenues beyond that. The non-LCFF state funding included in our budget includes:

- Special Education funding: Like the existing Lighthouse charters, Lodestar will become a member of the El Dorado County Office of Education (EDCOE) Special Education Local Education Agency (SELPA). The financial projections use EDCOE's most recent data, with current state funding (AB602) distributed to member charters at a rate of $500/ADA. Additionally, EDCOE makes Educationally-Related Mental Health Services available to its members; Lodestar is budgeting a conservative $50/ADA for these funds.
- Child Nutrition: Lighthouse Community Charter Public Schools has established a School Finance Authority, and Lodestar would operate under this same structure. Revenues for reimbursements have been budgeted accordingly.
- Charter School Facility Grant Program (CSFGP): At this point in time, Lodestar is budgeting under the assumption that it would be housed in a private facility. The CSFGP, administered by the California School Finance Authority, provides eligible charter schools with funding at the lessor of 75% of rent cost or $750/ADA. Eligibility is dependent on serving a student population with at least 70% Free- or Reduced-Price Meal Eligibility. This assumption is supported by the current population of existing Lighthouse charters and that of Oakland Unified.
- Mandated Cost Reimbursements: these funds are budgeted in line with current state expectations, at $24/ADA.
- State Lottery: these funds are budgeted in line with current state expectations, at $156/ADA.

- After School Education and Safety (ASES): In line with its stated mission, Lodestar will serve students in a comprehensive manner by providing after-school services. The charter does not budget for ASES funds during its first year of operation, but plans to apply and receive funding beginning in its second year of operation. These funds are budgeted at $150,000 for the school site.

Federal Revenue. Lodestar is anticipating the following Federal funds:

- Child Nutrition: As stated above, Lighthouse Community Charter Public Schools has established a School Finance Authority, and Lodestar would operate under this same structure. Revenues for reimbursements have been budgeted accordingly.
- Title funding (I, II, III): Lodestar will be submitting its LEA Plan to the state in order to establish eligibility for federal Title Programs. In recent years, calculations that generate Title funding for new schools have led to decreases, and Lodestar has accordingly budgeted Title funding rates to be lower than that of its current charters, expecting only two-thirds of its current per-pupil funding. This results in rates of $283 per FRL (Title I), $6 per FRL (Title II), and $86 per ELL (Title III ELP) during the first year of operation.
- Public Charter Schools Grant Program (PCSGP): Lodestar is aware that PCSGP funds are not currently available, and has **not** budgeted for the receipt of these grant funds.

Local Revenue. Lighthouse Community Charter Schools has established that the organization has a solid track record of fundraising. Prior year audits of the organization (attached) indicate the stability of these Local Revenues.

- To summarize, Lighthouse Community Charter Schools has raised the following in the four most recent fiscal years (2014-15's audited figures have not been finalized as of this submission):
    - $1,235,270 during 2010-11
    - $1,020152 during 2011-12
    - $1,461,691 during 2012-13
    - $1,138,652 during 2014-15

Lodestar will benefit from the established fundraising stream that Lighthouse Community Charter Public Schools has demonstrated. In addition, the school has already secured commitments for start-up fundraising from the New Schools Venture Fund (see attached letter), with continued funding to support start-up operations through the first four years. Additionally, Lighthouse has also received support in the form of $200,000 from the Rogers Family Foundation to support start-up operations.

Expense Assumptions

Compensation and Benefits. The staffing model for Lodestar is based on the current model established at the current Lighthouse site.

- ***Certificated Staffing:***
- Teachers: We have budgeted an average of $62,071 per teacher, consistent with teacher compensation at Lighthouse Community Charter Public Schools. This applies to all classroom teachers and elective teachers.

- Special Education: Lighthouse became its own LEA for Special Education as of the 2013-14 school year through membership in the El Dorado County Office of Education's SELPA, and Lodestar would follow the same route. The existing charters have partnered with Seneca Center to develop internal capacity, and this relationship may continue into the future. For the purposes of budgetary planning, we have assumed that Lighthouse will provide these services via internal staff, and have modeled this in line with current service levels and cost. At full enrollment, this includes 3.0 Resource Specialists and 9.6 additional staff that encompasses 2.0 Counselors, 3.0 Aides, and other specialized services, dependent on student IEPs.
- Administration: Lighthouse puts a high value on instructional coaching, and our administrative staffing reflects that. Our school leadership – at full enrollment - consists of a Head of School, a Director of Instruction and Case Manager at each band (K-4, 5-8, and 9-12), and an instructional coach that primarily supports new teacher needs.
- ***Classified Staffing:***
- Home Language: Lighthouse's model is built upon building strong literacy skills, and includes a comprehensive Home Language staff serving grades K-4. These staff support students through instruction in the students' Home Language.
- Instructional Aides: Lighthouse strategically targets early grades to provide support in classes during grades K-2. 4 half-time aides are included in the budget.
- After-School staff: Lighthouse recognizes the need to provide quality education experiences after the school day for its students and their families. During the first year, there will be the equivalent of 4.0 FTE, and that will grow to 14.2 at full enrollment. To provide clarity, this is driven by any fees from families.
- Additional Staff Members: Lodestar will have the following positions on staff to support the needs of the school: Office/Operations Manager, IT Support, Janitorial, Food Service, Supervision, Librarian, and Development Associate. These functions, as the school grows, are typically consolidated into a single individual's responsibilities, but based on LCCPS's current sites, we have budgeted accordingly, to begin operations with 7.4 FTE equivalents, growing to 20.2 in year 5.

