



Lighthouse Community Charter School

Renewal Charter

CDS Code: 01-61259-0130633

Charter Number: 413

Respectfully Submitted

27 April 2016

To:

Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

From:

Lighthouse Community Charter School
Paul Koh, Head of School
444 Hegenberger Road
Oakland, CA 94621
510-562-8801

www.lighthousecharter.org

STATEMENT OF ASSURANCES

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter School to be located at 444 Hegenberger Road, Oakland, CA 94621 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
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-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.
11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupils last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will 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.
32. 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.

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

Signature

Date

D'Lonra Ellis, LCCPS School Board President
Print Name

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 School (LCCS) is to prepare a diverse, K-8 student population for higher education or 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.

For each child to reach his or her fullest potential, we believe:

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

TARGET POPULATION

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

Figure A.1: Student Enrollment

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Students	48	48	48	47	50	55	56	69	69	490

Desired Student Population

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

In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, Lighthouse Community Charter School (LCCS) seeks to counter trends of educational inequity among K - 8 students in Oakland and as such will actively recruit students from Oakland who have traditionally been underserved. This includes but is not limited to students of color, English Language Learners, and students of low socioeconomic status from Oakland's flatland neighborhoods. Because we believe that college readiness begins early in a child's life, we set out to create an educational program that guarantees the once unattainable dream of going to college is not only a possibility, but a reality.

While the Oakland Unified School District is working hard to meet the academic and developmental needs of its students, the college going rate is far too low to prepare students for 21st century jobs. LCCS is working to accelerate achievement for our students, in turn increasing the college going and graduation rate.

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

ATTENDANCE

School Year

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

For students in Kindergarten: 36,000 minutes

For students in First through Third Grade: 50,400 minutes

For students in Fourth through Eighth Grade: 54,000 minutes

The proposed calendar for 2016-2017 will include 177 instructional days, 2 more than the required 175 days for charter schools. Teachers of LCCS will have an additional 23 days of professional development and 6 days of conferences built into the school year on an annual basis, for a total of 200 contracted days. There will be an additional five days of stipended professional development for all teachers and five more additional stipended days for teachers new to the school on an annual basis. **Figure A.2** provides the proposed school calendar, which LCCS intends to adhere to as state and federal funding allows. LCCS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

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

Figure A.2 2016-17 Proposed School Calendar



School Day

The instructional day at LCCS is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Kindergarten through Eighth Grade, the school day for students will be from 8:30 am to 3:30 pm Monday, Tuesday, Thursday and Friday (395 instructional minutes per day) and 8:30 am to 1:30 pm on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in Kindergarten through Fourth Grade will be 57,665 minutes (not including lunch and passing times). For Fifth through Eighth Grade, the annual instructional minutes will be 54,960 minutes. These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through Eighth Grade.

AN EDUCATION FOR THE 21ST CENTURY

What it Means to “Be an Educated Person in the 21st Century” Education Code 47605 (b)(5)(A)

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

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

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

Academic Content and Performance Standards

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

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

- **History and Social Science** - Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Science** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving.
- **Making** – LCCS integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.

Core Values that Emphasize Social and Moral Responsibility

In order to ensure we are developing students who are not only prepared for college and a career of their choice, but that students are becoming self-motivated, competent, lifelong learners, LCCS infuses five core values into the entire school culture. . All students at LCCS are taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At Lighthouse, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their community in a way that is meaningful to them.

The Core Values are:

COMMUNITY

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

INTEGRITY

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

LOVE

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

SOCIAL JUSTICE

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

AGENCY

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

How Learning Best Occurs

The mission of the Lighthouse Community Charter School is to prepare a diverse, K - 8 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21st Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

For each student to reach his or her fullest potential, we have developed a program based on five philosophical tenets:

- Tenet 1 - All students must be held to clearly articulated, **high expectations** for achievement,
- Tenet 2 - Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum** that is Common Core aligned,
- Tenet 3 - We must serve the **whole child**, supporting each student's academic, social and emotional development,
- Tenet 4 - The school must deeply **involve families** and collaborate to meet the needs of every student, and
- Tenet 5 - **Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

EDUCATIONAL PHILOSOPHY AND PRACTICES

"How Learning Best Occurs" Education Code 47605 (b)(5)(A)

We have designed a program for our schools aligned to the tenets outlined below, that incorporates proven methods of instruction design to fulfill our mission. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. The underlying philosophy and core practices within each tenet are detailed below.

Tenet 1 - High Expectations

Philosophy

To prepare students for the college or career of their choice, LCCS believes students must develop their knowledge and skills in the following areas:

- Core values include Community, Integrity, Love, Social Justice, and Agency.

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

Core Practices

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

- **Mixed-Ability Core Classrooms** - Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.
- **Differentiated Instruction** - To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels are represented, teachers utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies for differentiating instruction may include independent projects, literature circles, stations, and interest groups.
- **Individualized Learning Plans** - Every student at LCCS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the ILP is student-driven and includes parent voice. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to

improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress and goals with families.

- **Authentic Assessment** - Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCS, but also as an educational practice that helps foster learning and drive instruction. These assessments also allow students to engage in timely topics in a public, and sometimes change-making capacity. Simply put, at LCCS, authentic assessment methods are both a process and a product of teaching and learning.
- **A Process of Revision** - In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. LCCS maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to reflect on and increase their learning. This process also allows students to see the value of persistence and to honor their personal and intellectual growth.
- **Use of Formative and Interim Assessments to Inform Instructional Modifications and Interventions** - LCCS utilizes a variety of formative and interim assessments with the intent of collecting real time academic achievement data. These assessments are detailed in length in Element C of this charter. This data is used to achieve two specific and unique goals:
 - Delineate content and skills that needs to be re-taught, and
 - Identify specific students and groups of students who need academic intervention.
- **Flexible Intervention** - LCCS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need, collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to:
 - Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support
 - Small group teacher-led intervention during the school day, during the elective time across K-8
 - Teacher office hours to support small group learning
 - An extended day program, to provide additional individual and small group tutoring and support
 - A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions)
 - Summer intervention programs, as resources permit
 - Targeted academic and social support for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention)

- Coordination with outside programs to meet student academic, social, and emotional needs
- Restorative practices that allows students to receive community support with areas of social, emotional, and academic struggle
- Social and emotional intervention and counseling

Tenet 2 - Rigorous Curriculum

Philosophy

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

Core Practices

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

- **Inquiry-Rich** - LCCS curriculum development focuses upon being inquiry rich and including rigorous questions, experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCS curriculum integrates fieldwork, experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Community Involvement** - Students at Lighthouse Community Charter School are actively involved in their communities through fieldwork, internships, and service learning opportunities. Often, these experiences are coordinated by students and integrated into academic classes, crew, and extracurricular activities. These experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
- **Authentic Assessments** - Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter School's assessment systems. Additionally, the products of curriculum will often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and

ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

- **Literacy** – LCCS uses a balanced literacy approach to support students in becoming independent readers, writers, listeners and speakers. Literacy instruction occurs independently, through reading workshops, writing workshops, word and language study, and author and genre studies. LCCS currently employs the Comprehensive Literacy Model as the framework for its balanced literacy program. Literacy is also infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners.
- **Numeracy** – At LCCS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.
- **Arts** – At LCCS, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.
- **Fitness and Wellness** – At LCCS, students are supported in improving their physical fitness and making informed choices about their personal wellness.

Tenet 3 - Serving the Whole Child

Philosophy

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

Core Practices

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

- **Family Involvement** – Students are viewed within the context of their families and LCCS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Crew Parents, Coffee Tuesdays, and other family-led events.
- **Character Development** – Students’ emotional and social growth is supported through the teaching of the LCCS Core Values, as well as through the use and teaching of Restorative Justice practices. These Core Values are Community, Love, Social Justice, Agency, and Integrity. These core values, restorative practices, and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** –In our Kindergarten to Eighth grades, Crew (commonly known as home room or advisory) exists to ensure that each LCCS student continues to have a strong relationship with at least one caring adult at the school. The crew leader (Core Teacher in K-4) is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCS’s culture, specifically the Guiding Principles, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCS staff in K-8 assume the role of Crew Leader in addition to their core responsibilities.
- **Individual Learning Plans** –Every student at LCCS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create the ILP are typically student-driven, as early as Kindergarten. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers and students refer to the ILPs on a consistent basis throughout the school year to assess progress toward a student’s goals. Students revisit their ILP goals on a regular basis.

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

Tenet 4 - Family Involvement

Philosophy

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

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

Core Practices

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

Expected Family Involvement

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

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

Optional Family Involvement

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

- **Home visits (First through Eighth Grade Optional)** - Teachers are encouraged to conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- **First Fridays, Performances, Publishing Parties, and Potlucks** - Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- **Coffee Tuesdays** - On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **Family Learning Nights** - The school administration with the help of the Crew Parents hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.

- **Crew Parent Representatives** - Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
- **Work Days** - Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Tenet 5 - Teachers as Learners

Philosophy

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

- **Focused on Learning** - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- **Supported by a Collaborative Culture** - in which adults work together in pursuit of our mission. A majority of LCCS professional development is conducted in teacher-led teams, focused on adult learning needs and prioritizing student outcomes. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. Norms for our time together derive from our core values of Community, Love, Social Justice, Agency, and Integrity.
- **Goal-oriented** - so that individual educators, teacher teams, and the school a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
- **Data-driven** - providing and analyzing relevant information to inform instructional and institutional decisions.

Core Practices

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

- **Common Planning Time** - Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Professional Learning Communities (PLCs)** – Teachers investigate instructional practices which yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)** – Teachers are given time to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** – For all staff, early release days are in place for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Collaboration** – Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
- **Expeditionary Learning (EL) Partnership** - Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

Educational Practices of the Lighthouse Community Charter School

We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of preparing students for college or a career of their choice and serving the whole child. In addition, this program aims to serve all children—including students with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. These strategies include:

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

Each strategy is explained below.

1. Low Student to Teacher Ratio at all Grade Levels

The LCCS seeks to maintain a low student/teacher ratio at all grade levels that will encourage students and teachers to develop closely knit, mentoring relationships and will allow teachers to employ more individualized and interactive instructional strategies. Small class sizes will enable teachers to foster caring relationships among students and will strengthen the community fabric of the school. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.

2. Mixed-Ability, “Looped” Classrooms

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

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

3. Extended Day

Resources permitting, the LCCS seeks to continue to offer an extended day program. This extended day program allows students the extra time needed to learn skills and knowledge

necessary to meet the rigorous standards set forth by the school. The LCCS has installed an after school tutoring program that will be mandatory for students who are not meeting the stated pupil outcomes and as resources permit, will continue to run this program. In addition, LCCS aims to provide enrichment programs in the after school hours to round out the educational opportunities for students in grades K – 8.

4. Differentiated Instruction

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

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

5. Project-Based Learning

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

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

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

6. Home Language Program

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

7. Individualized Learning Plans

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

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

8. Middle School Crews

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

Strategies to Support Targeted Student Groups

LCCS 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, LCCS supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum.

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

English Language Learners, Socio-economically Disadvantaged Students, and Students Achieving Above Grade Level/Gifted Students.

Strategies to Support Students Not Meeting Pupil Outcomes

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

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

Response to Intervention

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

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

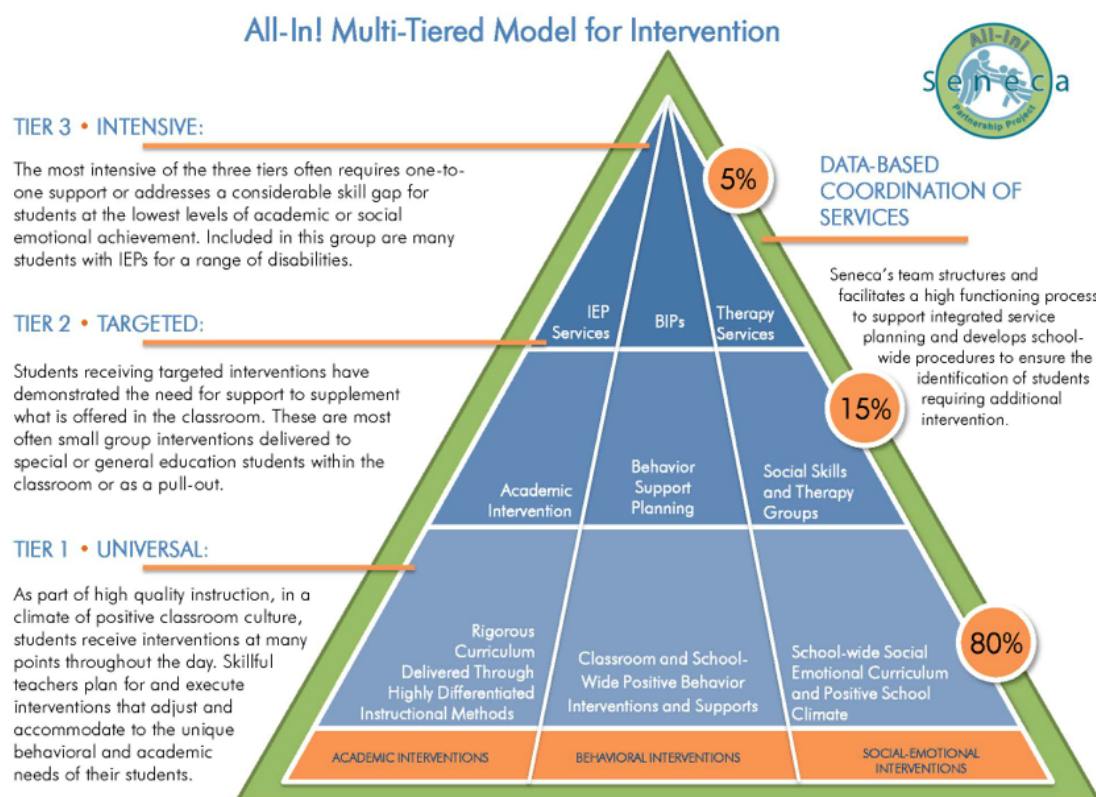
- Primary (*Tier 1*) prevention: high quality core instruction that meets the needs of most students
- Secondary (*Tier 2*) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (*Tier 3*) prevention: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

All-In! Partnership with the Seneca Center

LCCS has partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for Intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being. **Figure A.11** provides an illustration of this model. All-In! utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around

three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.

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	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and Positive School Climate

	Differentiated Instructional Methods		
--	--------------------------------------	--	--

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.

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

Systemic Planning

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

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

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

Coordination of Services Team (COST)

This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. The team also completes eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate. **Appendix 01** provides a COST Process Flow Chart, and **Appendix 02** provides a Sample COST Form.

Cross-System Collaboration

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

Tiered Services in the All In! Program

An Overview of How RTI Works

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

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

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

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

Tiered Services

The All-in! Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social emotional curricula. Tier two and Tier three services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. For a list of possible academic interventions, please see [Appendix 03](#) for a Menu of

Academic Interventions. Students identified for Tier two services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier one interventions. Students who do not respond to Tier two interventions are considered candidates to receive support at the third tier of intensive services. **Appendix 01** provides a visual of the COST Process Flow Chart.

Tiered Academic Services

- **Tier One** - Through the All-in! Partnership, Seneca works with the Director to develop school-wide sets of research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data.
- **Tier Two** - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from FPRA, ADEPT, and any additional standardized assessment outcomes. Students may be identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as AIMSweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier one levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier three services.
- **Tier Three** - Tier three academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEPs and progress on IEP goals is closely monitored over time. For examples of curriculum used to support Tier 2 and Tier 3 interventions, please see **Appendix 03** for a Menu of Academic Interventions. IEP goals are reviewed at least annually and students are reassessed for Tier 3 services every three years.

Tiered Behavioral Services

The All-in! Partnership utilizes School-Wide Positive Behavioral Interventions and Supports (SWPIBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities. SWPIBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPIBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

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

Appendix 04 provides an example of the Functional Behavioral Analysis Form.

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

Tiered Social-Emotional Services

- **Tier One** - To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas for growth highlighted by the staff interviews and ASSC SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and

procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being. **Appendix 05** provides an example of a Social Emotional Screener, as well as the Support Plan (described in Tier 2).

- **Tier Two** - The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. **Appendix 06** provides an example of a Social-Emotional Support Plan.
- **Tier Three** - These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

Serving Students with Special Needs

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

Assurances

State and Federal Law

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

SELPA

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

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

Facilities

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

Services

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

LCCS makes the following assurances:

- **Free Appropriate Public Education** – LCCS will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.
- **Full Educational Opportunity** – LCCS will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCS will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.

- **Individualized Education Program** – LCCS will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA. The school will assure that the mandated requirements of each student’s IEP is met.
- **Assessments** – LCCS will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or if requested by the student’s parents or teacher. Parents will receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.
- **Confidentiality and Procedural Safeguards** – LCCS will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a free appropriate public education.
- **Personnel Standards** – LCCS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – LCCS will assure that students with disabilities either under the IDEIA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (SBAC) and California Standards Test (CST).
- **Child Find** – LCCS will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA.

Response to Intervention and Strategic Partnership

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

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

Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST Services Coordinator who will develop an assessment plan if appropriate.

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

Search & Serve Process

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

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

Referral for Assessment Process

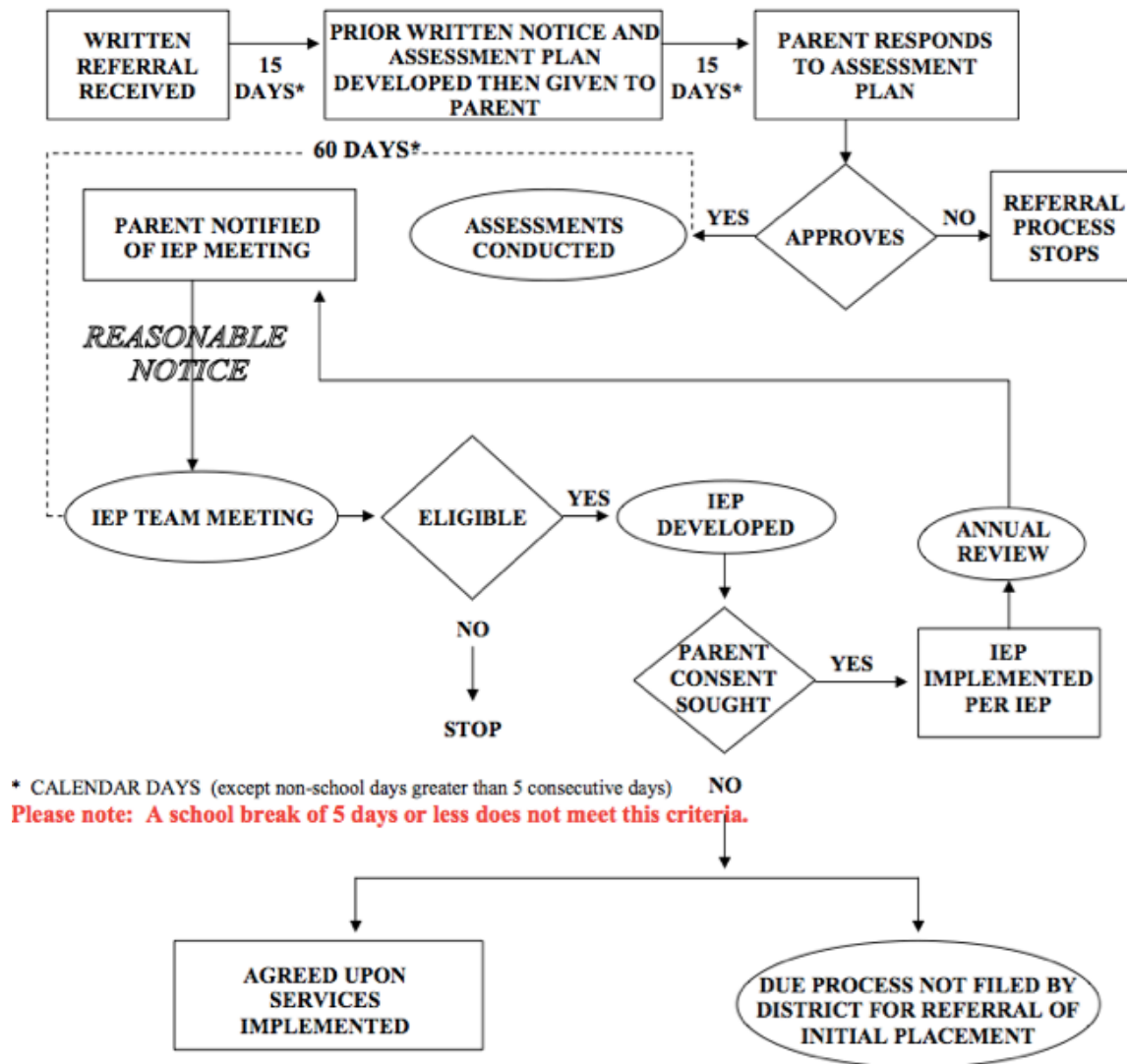
A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. The referral process is a formal, ongoing review of information related to students who are suspected of having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

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

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

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

Figure A.12 Referral Process



Assessment Process

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

- Individual testing;
- Teacher observations;
- Interviews;

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

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

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

Development and Implementation of IEP

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

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

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

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

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

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

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

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

IEP meetings will be held according to the following schedule:

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

IEP Review Process & Reporting

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

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

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

Professional Development for All Staff

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

Staffing

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

Due Process, Procedural Safeguards, & Reporting

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

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

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

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

Dispute Resolution & Complaint Procedures

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

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

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

Section 504 Services

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

A 504 team will be assembled by the Director of Intervention Services and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found

ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Serving English Language Learners

LCCS is committed to supporting English Language Learners (ELL), who comprise 53% of the K-8 student population. LCCS holds the same rigorous expectations for all students, regardless

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

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

Identification, Designation & Notification

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

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

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

Figure A.13 Designation Criteria

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

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the CELDT annually to determine growth in English Language proficiency until they are reclassified. A combination of CELDT scores and teacher assessment will be used to determine reclassification of students. The SBAC in ELA may also be used as an additional point of data. We will follow the CELDT Language Classification process as outlined in **Figure A.14** to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCS 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-8	Overall CELDT Proficiency Level = Early Advanced or Higher AND Listening= Intermediate or higher	Teacher Assessment SBAC in ELA, as applicable

	Speaking = Intermediate or higher Reading = Intermediate or higher Writing = Intermediate or higher	
--	---	--

Strategies for English Language Learners

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

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

Systematic Language Development

English Language Learners at LCCS receive Systematic English Language Development (SELD) tailored to their proficiency level. Also, students are taught through model ELD Workshop in grades K-2, ELD embedded in grades 3-8. Systematic ELD is a dedicated class focused explicitly on teaching language that English learners:

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

Within K-4, this class is provided within the core classroom, with teachers working with small groups to provide leveled language development instruction. Within 5-8, there are specific

classes targeted at Long-Term English Learners not making progress toward reclassification designed to accelerate their progress and support the development of academic language.