Positional Summary:

	FTE				
	Year 1	Year 2	Year 3	Year 4	Year 5
Key Position	2015-16	2016-17	2017-18	2018-19	2019-20
Certificated Positions					
Classroom Teachers	10.0	15.0	20.0	25.0	28.0
Elective Teachers	1.2	1.8	2.6	3.2	3.6
Special Education Resource Specialist	.8	1.4	1.8	2.2	2.6
Special Education Additional Staff	2.8	4.2	5.8	7.2	8.2
School Leadership (Head of School, Director of Instruction, Case Manager, Teacher Coach)	2.0	5.2	5.4	5.4	7.4

Classified Positions					
Home Language Instructors	3.3	3.3	3.3	3.3	3.3
Instructional Aides	2.0	2.0	2.0	2.0	2.0
After School Staff	4.0	6.2	8.4	10.6	11.8
Additional Administrative	7.4	10.2	14.0	18.0	20.2
For Reference:					
# of Students	*216*	*336*	*456*	*600*	*672*

- ***Benefits:***
- Health Insurance Coverage: Lodestar provides health insurance for its employees, with health costs at an average of $6,668. This is supported by the current cost that Lighthouse Community Charter Schools pays to provide coverage for its employees through Kaiser Permanente (medical) and Principal Financial Group (dental). This covers the full cost for full-time employees and 50% of the cost for dependent coverage.
- Retirement Benefits: LCCPS provides retirement benefits to its employees through a 457 Retirement Plan. LCCPS has budgeted an employer contribution of 8% into the employee's retirement, while the employee also contributes 8%.

Books and Supplies.

- Core Curriculum Materials, Books/Reference, Materials and Supplies: Lodestar has budgeted strategically to provide the necessary materials for classroom materials for all of its students. In particular, we have budgeted appropriately to implement Common Core throughout the program.
- Non-capitalized Equipment: With a particular eye on the implementation of Common Core and the requirements of SBAC, Lodestar has developed its budget to support the technology platforms and infrastructure that may be used to support Chromebook and/or laptop use throughout the school.
- Child Nutrition: As stated above, Lodestar will participate in the National School Lunch Program. This has been budgeted at an average cost of $606 per ADA, which has been consistent with the current Lighthouse sites.

Services and Other Operating Expenditures.

- Lodestar has budgeted the necessary resources, in accordance with benchmark costs incurred by the current Lighthouse charters. Major drivers are highlighted below.
- Facilities: Lodestar is currently examining different facilities options. We have benchmarked our projections against the cost that other Oakland charter pay for facilities, and anticipate that rent will be paid at $1,000 per ADA.
- Professional/Consulting Services: LCCPS partners with EdTec, a leading back-office services provider, to facilitate our payroll, A/P, and accounting functions. Our budget assumes that this relationship will continue to support Lodestar.

Cash Flow Assumptions

Lodestar will be supported in its initial operations on a cash basis by the aforementioned funding from the New Schools Venture Fund and the Rogers Family Foundation. Once students are enrolled, Lodestar will generate ADA-based revenues to support its cash flow needs, and has demonstrated through prior performance that the organization is able to manage cash flow needs successfully. As of June 30, 2014 (the last audited fiscal year), Lighthouse Community Charter Public Schools had established a fund balance of $2.2M, with total unrestricted cash totaling $1.42M. Between the periods of grant funding and ADA-based revenues, Lodestar will secure a short-term loan from LCCPS during the spring of 2016, which it would repay within a 6 month timeline.

Additionally, ongoing cash balances are projected to be healthy given the state's current payment system that eliminates all deferrals. While Lodestar will apply for a Revolving Loan, it is not reliant upon that loan to sustain its operations and has therefore not included it in its cash projections.

Lighthouse Community Charter Public Schools
Site: Lodestar
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	Year 0 FY 2016	Year 1 FY 2017	Year 2 FY 2018	Year 3 FY 2019	Year 4 FY 2020	Year 5 FY 2021
	Start-up Budget	Budget	Budget	Budget	Budget	Budget
SUMMARY						
Revenue						
General Block Grant	-	1,873,413	2,972,482	4,114,765	5,329,162	6,111,693
Federal Revenue	-	155,702	276,285	391,598	516,128	606,522
Other State Revenues	-	322,246	659,053	851,733	1,055,241	1,184,282
Local Revenues	-	18,235	29,217	40,841	125,413	202,976
Fundraising and Grants	515,000	104,863	107,791	110,891	14,243	16,495
Revenue - Subtotal	**515,000**	**2,474,459**	**4,044,828**	**5,509,828**	**7,040,187**	**8,121,968**
Funding from (to) Central Office	-	414,547	178,398	191,313	214,419	223,103
Total Revenues	**515,000**	**2,889,007**	**4,223,225**	**5,701,141**	**7,254,606**	**8,345,071**
Expenses						
Compensation and Benefits	477,454	1,682,703	2,489,604	3,310,008	4,224,543	4,896,130
Books and Supplies	15,000	309,575	387,738	519,172	662,708	733,070
Services and Other Operating Expenditures	23,717	669,368	1,039,787	1,424,056	1,834,839	2,099,534
Capital Outlay	-	-	-	-	-	-
Expenses - Subtotal	**516,171**	**2,661,646**	**3,917,128**	**5,253,237**	**6,722,090**	**7,728,734**
Payment to (from) Central Office	-	134,225	45,593	48,974	54,981	57,306
Total Expenses	**516,171**	**2,795,871**	**3,962,721**	**5,302,211**	**6,777,071**	**7,786,040**
Operating Income (with Central separate)	(1,171)	(187,186)	127,700	256,592	318,097	393,234
Operating Income, distributed to sites	**(1,171)**	**93,136**	**260,504**	**398,930**	**477,535**	**559,031**
Fund Balance						
Unrestricted Beginning Balance (Unaudited)	-	(1,171)	91,965	352,470	751,400	1,228,935
Audit Adjustment	-	-	-	-	-	-
Unrestricted Beginning Balance (Audited)	-	(1,171)	91,965	352,470	751,400	1,228,935
Operating Income (with Cental distributed)	(1,171)	93,136	260,504	398,930	477,535	559,031
Ending Fund Balance	(1,171)	91,965	352,470	751,400	1,228,935	1,787,966
Ending Fund Balance, as % of Expenses		3%	9%	14%	18%	23%