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

ELAC

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

Teacher Qualifications and Professional Development

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

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

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

Program Assessment

Metrics to assess the progress of our ELL students include:

- ELL students are making strong academic progress as measured by school-based assessments
- ELL students are classified as proficient in English in five to seven years, or less
- ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
- ELL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students

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

Supporting Socio-economically Disadvantaged Students

The LCCS program in place was designed specifically to support socio economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college and the career of their choice. LCCS currently serves a population of students from which 81% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element A is designed to enable students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the Common Core Standards
- Authentic learning experiences
- Focus on English Language Acquisition
- Before and after school programs for tutoring, homework help, intervention, and enrichment
- Access to technology beginning in Kindergarten
- Arts, Music, Fitness Programs

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis
- Time, energy, and resources used to “build character” in students

- Individual Learning Plans for each student
- Core values that create a school culture that integrates community, love, agency, integrity, and social justice.
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students

Involving Families

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

Cultivating Teaching Excellence

- Teachers work 23 additional days per year to collaborate, reflect on and create curriculum and to learn best practices
- Teachers conduct regular analysis of student data to improve instruction
- Teachers as leaders of professional development
- Support and mentoring for teachers new to the profession
- A training pipeline in place for faculty who are on the teaching track

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

Supporting Students Achieving Above Grade Level/Gifted Students

LCCS is committed to supporting all students in excelling in its program. Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, LCCS will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Individual Learning Plan meetings where goals are crafted to meet the specific growth goals of each individual student. Additionally, students are pushed to meet and exceed content and performance standards through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs and/or tutoring with qualified staff.

Professional Development

One of LCCS's five tenets is "Teacher As Learner." In order to provide the educational program set out in this charter and to achieve our mission, teachers must be constantly developing their craft in the service of their students. LCCS is committed to providing the professional development that enables teachers to do just that. The LCCS professional development provides for each of the following:

- **Common Planning Time** - Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Professional Learning Communities (PLCs)** – Teachers investigate instructional practices which yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)** – Teachers are given time to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** – For all staff, early release days are in place for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Collaboration** – Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.

- **Expeditionary Learning (EL) Partnership** - Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

ELEMENT B. MEASURABLE STUDENT OUTCOMES

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

Governing Law: *In accordance with SB 1290, the measurable pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.*

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

STUDENT OUTCOMES

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

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

“Core” Academic Content and Performance Standards

Aligned with the California State Standards, students will achieve appropriate age or grade level mastery of:

Language Arts Literacy

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

Mathematical Literacy

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

Historical and Civic Literacy

- Students will be able to analyze past and present events through multiple perspectives.
- Students will demonstrate an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Scientific Literacy

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

“Non-Core” Academic Content and Performance Standards

By graduation, students will also demonstrate competency in the following “non-core” content and performance standards:

Artistic Literacy

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

Technological Literacy

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

Environmental Literacy

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

Home Language Literacy

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

Making

- To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide

professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.

Core Values

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

The Core Values are:

COMMUNITY

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

INTEGRITY

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

LOVE

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

SOCIAL JUSTICE

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

AGENCY

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

Classroom Standards

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

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

aligned the California English Language Development standards and goals set forth in each child's Individualized Learning Plan.

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

Charter School Outcomes That Align With State Priorities

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

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

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

LCCS Five Tenets	State Priorities
Tenet #1: High Expectations for All Students Tenet #2: Rigorous Curriculum Tenet #3: Serving the Whole Child Tenet #4: Family Involvement Tenet #5: Professional Learning Community	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.1a. - Outcomes Aligned with LCCS Tenets and State Priorities

Target 1: High Expectations for All Students	
Target	Measurable Pupil Outcomes

<p>1. LCCS students are focused, reflective, and persistent learners who know themselves well, are strong communicators, and are prepared to independently engage college and career outside of Lighthouse.</p> <p>LCCS Tenets: 1 State Priorities: 4, 8</p>	<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #1).</p>
	<p>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 MPO #2).</p>
	<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #3).</p>
	<p>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 MPO #4).</p>
	<p>Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency. (OUSD K-8 MPO #5).</p>
	<p>Each year, for each statistically significant student group, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency (OUSD K-8 MPO #6).</p>
<p>Actions</p>	
<p>1a. Student reading levels are assessed triennially through Scholastic Reading Inventory (SRI), to inform small group reading instruction by the classroom teacher. 1b. Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers. 1c. Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June). 1d. Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement. 1e. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the clearing of their credential within the term of licensure.</p>	

Target 2: Deep Learning Through Rigorous Curriculum	
Target	Measurable Pupil Outcomes
<p>2. All Lighthouse students are deeply engaged in a vertically aligned standards based, Common Core, and NGSS curriculum that will prepare them for college success.</p> <p>LCCS Tenets: 2 State Priorities: 2, 4, 5, 8</p>	
Actions	
<p>2a (also 1c). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).</p> <p>2b (also 1d). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.</p> <p>2c. English Learners who speak Spanish as their primary language will be supported with continued primary language development as they acquire English.</p> <p>2d. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.</p> <p>2e. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.</p> <p>2f. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.</p> <p>2g. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.</p> <p>2h. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.</p> <p>2i. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.</p>	
Target 3: Family Involvement	

Target	Measurable Pupil Outcomes
<p>3a. LCCS Families know how to and are inspired to actively participate in the school and their children's education.</p> <p>3b. Families feel connected with each other, their child's teacher, and the Lighthouse community.</p> <p>LCCS Tenets: 3 State Priority: 3, 4, 5, 6, 8</p>	
Actions	
<p>3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.</p> <p>3b. Family Liaison works with families to identify areas of interest and need, then organize programing to support family learning.</p> <p>3c. Family Liaison works with Crew Parents to engage and involve families in the life of the school.</p> <p>3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.</p>	

Target 4: Professional Learning Community	
Target	Measurable Pupil Outcomes
<p>4a. LCCS staff feel known well, supported, and encouraged to continuously grow in service of the mission.</p> <p>4b. Staff feel connected to each other, their students, their families, and have deep commitment to the mission.</p> <p>LCCPS Design Principles: 4 State Priorities: 1, 4, 5, 6, 8</p>	<p>95% of staff feel that they are effectively and actively supported to grow as a professional.</p> <p>90% of staff are motivated to do "what it takes" to achieve the Lighthouse mission.</p> <p>90% of staff feel Lighthouse's compensation model is respectful of their talents and contributions to our school community. (All Measures from LCCS Internal Staff Survey)</p>

Actions	
<p>4a (also 1g & 2a). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).</p> <p>4b (also 1h & 2b). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.</p> <p>4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.</p> <p>4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.</p>	

Target 5: Whole Child	
Target	Measurable Pupil Outcomes
<p>5a. Students know who they are and have a clear sense of their identity.</p> <p>5b. Students are socially, emotionally, and physically healthy.</p> <p>5c. Students are active members of their community and participate in the life of their community.</p> <p>LCCPS Design Principles: 5</p> <p>State Priorities: 4, 5, 6, 8</p>	Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #8).
	Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #9).
	Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for students and Dimension 3 (Student Interactions) of School Climate Assessment Instrument for families (OUSD K-8 MPO #10).
	Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community (Site MPO #2)
Actions	
<p>5a. Small class size is maintained to ensure all students are known well.</p> <p>5b. Crew (advisory) is utilized in Grades 5 – 8 to provide a small venue in which students are supported socially, emotionally, and academically.</p> <p>5c. Leadership Team (5th – 8th) structures are utilized to support student empowerment and engagement.</p> <p>5d. Continue to implement and refine Response to Intervention (RTI) program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504</p>	

plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

5e. Student Case Managers are hired at each band level (K-4, 5-8) to provide social, emotional, and behavioral support utilizing the Restorative Justice model.

5f. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

ELEMENT C. ASSESSMENT METHODS

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

Introduction

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

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

Student assessment at LCCS will include, but not be limited to:

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

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

- Identifying whole school and/or individual professional development needs

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

Forms of Assessments

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

Baseline and Summative Assessment

At the beginning of each school year, the charter school will conduct diagnostic assessments of each student to establish baseline levels of mastery. The California Assessment of Student Performance and Progress (CAASPP) Assessment System tools or internally developed tools will be used to assess initial, formative and summative levels of performance in literacy and mathematics (detailed further in Interim Assessments and State Assessments, below). An internal writing performance task, currently assessed using the 6+1 Trait Analytical Rubric from Education Northwest (and may change to maintain alignment to the CCSS and SBAC), will provide data on student writing. The assessment tool may change with the transition to the CCSS. And, the California English Language Development Test (CELDT) will measure students' English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State's objectives and priorities.

Coursework and Content Assessments

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

Portfolios

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

- Provide a record of on-going work.
- Support teachers, students, and parents in reflecting on a student's academic growth over time.

- Make student learning visible to families and the community, in both Individual Learning Plan Meetings and Expositions of Student Work (detailed below).

Formative Assessments

Interim Assessments

LCCS intends to utilize the SBAC interim assessments as available, and will supplement these with internally developed interim assessments using Amplify, which are all aligned to the CCSS and NGSS standards. We continue to norm our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work.

Interim assessments will be administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

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

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

English Language Development

The California English Language Development Test (CELDT), or the English Language Proficiency Assessment (ELPA), when available, will be used each year or within 30 days of a new ELL's entry in order to establish baseline levels of language development in listening, speaking, reading and writing. Within each unit of study, teachers will use rubrics to assess student mastery of the forms, functions, and content vocabulary embedded within each unit of study, aligned to the new California English Language Development standards. In addition, they will use rubrics targeting general academic language usage to support them in listening, recording, and analyzing student interactions in a variety of social settings (i.e. whole group, small group, one on one). Together, these measures will provide the needed information about what language forms, functions, and structures the student has mastered and where the student needs support next to maximize growth.