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	Year 0 FY 2016	Year 1 FY 2017	Year 2 FY 2018	Year 3 FY 2019	Year 4 FY 2020	Year 5 FY 2021
	Start-up Budget	Budget	Budget	Budget	Budget	Budget
Enrollment Breakdown						
K	-	48	48	48	48	48
1	-	48	48	48	48	48
2	-	48	48	48	48	48
3	-	-	48	48	48	48
4	-	-	-	48	48	48
5	-	-	-	-	48	48
6	-	72	72	72	72	72
7	-	-	72	72	72	72
8	-	-	-	72	72	72
9	-	-	-	-	75	75
10	-	-	-	-	-	72
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	**-**	**216**	**336**	**456**	**579**	**651**
Enrollment Summary						
K-3	-	144	192	192	192	192
4-6	-	72	72	120	168	168
7-8	-	-	72	144	144	144
9-12	-	-	-	-	75	147
Total Enrolled	**-**	**216**	**336**	**456**	**579**	**651**
ADA %						
K-3	96%	96%	96%	96%	96%	96%
4-6	96%	96%	96%	96%	96%	96%
7-8	96%	96%	96%	96%	96%	96%
9-12	96%	96%	96%	96%	96%	96%
Average	**0%**	**96%**	**96%**	**96%**	**96%**	**96%**
ADA						
K-3	-	138	184	184	184	184
4-6	-	69	69	115	161	161
7-8	-	-	69	138	138	138
9-12	-	-	-	-	72	141
Total ADA	**-**	**207**	**323**	**438**	**556**	**625**
Demographics						
Enrollment (CBEDS)	-	215	335	454	577	649
# ED Students	-	121	188	255	324	365
# Free/Reduced Lunch	-	179	278	377	479	538
# ELL	-	110	172	233	296	332
UNDUPLICATED COUNT:	-	206	320	434	551	620

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		Year 0 FY 2016 Start-up Budget	Year 1 FY 2017 Budget	Year 2 FY 2018 Budget	Year 3 FY 2019 Budget	Year 4 FY 2020 Budget	Year 5 FY 2021 Budget
REVENUES							
General Purpose Entitlement							
8012	Education Protection Account	-	335,716	532,669	737,366	954,986	1,095,215
8015	Charter Schools General Purpose Entitlement - State Aid	-	1,226,658	1,955,974	2,720,759	3,540,416	4,079,038
8096	Charter Schools in Lieu of Prop. Taxes	-	311,040	483,840	656,640	833,760	937,440
	SUBTOTAL - General Purpose Entitlement	**-**	**1,873,413**	**2,972,482**	**4,114,765**	**5,329,162**	**6,111,693**
8100	**Federal Revenue**						
8181	Special Education - Entitlement	-	-	26,905	43,108	60,260	78,809
8220	Child Nutrition Programs	-	99,818	159,931	223,560	292,379	338,599
8291	Title I	-	50,224	80,342	112,222	146,862	169,900
8292	Title II	-	791	1,265	1,767	2,313	2,676
8293	Title III	-	4,868	7,841	10,940	14,315	16,538
	SUBTOTAL - Federal Income	**-**	**155,702**	**276,285**	**391,598**	**516,128**	**606,522**
8300	**Other State Revenues**						
8381	Special Education - Entitlement (State)	-	100,468	160,973	225,017	294,284	340,805
8381	Special Education - Entitlement (Mental Health)	-	18,138	29,061	40,623	53,129	61,527
8520	Child Nutrition - State	-	9,364	15,002	20,971	27,427	31,763
8545	School Facilities Apportionments	-	155,520	241,920	328,320	416,880	468,720
8550	Mandated Cost Reimbursements	-	5,438	8,713	12,179	15,928	18,446
8560	State Lottery Revenue	-	33,319	53,384	74,623	97,594	113,022
8590	ASES	-	-	150,000	150,000	150,000	150,000
	SUBTOTAL - Other State Income	**-**	**322,246**	**659,053**	**851,733**	**1,055,241**	**1,184,282**

Lighthouse Community Charter Public Schools
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		Year 0 FY 2016 Start-up Budget	Year 1 FY 2017 Budget	Year 2 FY 2018 Budget	Year 3 FY 2019 Budget	Year 4 FY 2020 Budget	Year 5 FY 2021 Budget
8600	**Other Local Revenue**						
8634	Food Service Sales	-	3,039	4,869	6,807	8,902	10,309
8699	All Other Local Revenue	-	15,196	24,347	34,034	44,511	51,547
	SUBTOTAL - Local Revenues	**-**	**18,235**	**29,217**	**40,841**	**125,413**	**202,976**
8800	**Donations/Fundraising**						
8850	Expansion Fundraising	315,000	-	-	-	-	-
8852	New Schools Venture Fund	200,000	100,000	100,000	100,000	-	-
8801	Donations - Parents	-	2,431	3,896	5,445	7,122	8,248
8812	Walk-a-thon	-	2,431	3,896	5,445	7,122	8,248
	SUBTOTAL - Fundraising and Grants	**515,000**	**104,863**	**107,791**	**110,891**	**14,243**	**16,495**
TOTAL REVENUES		**515,000**	**2,474,459**	**4,044,828**	**5,509,828**	**7,040,187**	**8,121,968**
Adjustment for Shared Revenues							
8899		-	414,547	178,398	191,313	214,419	223,103
8899		-	-	-	-	-	-
TOTAL REVENUES, distributed to Sites		515,000	2,889,007	4,223,225	5,701,141	7,254,606	8,345,071

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		Year 0 FY 2016	Year 1 FY 2017	Year 2 FY 2018	Year 3 FY 2019	Year 4 FY 2020	Year 5 FY 2021
		Start-up Budget	Budget	Budget	Budget	Budget	Budget
EXPENSES							
Compensation							
1000	**Certificated Salaries**						
1100	Teachers Salaries	198,261	526,276	859,586	1,224,911	1,633,082	1,927,967
1101	Teacher - Stipends (including Electives)	-	51,005	83,314	118,716	158,283	186,863
1170	Teacher - Student Support	-	91,603	149,618	213,206	284,252	335,579
1180	Teacher - Specials	-	80,846	132,049	188,171	250,874	296,174
1300	Certificated Supervisor & Administrator Salaries	190,913	323,536	339,712	356,697	374,531	393,259
	SUBTOTAL - Certificated Employees	**389,174**	**1,073,266**	**1,564,280**	**2,101,702**	**2,701,022**	**3,139,841**
2000	**Classified Salaries**						
2100	Classified Instructional Aide Salaries	-	75,509	79,284	83,248	87,412	91,784
2105	Classified - Home Language Tutors	-	92,915	97,562	102,440	107,562	112,940
2905	Other Classified - After School	-	52,336	142,474	203,019	270,675	319,533
2911	Other Classified - In-house IT Support	-	15,091	24,649	35,123	46,833	55,300
2930	Other Classified - Maintenance/Supervision/Food Service	-	54,830	89,555	127,607	170,126	200,844
2935	Other Classified - Substitute	-	7,628	12,460	17,755	23,671	27,945
2940	Summer		-	19,022	27,105	36,137	42,664
	SUBTOTAL - Classified Employees	**-**	**298,310**	**465,004**	**596,296**	**742,417**	**851,010**
	TOTAL Salaries	389,174	1,371,576	2,029,284	2,697,998	3,443,439	3,990,851

Lighthouse Community Charter Public Schools
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		Year 0 FY 2016 Start-up Budget	Year 1 FY 2017 Budget	Year 2 FY 2018 Budget	Year 3 FY 2019 Budget	Year 4 FY 2020 Budget	Year 5 FY 2021 Budget
3000	**Employee Benefits**						
3300	OASDI-Medicare-Alternative	5,761	20,303	30,038	39,937	50,971	59,074
3400	Health & Welfare Benefits	44,170	155,670	230,318	306,215	390,820	452,950
3500	Unemployment Insurance	3,737	13,171	19,487	25,909	33,067	38,324
3600	Workers Comp Insurance	3,478	12,257	18,134	24,110	30,771	35,663
3700	Retiree Benefits	31,134	109,726	162,343	215,840	275,475	319,268
	SUBTOTAL - Employee Benefits	**88,280**	**311,127**	**460,320**	**612,011**	**781,104**	**905,279**
4000	**Books & Supplies**						
4100	Approved Textbooks & Core Curricula Materials	-	16,819	26,947	37,669	49,264	57,052
4315	Custodial Supplies	-	5,599	8,971	12,541	16,401	18,994
4320	Educational Software	-	13,113	21,010	29,369	38,410	44,482
4325	Instructional Materials & Supplies	15,000	18,620	29,833	41,702	54,539	63,161
4330	Office Supplies	-	6,327	10,138	14,172	18,534	21,464
4350	Uniforms (extras)	-	127	204	285	373	432
4354	Library Materials	-	1,751	2,805	3,921	5,128	5,938
4357	ASP Expenses	-	5,311	8,510	11,895	15,557	18,016
4364	Maker Program: Operational	-	2,074	3,226	4,378	5,558	6,250
4410	Classroom Furniture, Equipment & Supplies	-	20,736	11,866	12,222	12,903	7,780
4420	Computers (individual items less than $5k)	-	82,944	46,080	46,080	47,232	27,648
4430	Non Classroom Related Furniture, Equipment & Supplies	-	2,257	3,616	5,055	6,611	7,657
4710	Student Food Services	-	125,656	201,329	281,429	368,061	426,245
4720	Other Food	-	8,240	13,203	18,455	24,136	27,952
	SUBTOTAL - Books and Supplies	**15,000**	**309,575**	**387,738**	**519,172**	**662,708**	**733,070**

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		Year 0 FY 2016 Start-up Budget	Year 1 FY 2017 Budget	Year 2 FY 2018 Budget	Year 3 FY 2019 Budget	Year 4 FY 2020 Budget	Year 5 FY 2021 Budget
5000	**Services & Other Operating Expenses**						
5220	Travel and Lodging	10,000	12,848	20,585	28,775	37,633	43,582
5305	Dues & Membership - Professional	-	7,574	12,134	16,962	22,184	25,691
5450	Insurance - Other	-	9,988	16,004	22,371	29,257	33,883
5510	Utilities - Gas and Electric	-	38,321	61,399	85,827	112,248	129,992
5520	Security	-	3,694	5,918	8,273	10,819	12,530
5605	Equipment Leases	-	17,047	27,314	38,180	49,934	57,827
5610	Rent	-	207,360	322,560	437,760	555,840	624,960
5615	Repairs and Maintenance - Building	5,000	27,994	22,426	15,674	10,250	5,935
5616	Repairs and Maintenance - Computers	-	369	295	207	135	78
5625	Storage	-	831	1,331	1,861	2,434	2,819
5805	Admin Fees (Retirement)	-	4,585	7,347	10,269	13,431	15,554
5807	Landscaping	-	3,963	6,350	8,877	11,609	13,444
5813	Staff-related Partnerships - ASP	-	374	600	838	1,096	1,269
5815	Staff-related Partnerships	-	48,621	77,902	108,896	142,418	164,932
5824	District Oversight Fees	-	18,734	29,725	41,148	53,292	61,117

Lighthouse Community Charter Public Schools
Site: Lodestar
Petition Submission: September 2015

		Year 0 FY 2016	Year 1 FY 2017	Year 2 FY 2018	Year 3 FY 2019	Year 4 FY 2020	Year 5 FY 2021
		Start-up Budget	Budget	Budget	Budget	Budget	Budget
5829	Grade Level Activities	-	2,945	4,719	6,596	8,626	9,990
5830	Field Trips Expenses	-	15,028	24,079	33,659	44,020	50,979
5836	Fingerprinting	-	339	543	760	994	1,151
5845	Legal Fees	-	7,139	11,439	15,990	20,912	24,218
5857	Payroll Fees	-	1,979	3,170	4,432	5,796	6,712
5860	Printing and Reproduction	-	4,179	6,696	9,361	12,242	14,177
5863	Professional Development - Expeditionary Learning	-	20,804	33,333	46,594	60,938	70,571
5864	Professional Development - Other	8,717	1,473	2,361	3,300	4,316	4,998
5869	Special Education Staff-Related Partnerships	-	162,968	261,111	364,996	477,352	552,813
5874	Sports Fees and Equipment	-	4,420	7,082	9,900	12,947	14,994
5875	Staff Recruiting	-	7,367	11,803	16,499	21,578	24,990
5878	Student Assessment	-	171	274	383	500	579
5881	Student Information System	-	1,752	2,808	3,925	5,133	5,945
5884	Substitutes	-	23,397	37,487	52,402	68,532	79,366
5887	Technology Services	-	4,709	7,545	10,547	13,794	15,974
5915	Postage and Delivery	-	3,305	5,295	7,402	9,680	11,211
5920	Communications - Telephone, Fax, Internet	-	5,087	8,150	11,392	14,899	17,255
	SUBTOTAL - Services & Other Operating Exp.	**23,717**	**669,368**	**1,039,787**	**1,424,056**	**1,834,839**	**2,099,534**
TOTAL EXPENSES		**516,171**	**2,661,646**	**3,917,128**	**5,253,237**	**6,722,090**	**7,728,734**
Adjustment for Shared Expenses							
8899	Centralized Costs	-	134,225	45,593	48,974	54,981	57,306
TOTAL EXPENSES, distributed to Sites		516,171	2,795,871	3,962,721	5,302,211	6,777,071	7,786,040