State Assessments

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

- Smarter Balanced Assessment Consortium (SBAC)
- California English Language Development Test (CELDT)
- Physical Fitness Test (PFT)

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

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

Assessment Continuum

As indicated in the introduction of Element C, our broad variety of assessments will be used across grade levels and subject areas. **Figure C.1** is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure C.1 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
Scholastic Reading Inventory (SRI) Computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties.	K-8	Reading	Fall, Winter, Spring	Students meet growth targets as set by SRI
<u>Amplify</u> Interim Assessments to measure grade level proficiency in core academic subjects.	5-8	ELA Math	Fall, Winter, Spring	Students meet grade level learning targets
<u>FPRA</u> Measures reading levels of students and matches them to appropriate texts and small group Guide Reading instruction	K-4	Reading	Quarterly	Students grow at least one year in reading levels
CELDT (ELPAC) Measure students mastery of grade level ELD standards,	K-8	ELD Across Subject Area Settings	Upon enrollment Annually until exited	Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7

including listening, speaking, reading and writing Provide criterion-referenced data on student mastery				years of introduction to the language
Coursework & Content Assessments Measure standards mastery	K-8	ELA Math Science Social Studies Art Making Music Physical Education	Ongoing and at the end of each unit of study	60% mastery
Student Work and Portfolio Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	K-8	ELD ELA Math Science Social Studies Art Physical Education Personal Qualities	Ongoing	70% of standards to date have evidence of mastery
Individual Learning Plan Meetings Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals	K-8	ELD ELA Math Science Social Studies Art Physical Education Personal Qualities	Triennial	Mastery of at least one goal
Expositions of Student Work Demonstrate student mastery of grade level standards	K-8	ELD ELA Math	Biennial	Project, product, or performance task at mastery level displayed

Provide evidence of student mastery in the form of authentic projects, products, and performance tasks		Science Social Studies Art Physical Education		
Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	K, 2, 4, 6, 8	ELD ELA Math Science Social Studies Art Physical Education	Annual	70% of standards have evidence of mastery
Smarter Balanced Assessment Continuum (SBAC) Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard	3-8	ELA Math	Triennially (Interims and Final Summative)	Proficient and categorical growth
Physical Fitness Test (PFT) Measure student's physical fitness	5, 7	Physical Education	Annually	Physically fit in at least 4 of 6 areas

Student, Teacher and School Use of Data

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

Data is used to:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the school and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.

- Identify areas of overall challenge for the school and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see Element A).
- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the ILP meetings.

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

School and Family Use of Data – Reporting to Caretakers

LCCS strives to continuously inform families about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Expositions of Student Work as detailed in **Figure C.2**. Reports are user-friendly and provided in the families' native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings and EXPOs of student work.

Figure C.2 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Assessment Database & Reporting System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas & Guiding Principles ● Progress toward passage 	<p>Updated every two weeks</p> <p>(Always accessible)</p>

Mailings & Information Sessions	<ul style="list-style-type: none"> Share key assessment data with families as collected to ensure families have access to data on their children (i.e., FPRA, CELDT, SBAC). Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays, weekly mailers, and Family Learning Nights 	Ongoing
Individual Learning Plan Meetings (ILPs)	<ul style="list-style-type: none"> Develop and revisit academic and personal goals Review student work and measure progress toward mastery of learning targets, and ultimately, passage. Share student performance and progress on external and internal assessments Develop ownership of learning and goal-setting for both the student and family Develop student presentation skills Clearly articulate student progress toward passing 	Triannual
Expositions of Student Work	<ul style="list-style-type: none"> Share student mastery of key projects and products from the semester Make public classroom learning within the school, with families, and with the broader community Develop student presentation skills and ownership of learning 	Biannual

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

School, District and State Use of Data

Local Control Accountability Plan (“LCAP”)

LCCS will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, LCCPS and the charter school will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and the charter school shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

LCCS will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender,

English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

Student Retention and Promotion

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

Academic proficiency and developmental readiness are incorporated into all promotion and retention decisions. Academic proficiency is measured against adopted grade level or looped level benchmarks demonstrated through student portfolios, individual student assessments, performances, and teacher observations. Developmental readiness is measured by Individualized Learning Plan data, teacher observations, and any relevant behavior record.

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

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

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

In grades 5 and 7

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

receives a grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.

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

Acronym Key:

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

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

Retention Process

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

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

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

Students Who Are Not Meeting The Standards

When a student consistently fails to meet the standards of LCCS, teachers consult with the student, family, school directors, other teachers, and community resources to develop a greater

understanding of student needs and potential resources to address those needs. The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. Lighthouse has an intervention program that includes, but is not limited to:

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

ELEMENT D. GOVERNANCE

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

Governance Structure

Lighthouse Community Charter School (LCCS) functions in partnership with Lighthouse Community Charter High School (LCCHS), its 9 - 12 “sister” school and is operated by Lighthouse Community Charter Public Schools (LCCPS). As such, the governance structure is designed with the K-12 school in mind and will serve both LCCS and LCCHS. The governance structure of the charter school will have the following components:

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

Board members, school administration, faculty, and families will be involved in the decision making process at the charter school. The governance structure will be composed of the Board of Directors who make decisions and work with the Head of School to oversee the school’s operation; the Head of School who oversees school operations, academic program, fundraising, and other related activities;; the School Site Leadership Team which communicates the positions of the school community directly to the Head of School and Directors of Instruction; and the Parent Advisory Committee and ELAC which communicate the positions of the parents directly to the Head of School and Directors of Instruction.

California Non-Profit Public Benefit Corporation

LCCS is operated by Lighthouse Community Charter Public Schools, a California 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 11**, Corporate Bylaws as **Appendix 12**, and Conflict of Interest Code as **Appendix 12**, which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules. LCCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

The school's Board of Directors will include between seven (7) and fifteen (15) members. The current Board of Directors at Lighthouse Community Charter Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse Community Charter School. See **Appendix 13** for the roster of current board members.

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

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

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

Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as **Appendix 14**. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

In accordance with Education Code Section 47604(b), Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

Head of School

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

The Head of School must have the following core competencies:

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

Directors of Instruction

The Directors of Instruction at Lighthouse Community Charter School is an instructional leader focused upon the specific K- 4 and 5-8 grade level bands. The Directors of Instruction's primary skill set includes the ability to coach and develop teaching staff to best implement Lighthouse pedagogies and systems. Additionally, the Directors of Instruction needs to be a capable leader of school culture, coach of students, liaison to families, professional collaborator, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.

Directors of Instruction must have the following core competencies:

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

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

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

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

Parent Advisory Committee

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

- Supporting the 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 will be welcome and encouraged to attend open board meetings at any time, and agendas and minutes will be posted on the organization's website and at the school sites. The minutes of each governing body (Board of Directors, Leadership Team, LPAC, and ELCA) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will

be invited to attend the meetings of the other bodies. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

Assurances

The Lighthouse Community Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

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

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

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

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

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

ELEMENT E. EMPLOYEE QUALIFICATIONS

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

Assurances

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

Selection Process

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

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

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

Employee Qualifications

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

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

Head of School Qualifications

The LCCPS Board of Directors or designee 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.

Directors of Instruction Qualifications

The charter school 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 LCCS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

Teaching Staff

Teachers for core 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 state and federal law as applicable to the charter school. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

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

Core (College-Preparatory) Teacher Qualifications for Grades 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 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 for start-up years 1 - 5.

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

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

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

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

Instructional Aides, Home Language Tutors, and After School Program Tutors will be selected by the Director of Instruction (and the Director of the After School Program for After School Program Tutors) 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, and After School Program Tutors are as follows:

- High school diploma
- AA degree or equivalent

- Strong Spanish speaker and writer (Required for Home Language Tutor, preferred for all others)
- Two years' experience in a similar position preferred

Dean of Students

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

Core Competencies

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

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.

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

- 5 days of stipended summer professional development for all employees new to LCCPS

- 20 days of professional development built into the school year: before opening and after every quarter
- Early release every Wednesday for ongoing professional development
- Individual Professional Development Plans for every employee

ELEMENT F. HEALTH AND SAFETY REQUIREMENTS

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

Lighthouse Community Charter Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies attached as **Appendix 15**. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. The policy is distributed to all staff and families.

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

Student and Staff Health and Safety Provisions

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Blood-Borne Pathogens

The Head of School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCCPS Board of Directors will establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). A draft of this policy is included as **Appendix 16**.

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

Drug Free / Smoke Free Environment

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

Comprehensive Sexual Harassment Policies and Procedures

LCCPS and the charter school are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as **Appendix 7**.

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 schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies, including but not limited to fire, flood, earthquake, terrorist threats, and hostage situation, and is included as **Appendix 17**. LCCPS requires that instructional and

administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

Facility Safety

Facility

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

- Will be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Will maintain a valid Certificate of Occupancy. If LCCS moves or expands to another facility during the term of this charter, LCCS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Lock-Down Drills

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

Procedures

LCCPS has adopted procedures to implement the policy statements listed above, as provided in **Appendix 17**. The school safety plan is guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.

ELEMENT 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, LCCPS 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 in accordance with the OUSD Quality Community Schools Commitments (See [Appendix 18](#))
- Distribution of promotional and informational materials in a variety of languages, such as English and Spanish.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

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

ELEMENT H. ADMISSIONS REQUIREMENTS

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

Assurances

LCCS makes the following assurances regarding admissions:

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

Admissions

LCCS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon LCCS occupies the same facility as the K-8 Lighthouse Community Charter School.

It is LCCS'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.

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 (optional).
- 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.

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

Admissions Preferences

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

- A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter School: to keep families together
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605: to honor those committed to public education
- A sibling of a Lighthouse alum.
- Oakland residents
- All other students

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required. Should California adopt laws and regulations to support the lottery

preference for students from low-income students in keeping with recent federal law, LCCS will add that preference and it shall not be considered a material revision of the charter.

If necessary, LCCS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if additional 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, LCCS will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a wait list carry over to the following school year.

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

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

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

ELEMENT I. AUDIT – FINANCIAL AND PROGRAMMATIC

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

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

The LCCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, the State Charter Schools Office, and to the CDE by certified mail by the 15th of December of each year. The finance committee of the LCCPS Board of Directors (which oversees audits) in conjunction with the Head of School will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, the Head of School will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N and attached as **Appendix 19**.

The independent fiscal audit of Lighthouse Community Charter School is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

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

ELEMENT J. PUPIL SUSPENSION AND EXPULSION

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

Overview

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

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

LCCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in LCCS'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 20**. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

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

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

Assurances

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

request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

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

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

Suspension and Expulsion Policies

This Pupil Suspension and Expulsion Policy has 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.

LCCS 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 LCCS Board of Directors for an expulsion hearing.

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

Expulsion

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

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

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

Students **must** be expelled for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Possessed an explosive.

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

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

Expulsion Procedures

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

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The 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 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 Head of School shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

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

Special Procedures For Expulsion Hearings Involving Sexual Assault Or Battery Offences

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing

present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

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

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

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

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

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing

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

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

Notification of District

LCCS 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 LCCS or District would be deemed to have knowledge that the student had a disability

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School

had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If LCCS, 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 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.

Due Process Appeals

The parent of a child with a disability 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.

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.

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 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 the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

If 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.

ELEMENT K. RETIREMENT SYSTEM

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

Compensation

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

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

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

This combination has allowed LCCPS to recruit and retain a highly-qualified staff. Specific salaries and stipends are identified within the individual work agreements. Please see **Appendix 21** for the current LCCPS Teacher Salary Schedule. _

Benefits

LCCPS provides health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see **Appendix 22** 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 high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's

employee policies. Please see **Appendix 22** for a sample Teacher Contract, which includes information on current LCCPS Retirement.