Lighthouse Community Charter School II – Charter Petition Submission
Signatures of Parent Support

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. ***The below signatures are parents who are meaningfully interested in enrolling their child at the school.*** *The petitioners authorize the Lead Petitioner, Steve Sexton, to make or negotiate any amendments to the attached charter necessary to secure approval by the OUSD governing board and state administrator.*

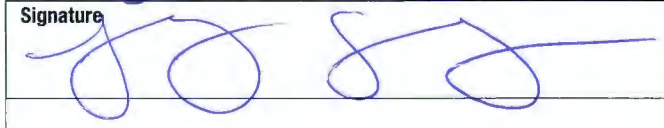
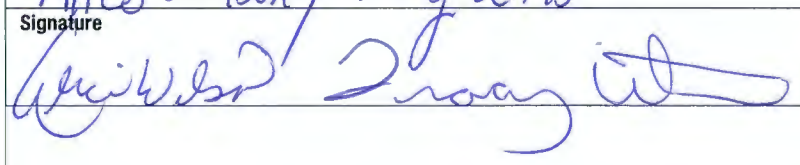
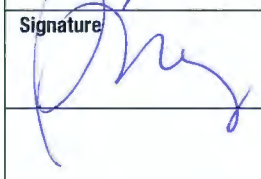
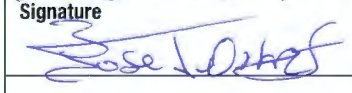
Name	Address
Print Name: Rosaura Altamirano	Street Address: 899 Barri Dr
Signature: [signature]	City, State, Zip Code: San Leandro CA 94578
rosaura143@yahoo.com	Phone Number: (510) 219-0930
Print Name: Adrianna Maciel	Street Address: 1355 87th avenue
Signature: Adrianna Maciel	City, State, Zip Code: Oakland, CA 94621
[redacted]	Phone Number: (510) 827-6851
Print Name: X X X X X X	Street Address: X X X X X

Name	Address
Print Name MARIA RAMOS	Street Address 9945 D St
Signature	City, State, Zip Code OAKLAND CA 94603
	Phone Number (510) 467 2617
Print Name Eden Girmay	Street Address 10854 Edes Ave Oakland, CA 94603
Signature	City, State, Zip Code
	Phone Number
Print Name Noemi Montano	Street Address 1917 E St 17th St
Signature	City, State, Zip Code Oakland CA 94606
	Phone Number (510) 827-7200
Print Name Esteban Guzman	Street Address 1917 E. 17½ St
Signature	City, State, Zip Code Oakland CA 94606
	Phone Number (510) 87-720

Name	Address
Print Name Maria A Jimenez	Street Address 7520 Arthur St Oakland Ca 94605
Signature Maria A Jimenez	City, State, Zip Code
	Phone Number
Print Name Viridiana Patino	Street Address 1016 82nd Ave APT B
Signature Viridiana Patino	City, State, Zip Code Oakland CA 94614
	Phone Number 510 302 9171
Print Name ~~Jose Ortiz~~ S-	Street Address 6932 Lockwood St.
Signature Jose Jesus Ortiz	City, State, Zip Code OAKLAND CA. 94621
	Phone Number (Home) (Cell) (510) 382-0120 (510) 919-5095
Print Name Ruth mekennon	Street Address 1444 67th Ave. OAKLAND. CA.
Signature	City, State, Zip Code OAKLAND CA. 94621
	Phone Number (510) 388-5756

Name	Address
Print Name Gabriela Peña	Street Address 464 Ashton Ave Oakland, CA 94603
Signature [signature]	City, State, Zip Code
	Phone Number 510.746.6224
Print Name Vania Ramirez	Street Address 2044 Damuth St 2
Signature Vanei Ramirez	City, State, Zip Code Oakland CA 94660
	Phone Number 510-866-8790
Print Name Yasmin Rojas	Street Address 2044 damuth St #1
Signature Yasmin	City, State, Zip Code Oak Ca 94602
	Phone Number 510) 316-6505
Print Name Gabriel Cervantes Jr	Street Address 2746 Parker ave
Signature [signature]	City, State, Zip Code Oakland CA 94605
	Phone Number 510-499[519

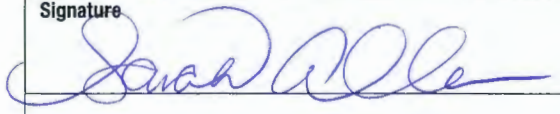
Name	Address
Print Name Yessenia Cervantes	Street Address 2746 Parker ave
Signature	City, State, Zip Code Oakland CA 94605
	Phone Number 510·384·5257
Print Name Tara Smith	Street Address 424 Jones Ave
Signature	City, State, Zip Code Oakland CA 94603
	Phone Number 510-386-1793
Print Name Maria Garcia	Street Address 1716 Seminary Ave.
Signature Maria Garcia	City, State, Zip Code Oakland, CA, 94621
	Phone Number 510-206 8639
Print Name EVELYN Serrano	Street Address 2433 107th AVE
Signature	City, State, Zip Code Oakland calif
	Phone Number (510) 485-1753.

Name	Address
Print Name Lugina Sanchez	Street Address 1704 - 34TH Ave
Signature 	City, State, Zip Code Oakland, CA. 94601
	Phone Number 510-316-4770
Print Name Alice Wilson / Tracy Wilson	Street Address 1327-98th Ave
Signature 	City, State, Zip Code Oakland, Ca 94603
	Phone Number (510) 481-4132 (510) 719-6084
Print Name Phylisa McCoy	Street Address 1936 101st Ave
Signature 	City, State, Zip Code Oakland CA 94603
	Phone Number 510-388-9774
Print Name Jose J. Ortiz	Street Address 6932 Lockwood St.
Signature 	City, State, Zip Code OAKLAND CA. 94621
	Phone Number (510)382-0120 cell (510)919-5095

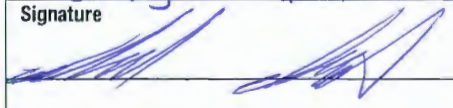
Name	Address
Print Name Juana Contreras	Street Address 10971 Robledo Dr. Oakland CA 94603
Signature Juana Contreras	City, State, Zip Code (510) 688-4518
	Phone Number
Print Name Viviana Aguilar	Street Address 1630 90th ave
Signature Viviana Aguilar	City, State, Zip Code Oakland CA 94603
	Phone Number (510) 978-62-37
Print Name Irlanda K. Navarrete	Street Address 7141 Favor St
Signature Ikarolinavarrete.	City, State, Zip Code Oakland 94621
	Phone Number 510-472 1308
Print Name Harley P. Navarrete	Street Address 7225 Favor St
Signature	City, State, Zip Code Oakland CA 94621
	Phone Number 510-472 1308

Name	Address
Print Name: Claudia Aguilar	Street Address: 3122 Ward Lane Oakland CA 94602
Signature:	City, State, Zip Code:
	Phone Number: 510-393-0833
Print Name: Alina Lopez	Street Address: 1473 82nd Ave
Signature:	City, State, Zip Code: Oakland, CA 94621
	Phone Number: (510) 584-6174
Print Name: Andrea Hall	Street Address: 1114 Redwing Dr
Signature:	City, State, Zip Code: Hayward CA 94541
	Phone Number:
Print Name: Maisha Tate	Street Address: 5407 Hillen Drive
Signature:	City, State, Zip Code: Oakland CA 94619
	Phone Number: (559) 285-0076

Name	Address
Print Name: Maria Zarate.	Street Address: 3800 Quigley St Oakland Ca.
Signature:	City, State, Zip Code: Oakland Ca. 94619
	Phone Number: (510) 6893981
Print Name: Valentin Sanchez	Street Address: 996 90 Ave Oakland Ca
Signature: Valentin Sanchez	City, State, Zip Code: 94603
	Phone Number:
Print Name: Adrienne McClendon	Street Address: 236 Haas Ave #3
Signature: A. McClendon	City, State, Zip Code: San Leandro CA 94577
	Phone Number: (510)599-6358 cell (510)633-9983 hm
Print Name: Patricia Rangel	Street Address: 1346 107th Ave.
Signature: P Rangel	City, State, Zip Code: Oakland CA 94603
	Phone Number: 510-418-7304



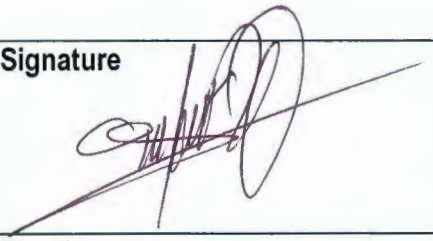
Name	Address
Print Name Sarah Allen	Street Address 2573 Truman Ave
Signature Sarah Allen	City, State, Zip Code Oakland, CA 94605
	Phone Number 323-333-4150
Print Name Maria Garcia	Street Address 1716 Seminary Ave
Signature Maria Garcia	City, State, Zip Code Oakland CA 94621
[illegible]	Phone Number 510-2068639
Print Name [illegible]	Street Address 9929 Ast
Signature	City, State, Zip Code OAKLAND CA 94603
	Phone Number (510) 395-0458
Print Name Sergio Gutierrez	Street Address 373 Caswell ave
Signature [illegible]	City, State, Zip Code Oakland, CA
	Phone Number 510) 610-0671



Name	Address
Print Name Maria Avalos	Street Address 373 Caswell Ave
Signature Maria Avalos	City, State, Zip Code 94603
	Phone Number 510) 705-2353
Print Name	Street Address
Signature	City, State, Zip Code
	Phone Number
Print Name	Street Address
Signature	City, State, Zip Code
	Phone Number
Print Name	Street Address
Signature	City, State, Zip Code
	Phone Number

Lighthouse
Community Charter School

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Guadalupe Hernandez	**Street Address** 9909 Plymouth ST. Oakland CA. 94603
Signature 	**City, State, Zip** Oakland CA 94603.
Email bernardoh@att.net	**Phone** (510) 418-4813 (510) 418-4815
Print Name Bernardo Hernandez	**Street Address** 9909 Plymouth St.
Signature Bernardo Hernandez.	**City, State, Zip** Oakland CA 94605.
Email bernardoh@att.net	**Phone** (510) 418-4813 (510) 418-4815

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Name	Address
Print Name Kati Meyers	**Street Address** 10963 Moonlight Ct. Oakland 94603
Signature K. M	**City, State, Zip** Oakland, CA 94603
Email Kati.Meyers@gmail.com	**Phone** 510-853-1329
Print Name Monica Ortiz	**Street Address** 2614 76th Ave
Signature M. Ortiz	**City, State, Zip** Oakland, CA 94605
Email amortiz28.mo@gmail.com	**Phone** 510-427-1872

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Name	Address
Print Name Adekemi Omotade	**Street Address** 9326 Cherry St
Signature	**City, State, Zip** Oakland CA 94603
Email kemiosun@aol.com	**Phone** 510 830-5531
Print Name Adeife Omotade	**Street Address** 9326 Cherry St
Signature	**City, State, Zip** Oakland CA 94603
Email osonwumi@yahoo.com	**Phone** 510 207 1795