ELEMENT L. ATTENDANCE ALTERNATIVES

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

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

ELEMENT M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

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

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

ELEMENT N. DISPUTE RESOLUTION

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

Intent

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

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

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

Public Comments

The LCCS staff, the LCCPS Board of Directors, and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Internal Disputes

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

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

External Disputes

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 LCCS regarding this charter pursuant to the terms of this section. As stated above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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 Director of Finance and Operations
 % Head of School
 Lighthouse Community Charter Public Schools
 444 Hegenberger Rd.
 Oakland, CA 94621

To Coordinator, Office of Charter Schools
 Oakland Unified School District
 1000 Broadway Suite 639
 Oakland, California 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written

Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCS has engaged in an act that could lead to revocation of the Charter, the District and LCCS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the LCCS Head of School. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Oversight, Reporting, Revocation, and Renewal

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

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the LCCPS Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

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

Parent Complaints

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. Please see [Appendix 7](#) for the LCCPS Uniform Complaint Procedures.

LCCPS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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. COLLECTIVE BARGAINING

Governing Law: *A declaration whether or not OP shall be deemed the exclusive public school employer of the employees of OP for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Lighthouse Community Charter School shall be deemed the exclusive public school employer of the employees of LCCS for the purposes of the Education Employment Relations Act (EERA). The charter school shall comply with the EERA. The charter school understands the rights of employees to unionize and will not impede on those rights.

ELEMENT P. SCHOOL CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if OP closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

Notification and Timeline

The LCCPS Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The LCCPS Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

Management of Student Records

The LCCPS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon school closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The

School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Financial Record, Final Audit, and Distribution of Assets

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER TERMS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The charter school shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year.

Insurance

Lighthouse Community Charter Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Administrative Services

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Lighthouse Community Charter Public Schools and the charter school will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

External Reporting

Lighthouse Community Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Public Records

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

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by OP shall specify where the school intends to locate.” Education Code Section 47605(g).

Facility Safety

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

- Will be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Will secure a Certificate of Occupancy before start of school.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.
- Will require students and staff to participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.

If LCCS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education

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

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of Lighthouse Community Charter School not to exceed 1% of the charter school's state revenues, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Lighthouse Community Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Attendance Accounting

LCCPS and LCCS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

Reporting

LCCPS and LCCS 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

<p><i>Governing Law:</i> <i>Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).</i></p>

Lighthouse Community Charter Public Schools and LCCS 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 LCCS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCS shall be operated by Lighthouse Community Charter Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. LCCPS and the charter school shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SFUSD shall not be liable for the operation of the charter school.

The corporate bylaws of LCCPS shall provide for indemnification of OP's Board, officers, agents, and employees, and LCCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of OP.

The LCCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter

Term

The term of this charter shall begin July 1, 2016 and expire five years thereafter on June 30, 2021.

Lighthouse Community Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. The charter school must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Amendments

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter School and the Oakland Unified School District. Material

revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and LCCS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications

All official communications between the Lighthouse Community Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Head of School, Lighthouse Community Charter Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

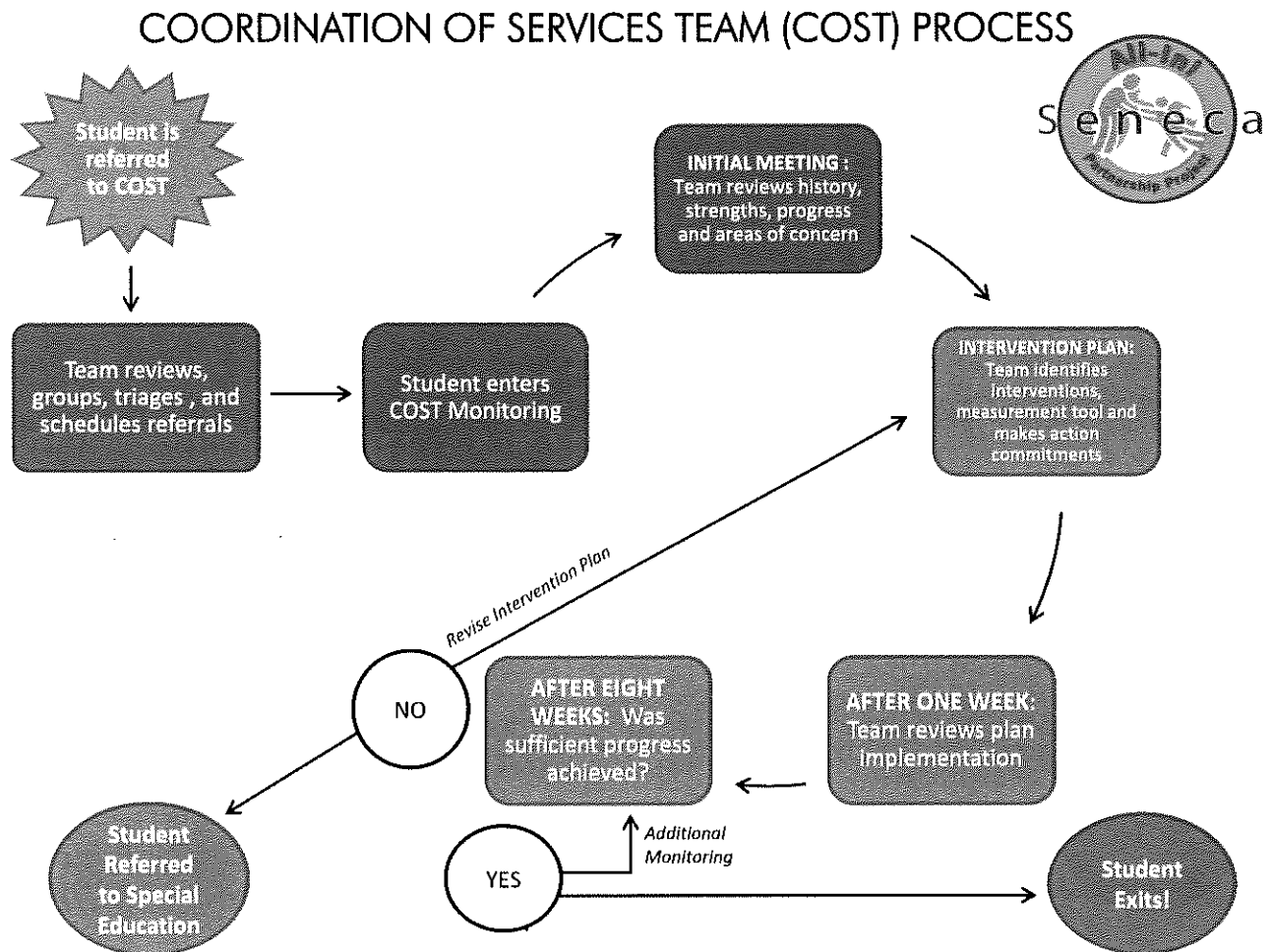
Lighthouse Community Charter School
Submitted to the School Board of the Oakland Unified School District
On April 27, 2016

Appendices for Charter Renewal Petition

APPENDIX 1. COST PROCESS FLOW CHART

Appendices for Charter Renewal Petition

APPENDIX 1. COST PROCESS FLOW CHART



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

Appendices for Charter Renewal Petition

APPENDIX 2. SAMPLE COST FORM

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

Appendices for Charter Renewal Petition

APPENDIX 2. SAMPLE COST FORM



SCHOOL NAME

Coordination of Services Team (COST) Referral

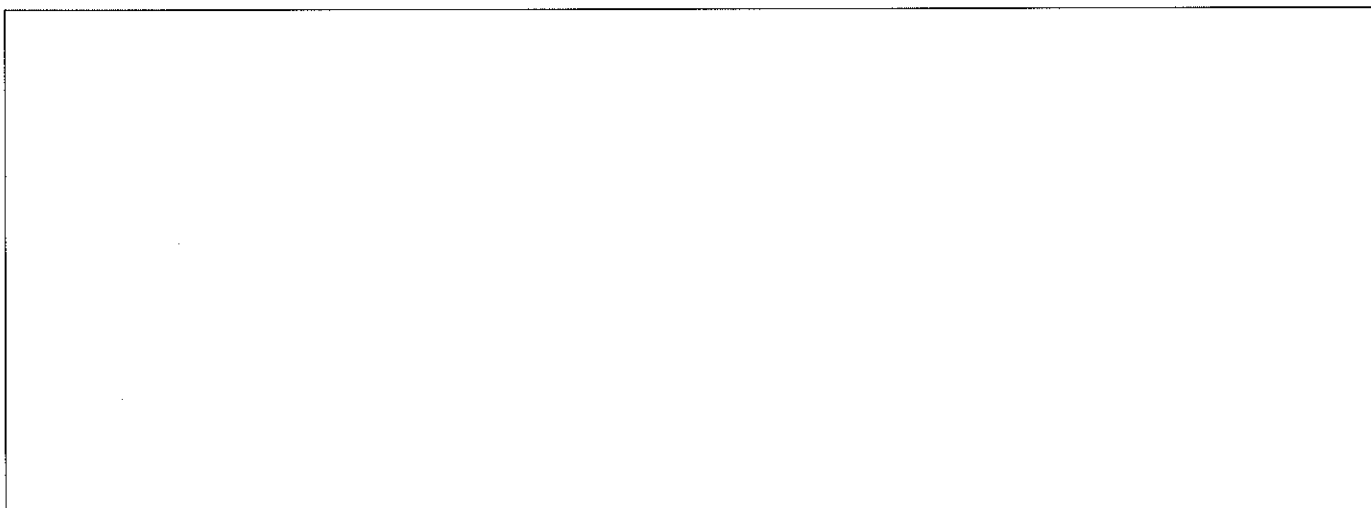
STUDENT INFORMATION				
Student Name:		Age:	Date of Birth:	Grade Level:
Classroom Teacher:	Referred By:	Previously Retained?: <input type="checkbox"/> YES <input type="checkbox"/> NO	Special Ed. IEP?: If yes, please see Case Manager with these concerns. <input type="checkbox"/> YES <input type="checkbox"/> NO	
Parent/Guardian:			Phone # [OR OTHER CONTACT INFORMATION]:	
E.L.L.?: <input type="checkbox"/> YES <input type="checkbox"/> NO HOME LANGUAGE?:		Referral Date:	OFFICE USE C.O.S. Team Meeting Date:	

HOME/LIFE INFORMATION
<p><i>List any relevant information/history:</i> [i.e. – siblings, custodial parent, other adult(s) living in the home]</p> <p>Who did you speak with at home to gather this information?</p> <p>Who at home was notified of this COST referral?</p>

STRENGTHS

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

Appendices for Charter Renewal Petition



ACADEMIC CONCERNS		
<input type="checkbox"/> MEMORY DIFFICULTIES <input type="checkbox"/> FINE MOTOR DIFFICULTIES <input type="checkbox"/> GROSS MOTOR DIFFICULTIES <input type="checkbox"/> CARELESS WITH WORK	<input type="checkbox"/> ATTENDANCE/TRUANCY <input type="checkbox"/> POOR ORGANIZATIONAL SKILLS <input type="checkbox"/> ATTENTION <input type="checkbox"/> POOR HANDWRITING	<input type="checkbox"/> TIME MANAGEMENT <input type="checkbox"/> DOES NOT COMPLETE ASSIGNMENTS <input type="checkbox"/> DOES NOT/ CAN NOT FOLLOW DIRECTIONS <input type="checkbox"/> LANGUAGE AND COMMUNICATION
<input type="checkbox"/> OTHER CONCERNS: _____ _____ _____		