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Name	Address
Print Name Juan C. Aguilar	**Street Address** 8119 birch st Oakland CA. 94621
Signature Juan C. Aguilar	**City, State, Zip**
Email ajuanC69@gmail.com	**Phone** (510) 508-1509
Print Name Aurora Madrigal	**Street Address** 1147 88th Ave Oakland ca 94621
Signature Aurora Madrigal	**City, State, Zip**
Email aurora Madrigal1128@Hotmail.com	**Phone** (510) 457-6759

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Name	Address
Print Name Cornelio Valencia	**Street Address** 1147 88th Ave Oakland ca 94621
Signature	**City, State, Zip**
Email auroramadrigal1128@Hotmail.com	**Phone** (510)457-6804
Print Name Ivan Arevalo	**Street Address** 406 Hale ave
Signature	**City, State, Zip** Oakland C.A 94603
Email	**Phone** (415) 971 2197

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Name	Address
Print Name Jose J. Ortiz	**Street Address** 6932 Lockwood St. OAKLAND CA. 94621
Signature Jose J. Ortiz	**City, State, Zip**
Email Jesus 723-901@hotmail.com.	**Phone** Cell (510) 919-5095 (510) 382-0120 home-
Print Name Alisha Castillon	**Street Address** 1124 84th AVE
Signature Alisha Castillon	**City, State, Zip** Oakland, CA 94621
Email castillonfamily825@gmail.com	**Phone** 510 325-4584

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Name	Address
Print Name VIRGINIA QUINTANILLA	**Street Address** 378 CASWELL
Signature Virginia Quintanilla.	**City, State, Zip** OAKLAND CA 94603
Email	**Phone** (510) 919-7996
Print Name Ariana Hines	**Street Address** 6846 Hawley St. #208
Signature Ariana Hines	**City, State, Zip** Oakland, CA 94621
Email arianahines35@yahoo.com	**Phone** 510 875-3640

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Name	Address
Print Name Ana Romero	**Street Address** 406 Hale ave
Signature Ana Romero	**City, State, Zip** Oakland CA 94603
Email	**Phone** (415) 971-2196
Print Name Karla Hernández	**Street Address** 9833st Sunnyside
Signature Karla.H	**City, State, Zip** Oakland CA 94603
Email	**Phone** (510) 712-2663

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Name	Address
Print Name Brisa Garcia	**Street Address** 5087 Congress Ave Oakland CA. 94601.
Signature Brisa Garcia	**City, State, Zip** Oakland CA. 94601.
Email Brisag48@gmail.com	**Phone** (510)692-6771
Print Name TRINH MAI	**Street Address** 2631 W 133rd Ave.
Signature Mai	**City, State, Zip** San Leandro Ca 94577
Email totrinh03@yahoo.com	**Phone** (510) 825-6244

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Name	Address
Print Name Lidia Olvera	**Street Address** 132 Kerwin Av.
Signature Lidia Olvera	**City, State, Zip** oakland cal. 94603
Email Lidia0722@gmail.com ~~Lidia0722@gmail.com~~	**Phone** 510 813 0827
Print Name Jesús Germán Fong Silva	**Street Address** 4130 LYON OAKLAND
Signature	**City, State, Zip** Ca. 94601
Email german-fong@hotmail.com	**Phone** 510 368 7552

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Name	Address
Print Name Ana Dubon	**Street Address** 1166 71st Ave
Signature	**City, State, Zip** Oakland CA 94621
Email ana.dubon@att.net	**Phone** (510) 2821837
Print Name Saira Santos	**Street Address** 1634 100th Ave
Signature	**City, State, Zip** Oakland Ca 94603
Email SairaSantos469@gmail.com	**Phone** 510 967 3771

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Name	Address
Print Name Patricia SSTo B	**Street Address** 9838. A ST
Signature	**City, State, Zip** Oakland CA. 94603
Email	**Phone**
Print Name Silvia Gonzalez	**Street Address** 1852 39 th AVE
Signature Silvia Gonzalez	**City, State, Zip** Oaklan Calif 94601
Email	**Phone** (510) 206 8467

Lighthouse
Community Charter School

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Name	Address
Print Name Maricela Gasca	**Street Address** 1617 39th Ave ~~Oakland 94601.~~
Signature Maricela Gasca	**City, State, Zip** Oakland Ca. 94601
Email gascamaricela07@gmail.com	**Phone** (510) 2-28-64-33
Print Name Juana Aguilera Montes	**Street Address** 2443 76th Ave.
Signature Juana Aguilera Montes	**City, State, Zip** Oakland Cal. 94605
Email mymontes93@gmail.com	**Phone** (510) 303-0224

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We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Mariana Montes	**Street Address** 2443 76th Ave.
Signature Maria Montes	**City, State, Zip** Oakland, CA 94605
Email mymontes93@gmail.com	**Phone** (510) 612-8051
Print Name Rosaura Altamirano	**Street Address** 7015 Halliday Ave Oakland CA 94605
Signature	**City, State, Zip** Oakland CA 94605
Email rosaura143@yahoo.com	**Phone** (510) 219-0930

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Name	Address
Print Name KARLA GARCIA	**Street Address** 2914 76TH Ave.
Signature Karla Garcia	**City, State, Zip** Oakland, CA 94605
Email ANLUROKIA@HOTMAIL.COM.	**Phone** (510) 827-5151
Print Name Sandiyah Raashid	**Street Address** 9250 C Street
Signature	**City, State, Zip** Oakland CA 9460
Email DRSRAASHID@gmail.com	**Phone** 916 271-3672

Lighthouse
Community Charter School

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Name	Address
Print Name aida Benites	**Street Address** 94611 5762 Florence terrace Oakland,
Signature Aida Benites	**City, State, Zip**
Email aida.benites123@hotmail.com	**Phone** (510) 477-2211
Print Name Evendira Vilchs	**Street Address** 648 S. Elmhurst ave
Signature Evendira Vilchs	**City, State, Zip** Oakland CA
Email	**Phone** 510 467-2957 ~~510 430 0471~~