SOCIAL • EMOTIONAL • BEHAVIORAL CONCERNS		
<input type="checkbox"/> INATTENTION <input type="checkbox"/> DISTRACTIBILITY <input type="checkbox"/> UNMOTIVATED <input type="checkbox"/> DIFFICULTY W/ PEER INTERACTIONS <input type="checkbox"/> ANGER MANAGEMENT (IRRITABLE, LOW FRUSTRATION TOLERANCE) <input type="checkbox"/> DOES NOT/ CANNOT FOLLOW DIRECTIONS	<input type="checkbox"/> NON-COMPLIANCE <input type="checkbox"/> AGGRESSION/FIGHTING <input type="checkbox"/> BULLYING/TEASING/THREATENING <input type="checkbox"/> CHRONICALLY DISRUPTIVE <input type="checkbox"/> SEXUALIZED BEHAVIOR <input type="checkbox"/> SEXUAL HARASSMENT <input type="checkbox"/> GENDER IDENTITY	<input type="checkbox"/> STEALING <input type="checkbox"/> ANXIETY <input type="checkbox"/> GRIEF <input type="checkbox"/> SELF ESTEEM/ SELF WORTH <input type="checkbox"/> APPEARS DEPRESSED, SAD, WITHDRAWN <input type="checkbox"/> GANG INVOLVEMENT <input type="checkbox"/> ENGAGES IN DANGEROUS BEHAVIOR
<input type="checkbox"/> OTHER CONCERNS: _____ _____ _____		

HEALTH CONCERNS		
<input type="checkbox"/> HEADACHES <input type="checkbox"/> EARACHES <input type="checkbox"/> HYGIENE	<input type="checkbox"/> GLASSES ____ NEEDS ____ HAS ____ WEARS <input type="checkbox"/> ASTHMA <input type="checkbox"/> FATIGUE	<input type="checkbox"/> MEDICATIONS <input type="checkbox"/> STOMACH COMPLAINTS <input type="checkbox"/> PHYSICAL DISABILITY
<input type="checkbox"/> OTHER CONCERNS: _____ _____		

CURRENT INTERVENTION	
School Based	Community Based

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

Appendices for Charter Renewal Petition

<input type="checkbox"/> IN-CLASS DIFFERENTIATION <input type="checkbox"/> SMALL GROUP INSTRUCTION <input type="checkbox"/> MODIFIED ASSIGNMENTS <input type="checkbox"/> INCENTIVES <input type="checkbox"/> PARENT CONFERENCE <input type="checkbox"/> PULL-OUT GROUP	<input type="checkbox"/> AFTER SCHOOL PROGRAMS <input type="checkbox"/> INDIVIDUAL TUTORING/EXTRA HELP <input type="checkbox"/> MENTORING <input type="checkbox"/> HOMEWORK HELP <input type="checkbox"/> OTHER: _____ <input type="checkbox"/> OTHER: _____	<input type="checkbox"/> BEHAVIOR CONTRACT/PLAN <input type="checkbox"/> COUNSELING SERVICES ____ SCHOOL/INDIVIDUAL ____ SCHOOL/GROUP ____ OUTSIDE AGENCY _____ <input type="checkbox"/> OTHER: _____ <input type="checkbox"/> OTHER: _____
--	---	--

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

Appendices for Charter Renewal Petition

APPENDIX 3. MENU OF ACADEMIC INTERVENTIONS

Appendices for Charter Renewal Petition

APPENDIX 3. MENU OF ACADEMIC INTERVENTIONS

All-In! Academic Intervention Menu

	ELA	Math	Writing
Intervention Programs to Supplant	<ul style="list-style-type: none"> • Language! 	<ul style="list-style-type: none"> • V Math 	
Intervention Programs to Supplement	<ul style="list-style-type: none"> • Slingerland • Stepping Stones to Literacy (pre-reading skills) • SRA – Phonemic Awareness (pre-reading skills) • Phonics for Reading (decoding, some fluency/comprehension) • Lindamood-Bell LiPs • Lindamood-Bell Seeing Stars • Lindamood-Bell Talkies • Lindamood-Bell Visualizing Verbalizing • Corrective Reading (decoding, fluency, comprehension) • Guided Reading/Reciprocal Teaching (comprehension) 	<ul style="list-style-type: none"> • FocusMath (essential math skills by grade level) • Touch Math (computation) • Making Math Real • Do The Math 	<ul style="list-style-type: none"> • Language for Writing
Additional Tools	<ul style="list-style-type: none"> • Words Their Way • Phonemic Awareness in Young Children Activity Book 		<ul style="list-style-type: none"> • Handwriting without Tears
Technology Intervention Programs	<ul style="list-style-type: none"> • Fast ForWord (reading skills and decoding) • Reading Assistant (reading accuracy, fluency, comprehension) 		
Additional Apps/Tech Tools	<ul style="list-style-type: none"> • RazKids • StarFall • LearningA-Z 		

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

Appendices for Charter Renewal Petition

APPENDIX 4. FUNCTIONAL BEHAVIOR ANALYSIS FORM

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

Appendices for Charter Renewal Petition

APPENDIX 4. FUNCTIONAL BEHAVIOR ANALYSIS FORM



FUNCTIONAL BEHAVIORAL ASSESSMENT

All-In! Partnership Project
Completed on Behalf of _____
CONFIDENTIAL

Appendices for Charter Renewal Petition

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	

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

Appendices for Charter Renewal Petition

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	

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

Appendices for Charter Renewal Petition

Home Language	
---------------	--

Appendices for Charter Renewal Petition

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	

Appendices for Charter Renewal Petition

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*

Appendices for Charter Renewal Petition

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

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

Appendices for Charter Renewal Petition

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.

Appendices for Charter Renewal Petition

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.

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.

Appendices for Charter Renewal Petition

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).

Interval or Time:										Total:
Frequency:										

Appendices for Charter Renewal Petition

Antecedent Behavior Consequence/ABC Charting

Date:	Time: Start and Stop		<u>A</u> Describe what happened before the behavior:	<u>B</u> Describe the behavior: (Frequency, intensity, duration. Use count data when applicable)	<u>C</u> Describe what happened after the behavior:

Appendices for Charter Renewal Petition

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

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

Appendices for Charter Renewal Petition

FERBS.

FERBs:

- 1.
- 2.
- 3.
- 4.
- 5.

POTENTIAL REINFORCERS

Primaries:

Passive Leisure:

Active Leisure:

Social:

Tangible:

Generalized:

Other:

Note:

Recommendations:

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

Appendices for Charter Renewal Petition

Name

Title

Seneca Family of Agencies

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

Appendices for Charter Renewal Petition

APPENDIX 5. SOCIAL EMOTIONAL SCREENER

Social Emotional Screener Guidelines

Dear Crew Leaders,

The Student Support Team on campus would like to ask for your assistance in identifying the challenges that students at this school are experiencing in order to inform the implementation of school-wide, group, and individual interventions. By getting a better understanding of what students are experiencing challenges, we can prioritize needs and gain insight into any common themes that may be occurring across campus. Your insight is a crucial component of this process! Included in this document is a link to the "Social Emotional Screener" tool that will allow you to quickly assess the social-emotional development of each student in your crew. We expect the tool to take about 20 minutes to complete. Please complete the assessment electronically by clicking on the link to your band level below. You will find a tab for your crew with your crew members listed in alphabetic order. Full last names have been omitted to protect confidentiality and staff only have access to their own band level spreadsheet. You have editing rights to populate the document; PLEASE DO NOT SHARE.

[K-4 S/E Screener Tool](#)

[5-8 S/E Screener Tool](#)

[9-12 S/E Screener Tool](#)

Please plan to complete the Social Emotional Screener for your students in your crew according to the following deadlines:

Term	Intervention Cycle	Dates*
Fall	Cycle 1	Starts 9/14- Ends 12/7
	S/E Screener	DUE Friday 10/9/15
Winter	Cycle 2	Starts 11/10- Ends 2/1
	S/E Screener	DUE Friday 2/12/16
	Cycle 3	Starts 2/29- Ends 5/13
Spring	Cycle 4	Starts 4/18- Ends 6/6
	S/E Screener	DUE Friday 5/20/15**

**Dates listed are approximate start and end times*

***Data collected in Spring will be used for Fall 16-17 Intervention Planning*

INSTRUCTIONS FOR FORM:

For each student, mark "0" (never), "1" (rarely), "2" (sometimes), or "3" (often) to indicate how often the student experiences each symptom listed across the top of the page. In order for the automatic calculations to work properly, it is important to mark a "0" for items that students "never" experience (*please don't leave cells blank*).

For crew leaders starting with a new loop, we strongly recommend collaboration with previous crew leaders and/or staff that know the child well.

Please note that our interventions and services will be determined by the resources and capacity to provide social emotional interventions on campus (i.e. the number of service providers and the amount of time they have available). Please remember that it is unlikely that all students identified as medium- or high-risk will be able to be served immediately. This tool is meant give the "big picture" of the school's needs and to help prioritize students and classrooms in order to make intentional and strategic decisions about service delivery.

Thank you for your time in filling out this screener! Please contact me or your band level lead counselor or therapist with any questions.

K-4 Dennise Moon	Cell: (510) 589-8367
5-8 Ali Smith	Cell: (510) 406-5269
7-12 Courtney Cerefice	Cell: (510) 882-1379

Tamarah Tilos • UE Coach/RTI Director

SENECA FAMILY OF AGENCIES

6925 Chabot Road • Oakland, CA 94618

Cell: 510-318-0073 • Fax: 510.317.1426

Web: www.senecafoa.org<<http://www.senecafoa.org>>

SOCIAL EMOTIONAL SCREENER (2015-16)

SCHOOL	Lighthouse C.C.S.
TEACHER	Teacher 1
GRADE	5th Grade
DATE	

RATING SCALE	
0	Never
1	Rarely (1 time/month or less)
2	Sometimes (2-4 times/month)
3	Frequently (1 time/week or more)

CLASSROOM SUMMARY		
RISK LEVEL	# OF STUDENTS	% OF STUDENTS
(0-3) Low Risk	8	50%
(4-8) Moderate Risk	6	38%
(9-30) High Risk	2	13%

STUDENT NAME	WITHDRAWN/ SAD AFFECT*	POOR HYGIENE	CHRONIC ABSENCES/ TARDINESS	ISOLATED FROM PEERS	CONFLICTS WITH PEERS	DISORGANIZED BEHAVIORS (POOR ORGANIZATION, MESSY DESK AREA, LOST THINGS)	INATTENTION	HYPERACTIVITY/ IMPULSIVITY	AGGRESSIVE BEHAVIORS (PHYSICALLY OR VERBALLY)	OPPOSITIONAL/ DEFIANT	TOTAL (OFFICE USE ONLY)
Student A	1	0	2	0	1	1	2	0	0	0	7
Student B	0	0	1	0	0	1	2	1	0	0	5
Student C	1	0	2	0	0	0	0	0	0	0	3
Student D	0	0	1	0	0	0	0	0	0	0	1
Student E	0	0	0	0	0	0	0	0	0	0	0
Student F	0	0	1	0	0	1	1	0	0	0	3
Student G	1	0	0	0	0	1	2	0	0	0	4
Student H	1	0	1	0	0	0	0	0	0	0	2
Student I	0	0	0	0	0	0	0	0	0	0	0
Student J	0	0	0	0	0	3	2	0	0	0	5
Student K	0	0	0	0	0	1	2	0	0	0	3
Student L	0	0	0	0	0	1	0	0	0	0	1
Student M	1	2	0	0	1	2	1	0	1	2	10
Student N	0	1	2	0	0	1	1	0	0	1	6
Student O	0	1	0	0	2	0	0	0	0	1	4
Student P	0	0	0	0	3	2	3	2	1	3	14
Student Q	0	0	0	0	0	0	1	0	0	0	1
TOTALS								3	2	7	
PERCENTAGE OF STUDENTS WITH A SCORE OF 2 OR HIGHER	0%	6%	19%	0%	13%	19%	38%	6%	0%	13%	

* Students in this category may fly under the radar, but benefit from support.

Please provide any additional information that may be helpful in understanding the experiences of individual students (i.e. family history, grief/loss, trauma):

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

Appendices for Charter Renewal Petition

APPENDIX 6. SOCIAL EMOTIONAL SUPPORT PLAN

Appendices for Charter Renewal Petition

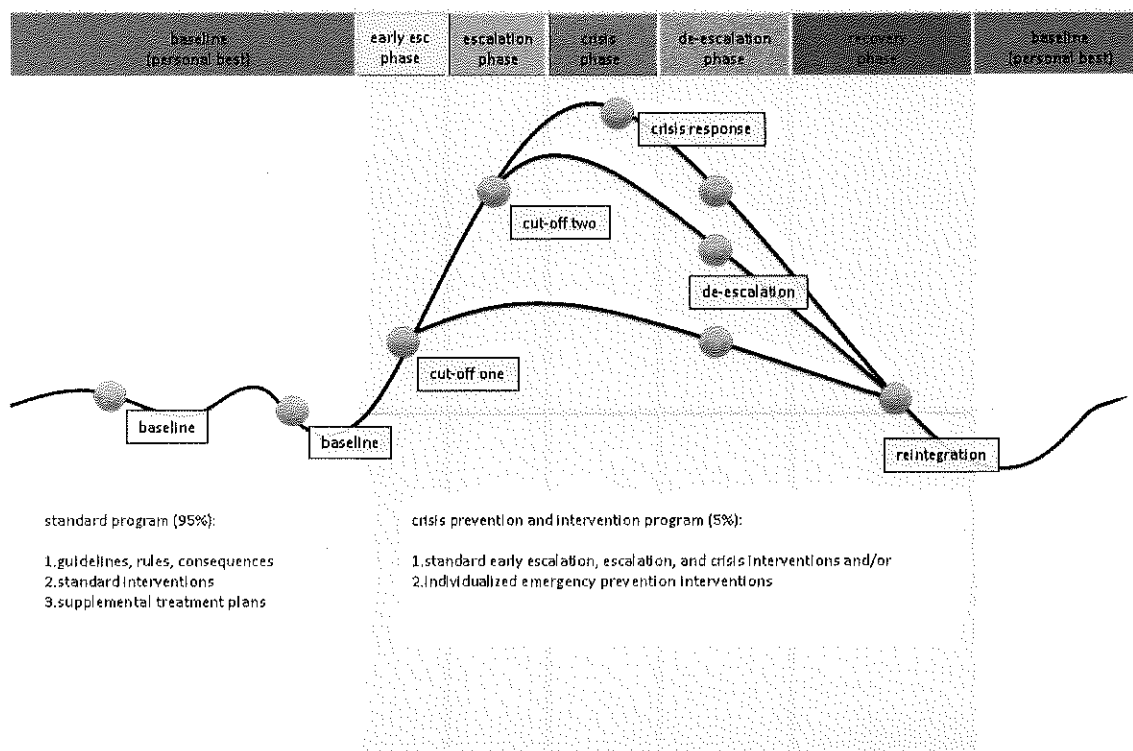
APPENDIX 6. SOCIAL EMOTIONAL SUPPORT PLAN



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.

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

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”

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

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

APPENDIX 7 – UNIFORM COMPLAINT POLICY AND PROCEDURE

LIGHTHOUSE COMMUNITY CHARTER SCHOOL's Uniform Complaint Procedure

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title III, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Head of School, Director of Strategic Development, Director of Finance, and/or Board President; LIGHTHOUSE COMMUNITY CHARTER SCHOOL; 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies

A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Protected Groups

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

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

APPENDIX 8. 504 BOARD POLICY

Appendices for Charter Renewal Petition

APPENDIX 8. 504 BOARD POLICY

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.

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

Appendices for Charter Renewal Petition

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

APPENDIX 9. 504 ADMINISTRATIVE REGULATIONS

Appendices for Charter Renewal Petition

APPENDIX 9. 504 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.

Appendices for Charter Renewal Petition

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.

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

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.

Appendices for Charter Renewal Petition

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.

Appendices for Charter Renewal Petition

- 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

Appendices for Charter Renewal Petition

additional or different procedures. LCCS will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom LCCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA or Oakland Unified School District (Whichever is Appropriate)[USE THE AGENCY DECIDED UPON HERE]

LCCS shall immediately notify the SELPA or Oakland Unified School District ("OUSD")[USE THE AGENCY DECIDED HERE, WHETHER SELPA OR OUSD], if appropriate, and coordinate the procedures in this policy for the discipline of any student with a disability or student who LCCS or SELPA/OUSD would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

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.

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

Appendices for Charter Renewal Petition

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

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

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

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

APPENDIX 10. 504 PARENTS' RIGHTS STATEMENT

Appendices for Charter Renewal Petition

APPENDIX 10. 504 PARENTS' RIGHTS STATEMENT

Lighthouse Community Charter School

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

Appendices for Charter Renewal Petition

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact **Tamarah Tilos**, 504 Coordinator, c/o Charter School, **444 Hegenberger Rd. Oakland CA 94621** with any questions regarding the information contained herein.

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

Appendices for Charter Renewal Petition

APPENDIX 11. ARTICLES OF INCORPORATION



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California,
hereby certify:

That the attached transcript of 3 page(s) is a full, true and
correct copy of the original record in the custody of this office.



IN WITNESS WHEREOF, I execute this
certificate and affix the Great Seal of the State
of California this day of

FEB 24 2010

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

FEB 12 2010

**RESTATED ARTICLES OF INCORPORATION
OF
LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS**

The undersigned, Brian Rogers and Sanjay Dholakia, certify that:

1. They are the President and Secretary, respectively, of Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I

The name of this corporation is Lighthouse Community Charter Public Schools (hereinafter the "Corporation").

II

The principal office of the Corporation shall be located in the City of Oakland, State of California.

III

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

IV

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Internal Revenue Code Section 501(c)(3).

The specific purpose of the Corporation is to manage, operate, guide, direct and promote an educational organization, as defined in Internal Revenue Code Section 170(b)(1)(A)(ii).

This Corporation shall admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school operated by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Solely for the above purposes, the Corporation is empowered to exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to receive gifts, devises, bequests and contributions in any form, and to use, apply, invest and reinvest the principal and/or income therefrom or distribute the same for the above purposes.

V

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code.

VI

The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private person.

VII

No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

VIII

The Corporation shall not have any members as defined in Section 5056 of the California Corporations Code. References to "members" are to the Board of Directors as provided in Section 5310 of the California Corporations Code. Each director shall be entitled to one vote. The method for electing directors shall be set forth in the Bylaws of the Corporation.

IX

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, shall be distributed to such Qualified Organization or Qualified Organizations as determined by the Board of Directors of the Corporation. Any of such assets not so distributed shall be distributed to such Qualified Organizations as shall be determined by the Superior Court in the county in which the principal office of the Corporation is located. As used herein, a Qualified Organization is a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

X

All references in these Articles to sections of the Internal Revenue Code shall be deemed to be references to the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any similar law subsequently enacted. All references in these Articles to sections of the California Revenue and Taxation Code shall be deemed to be references to said Code and to the corresponding provisions of any similar law subsequently enacted."


3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors of the Corporation in accordance with Section 5812 of the California Corporations Code.

4. The Corporation has no members.

5. The foregoing amendment to and restatement of the Corporation's Articles of Incorporation may be adopted by approval of the Board of Directors of the Corporation alone because the Corporation has no members and its Articles of Incorporation do not require approval by any other person of said amendment.

The undersigned declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: February 10, 2010


Brian Rogers, President


Sanjay Dholakia, Secretary



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

Appendices for Charter Renewal Petition

APPENDIX 12. CONFLICT OF INTEREST CODE

LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the **Lighthouse Community Charter Public Schools** hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of **Lighthouse Community Charter School** ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
- A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Chief Business Officer
 - G. Director Personnel Services
 - H. Assistant Director of Personnel Services
 - I. Consultants¹
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
- A. Purchasing Manager
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
- A. Information Systems Technician
 - B. Contractor

¹ The Charter School Principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

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

APPENDIX 13. ROSTER OF CURRENT BOARD MEMBERS

APPENDIX 13. ROSTER OF CURRENT BOARD MEMBERS

Lighthouse Community Charter Public Schools Board of Directors

Board Member	Officer (if applicable)	Affiliation	Member Since	Length of Service at Term Ending (years)
Barnes-Dholakia, Melissa	-	MBD Consulting	2015	3
Chavez, Sarah	Board Secretary	EOBA	2008	10
Delker, Wayne	-	Clorox / retired	2015	1
Ellis, D'Lonra	Board Chair	Gap, Inc.	2007	11
John-Baptiste, JB	-	Story of You	2005	12
Legg Greenberg, Christina	-	Redwood Circle Consulting	2011	7
Park, Soo Zee	-	CHOC	2004	13
Richmond, Kristin	-	Revolution Foods	2010	8
Roberson, Ingrid	-	ACOE	2013	3
Rogers, Brian	-	Rogers Family Foundation	2003	13
Velline, Jonathan	Board Vice Chair	Wells Fargo	2006	12
Schwartz, Rob	-	Silicon Schools Fund	2012	5
Sherman, Delphine	Board Treasurer	Aspire Public Schools	2013	5
Zuffi, Lisa	-	Presidio Bank	2013	5

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

c: 541.419.9991

e: melissa@barnesdholakia.com

SARAH M. CHÁVEZ

EXPERIENCE

2011–Present East Oakland Boxing Association Oakland, CA
Executive Director

- Direct all aspects of non-profit organization with 10 employees, 100 volunteers and 700 members.
- Responsible for human resources, finance management, fundraising and policy making and strategic planning in joint effort with Board of Directors.
- Manage day to day operations of organization.

2013–Present ROJE Consulting Oakland, CA
Government Affairs Consultant

- Maintain regular communication with elected officials on behalf of major development project.
- Attend meetings with key stakeholders
- Research local political issues and their impact on project

2006–2011 SunCal Companies Oakland, CA
Project Coordinator/ Office Manager

- Organize and coordinate community meetings and internal project meetings.
- Meet regularly with city staff, project consultants and others to move development project forward.
- Project Marketing: research local sponsorship opportunities; attend local events sponsored by the organization.
- Community Outreach: join local organization such as Chamber of Commerce and Kiwanis to maintain the organizations presence in the local community.
- Supervise administrative staff

1999–2006 City of Oakland Oakland, CA
City Council Aide-City Councilman Larry Reid

- Organized and coordinated community meetings within council district
- Met with constituents, determined problem and coordinated problem solving efforts with city and county agencies
- Developed policy recommendations for public safety and other programs. Coordinated policy implementation with other city agencies.
- Worked with Police Department to develop and sustain violence reduction strategies.
- Met regularly with city staff to develop and implement geographically based problem-solving projects.