Lighthouse
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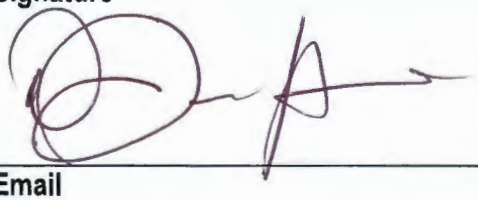
Name	Address
Print Name Barbara Gilles	**Street Address** 5762 Florence Terr Oakland, CA. 94611
Signature Barbara Gilles ~~Graciela Vilchis~~	**City, State, Zip** Oakland, CA. 94611
Email bgdincal@sbcglobal.net	**Phone** (510) 207.3077
Print Name Graciela Vilchis	**Street Address** 648 S. Elmhurst ave
Signature Graciela Vilchis	**City, State, Zip** Oakland CA 94603 510 928-9557
Email	**Phone** 510 928 9557

Lighthouse
Community Charter School

We, the undersigned parents, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are parents who are meaningfully interested in enrolling their children at the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Nelida Chavarria	**Street Address** 820 53rd Ave
Signature Nelida Chavarria	**City, State, Zip** Oakland CA 94601
Email vnelida90@yahoo.com	**Phone** (510) 798-2158
Print Name Dajeanna Hogue	**Street Address** 3515 Springlake Dr.
Signature 	**City, State, Zip** San Leandro, CA 94578
Email infodajeannah@gmail.com	**Phone** (510)290-1611

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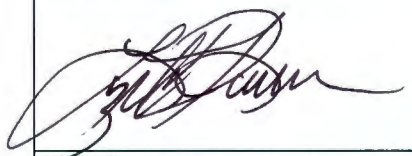
Name	Address
Print Name Viridiana Rosette	**Street Address** 5087 Congress Ave Oakland CA 94601
Signature 	**City, State, Zip** Oakland CA 94601
Email Viridiana.Rosette@yahoo.com	**Phone** (510) 246-4018
Print Name Lizeth Rivera	**Street Address** 241 Tunis Road Oakland, CA 94603
Signature 	**City, State, Zip** Oakland, CA 94603
Email lizzie01_02@yahoo.com	**Phone** (510) 303-9472

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Name	Address
Print Name Gloria Fong	**Street Address** 4130 Lyon ave
Signature	**City, State, Zip** Oakland Ca. 94601
Email gloriafongg@gmail.com	**Phone** (510)228 2089
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Viridiana Rosette	**Street Address** 5087 Congress Ave
Signature Viridiana Rosette	**City, State, Zip** Oakland CA 94601
Email Viridiana.Rosette@yahoo.com	**Phone** (510)246-4018
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Karina Avalos	**Street Address** 2249 107 th Ave
Signature Karina Avalos	**City, State, Zip** oakland ca 94603
Email Karravalos10@gmail.com	**Phone** (510) 363 69 24
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Olga De Lara	**Street Address** 11058 Robledo Dr.
Signature Olgalle Lara	**City, State, Zip** OAKLAND CA
Email deLara olga @ Yahoo.com	**Phone** Home 510 878- 1453 Cell 510 735- 5740
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Selene Aguilar	**Street Address** 1834 96 ave
Signature Selene Aguilar	**City, State, Zip** Oakland CA 94603
Email Seleaguil@gmail.com ~~Selea~~	**Phone** (510) 415-5039
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Diana Diaz	**Street Address** 9290 Coral Road Oakland Ca 94603
Signature 	**City, State, Zip** Oakland Ca 94603
Email dianadiaz0610@gmail	**Phone** 415-769-1502
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Frema C Rose-Lee	**Street Address** 1467 70th Ave
Signature Frema C Rose-Lee	**City, State, Zip** Oakland, Ca 94621
Email fcrose@ft.newyorklife.com fcrose@ft.newyorklife.com	**Phone** (510) 433104 (wk) (510) 5020787 (cell)
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

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Name	Address
Print Name Noemi Montano	**Street Address** 5922 E 17th St Oakland CA 94621
Signature	**City, State, Zip**
Email	**Phone**
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**

Lighthouse
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We, the undersigned teachers, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are teachers who are meaningfully interested in the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name Brianne Zika	**Street Address** 415 Foothill Blvd. #4
Signature Brianne Zika	**City, State, Zip** Oakland, CA 94606
Email Bri.zika@gmail.com Bri.zika@lighthousecharter.org	**Phone** (818) 300-5025
Print Name Lauren Hofmayer	**Street Address** 1506 4th Ave Apt 12
Signature Lauren Hofmayer	**City, State, Zip** Oakland, CA 94606
Email lhofmayer@gmail.com lauren.hofmayer@gmail.com	**Phone** (925) 788-744.

Lighthouse
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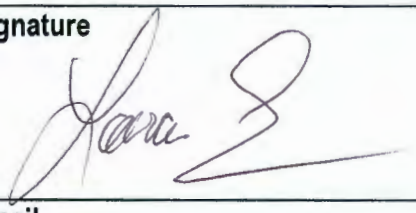
We, the undersigned teachers, support the charter submission and believe the attached charter merits consideration. We hereby petition the Oakland Unified Board of Education to grant the charter to Lighthouse Community Charter School II pursuant to Education Code Section 47605 and Charter Schools Act. The Below signatures are teachers who are meaningfully interested in the school. The petitioners authorize the Lead Petitioner, Yanira Canizales, to make or negotiate any amendments to the attached charter necessary to secure approval by OUSD governing board and state administrator.

Name	Address
Print Name LAURA EINHORN	**Street Address** 6511 SIMSON ST.
Signature 	**City, State, Zip** OAKLAND, CA 94605
Email Laura.einhorn@lighthousecharter.org	**Phone** 617-818-1639
Print Name Robbie Torney	**Street Address** 1506 4th Ave Apt 12
Signature R Torney	**City, State, Zip** Oakland, CA 94606
Email robbie.torney@lighthousecharter.org	**Phone** 505 310 9160

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Name	Address
Print Name LAURA KRETSCHMAR	**Street Address**
Signature 	**City, State, Zip**
Email laura.kretschmar@lighthousecharter.org	**Phone**
Print Name	**Street Address**
Signature	**City, State, Zip**
Email	**Phone**