VOLUNTEER ACTIVITIES

2007–Present Lighthouse Community Charter School Oakland, CA
Board of Directors

- The LCCS Board of Directors makes the major business decisions in relation to the school's legal and fiscal viability

2007–2011 East Oakland Boxing Association/Smart Moves Oakland, CA

Board of Directors

- Responsible for overall policy and direction of the EOBA/ Smartmoves Program
- 2008-Present: Board Secretary; responsible for keeping records of Board actions, including taking of minutes at all Board meetings; sending out meeting announcements, distributing copies of minutes, and the agenda to each Board member.

EDUCATION

1999–2003 California State University Hayward Hayward, CA

- B.A., Political Science & International Studies

2005–2007 California State University East Bay Hayward, CA

- Master of Public Administration
- Graduated Phi Alpha Alpha Honor Society

2013–2014 California State University East Bay Hayward, CA

- Non-Profit Management Certificate

REFERENCES

Available upon request

Wayne Delker, Ph.D.
Chief Innovation Officer (retired)
The Clorox Company
Pleasanton, CA
wldelker@gmail.com
+1 (925) 964-6507



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 and was recognized as an innovation leader.

Delker is currently working on building on this foundation to successfully apply the lean innovation methods developed by start-up companies to large enterprises to enable greater innovation and entrepreneurship. These practices enable the acceleration of innovation as well as allow companies to build bigger and better ideas. He also teaches these methods at MIT, UC Berkeley and the University of Virginia. He also is a member of the Advisory Board of the Batten Institute of Entrepreneurship and Innovation at the Darden Business School, University of Virginia

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.

Delker also serves on the Board of the Lighthouse Community Charter School in Oakland California, a leader in developing innovative education methods for K-12 with a particular emphasis on teaching in underserved school systems. He is currently leading the Capital Fundraising Cabinet for Lodestar, the next school in the Lighthouse family. He also supports programs to promote STEM careers for women and diverse students to provide career options that currently don't exist as well as fill a significant shortage in technical talent that is emerging in the United States.

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.

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

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.

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.

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, 09.2000

civic buildings, libraries, and universities.

Exploratorium, San Francisco, CA

- Led design of administrative offices and museum café portions of the \$30M renovation of San Francisco's Exploratorium- 150,000 sq. ft. Children's Science Discovery Museum.
- Managed and coordinated Structural, Electrical, and Mechanical Consultants. Approved and reviewed consultants' drawings and building specifications.

Tenderloin Elementary School, San Francisco, CA

- Responsible for the construction administration of the award-winning 66,000 sq. ft. innovative pre-school, K-5 elementary school and community center facility.
- Supervised construction progress and accurate implementation of the contract documents.

CLEARSCAPES, Raleigh, NC

01.1996- 09.1997 Architectural office and sculpture firm specializing in adaptive re-use projects and fiberglass, steel, and concrete public sculpture.

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.

Dr. Ingrid Roberson

ACOE is proud to announce our very own Dr. Ingrid Roberson as our new Chief of Learning and Accountability. This new cabinet position offers critical leadership and coordination of our Educational Services Division with a focus on data-driven decision making. Ingrid steps into the role with an array of strengths to benefit our high-functioning team of Ed Services Directors.

Since joining ACOE, Ingrid has developed and led the ACOE Research, Assessment, and Accountability Partnerships department -- a robust team that supports districts and schools in Alameda County to achieve the vision of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP), and works to develop a county-wide data resource center. Ingrid has been instrumental in the restructure of ACOE's Lead Learners Network (formerly known as Curriculum Council), establishing our efforts as an agency to transform how we engage educators who receive our services. She is also a Senior Assessment Fellow with the California Department of Education. In this role, she provides training and technical assistance to counties, districts and schools throughout the Bay Area with the implementation of the California Assessment of Student Performance and Progress (CAASPP).

"Ingrid brings a lot of energy and creative ideas to the organization," shared Superintendent Monroe. "She has high standards and a keen understanding of what it takes to inspire and engage a team to provide quality professional development and educational services."

Prior to joining ACOE in 2012, Ingrid was the Chief Assessment, Measurement and Evaluation Officer at the Stupski Foundation; the Executive Director of Research, Assessment and Data for the Oakland Unified School District; and Senior Researcher at San Francisco Unified School District, where she also began her career as a classroom teacher. She has worked in research and assessment leadership at the regional, state and national levels and brings a fresh, collaborative approach to measuring what matters most.

Ingrid's new position will take effect on Tuesday, Jan 19. Christina Faulkner will serve as the interim lead for RAAP during the recruitment for a new Director. We invite you to congratulate Ingrid on her accomplishment!

Brian Kingwell Rogers

7171 Norfolk Road
Berkeley, CA 94705
510-849-4763

Education

- 1991-1995 University of California at Berkeley – Class of 1995
B.S. Business Administration – Haas School of Business
- 2000 - 2001 Saint Mary's College of California – Class of 2001
State of California Teaching Credential

Work Experience

- 1/04 – Present Rogers Family Foundation – Executive Director
Manage the grant making process for a private family foundation in Oakland, CA.
- 11/01 – 8/03 Lair of the Golden Bear – Manager
Oversaw the training, supervision and scheduling of a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.
- 9/00 – 9/01 Bishop O'Dowd High School – English Teacher
Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic High School in Oakland, CA.
- 2/99 – 9/00 7171 Co. LLC – President
Founded a construction development company focused on building single family homes in Oakland, CA.
- 9/98 – 1/99 Mahalovich Partners – Associate
Assisted General Partner in securing commercial real estate clients in San Francisco, CA.
- 3/98 – 8/98 Il Fornaio Restaurant – Host/Waiter
- 5/97 – 9/97 Lair of the Golden Bear – Athletic Director
Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.
- 10/96 – 5/97 Northstar-at-Tahoe – Ski Instructor
Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.

Other Achievements and Pursuits

- 5/03 – present Sigma Alpha Epsilon Cal Beta Housing Corporation – President
- 9/00 – present Head Tennis Coach – Bishop O'Dowd High School
- 5/91 – present Eagle Scout
- 5/96 – 9/96 U.S. Baseball Stadium Tour
- 1/99 Reached the summit of Mount Kilimanjaro in Tanzania

Robert Schwartz

From classroom teacher to principal to executive director, Robert Schwartz has served in numerous organizations including Los Angeles Unified School District, ICEF Public Schools, Level Playing Field Institute, and New Teacher Center, focusing on the intersection of technology and learning for students and educators. He is an active board member of Lighthouse Community Charter School in Oakland, has co-written numerous publications including *Voices of Nonprofit Talent*, and co-created a Coursera MOOC on blended learning. Rob has an undergraduate degree from Binghamton University and an M.Ed. and Ed.D. from the University of Southern California.

DELPHINE SHERMAN

2285 Cedar Street
Berkeley, CA 94709

(617) 251-7629
sherman.delphine@gmail.com

EXPERIENCE

ASPIRE PUBLIC SCHOOLS, Oakland, California

High performing public school charter system serving 13,000 students; operating budget of \$130 million

Vice President of Finance, April 2013 – Present

- Manage Finance and Accounting teams
- Member of Aspire's Senior Leadership Team
- Responsible for leading discussions with senior leadership team and board of directors on resource allocation decisions, funding updates, and financial analyses that influence long term growth strategies

Director of Finance, June 2009 – April 2013

- *Budget Oversight* – Direct budget process and manage team of three financial analysts who guide the principals of Aspire's 34 schools and the directors of 14 home office departments in their financial and budgetary decisions. Eliminated five million dollars in expenses in fiscal year 2010.
- *Grant Management* – Responsible for overseeing Aspire's grant portfolio of \$10 million annually, incorporating over 15 funders. Develop grant budgets and milestones with home office directors and report financial progress to funders several times throughout the year.
- *Audit/Compliance* – Manage annual audit resulting in no material weaknesses or deficiencies. Oversee compliance with federal and state spending regulations, chartering districts and grantors.
- *Liquidity/Deal Execution* -- manage cash flow through California's funding deferrals. Worked with a network of private and public sector financing sources to structure and close \$8 million revenue anticipation notes (RANs).
- *Process Improvements* – Designed and implemented a cash forecast tool that is integrated with Aspire's accounting platform; resulted in aggregate efficiency savings of 60 hours per month.

EDTEC, Emeryville, California

Business services and financial consulting to California charter schools

Vice President of Client Management, June 2008 – June 2009

- Member of five-person senior management team that developed and executed the firm's strategy. Developed and achieved profitability goals.
- Directed client management group consisting of three client managers and three business managers servicing approximately 30 clients throughout California. Client management group responsible for 75% of firm's revenues.

Director of Client Management, May 2006 – June 2008

- Developed multi-year budgets, cash flow projections, and capital allocation decisions with clients' Executive Directors and Boards of Directors. Monitored compliance with budgets. Ensured alliance between programmatic goals of the school and the Boards' financial decisions.
- Educated charter leaders on charter school regulations and conducted periodic internal audits to ensure compliance. Areas monitored include attendance reporting, state testing, teacher credentials, fund accounting, student lottery, and grant management.

- Managed cross-functional team of accountants, payroll specialists, and educational consultants to handle all financial transactions of the school.

UNIVERSITY OF CALIFORNIA, Office of the Treasurer, Oakland, California
Manages \$70 billion portfolio of retirement and endowment funds for the UC System
Credit Analyst, Summer 2005

- Analyzed potential investments in publicly traded companies for fixed income portfolio. Interviewed management teams, equity analysts, and rating agencies. Synthesized research and presented recommendations to Fixed Income Research Team.

CAMBRIDGE ASSOCIATES, Boston, Massachusetts
Investment consulting firm for endowed non-profit institutions ranging from \$20 million independent school to \$4 billion foundation.

Senior Consulting Associate, 2002 – 2004

- Delivered recommendations at Investment Committee meetings for clients, which included a \$1.2 billion foundation, a high performing public university, and an independent school.
- Performed due diligence on venture capital funds for client's three billion dollar portfolio.

Team Leader, 2002 – 2004

- Managed group of 45 consulting associates in cooperation with five other team leaders. Handled account staffing, determined promotions and salary increases, and developed hiring projections.
- Spearheaded projects to increase efficiency. Developed methods to standardize deliverables and cut overhead expenses.

Consulting Associate, 2001 – 2002

EDUCATION

University of California Berkeley, Haas School of Business
Master of Business Administration, 2006; Haas Community Fellow

Dartmouth College
Bachelor of Arts in Economics, Minor in Sociology, 2001; Phi Beta Kappa

NON-PROFIT BOARD EXPERIENCE

CENTER FOR NONPROFIT AND PUBLIC LEADERSHIP; Haas School of Business
Advisory Board Member, 2009 - present

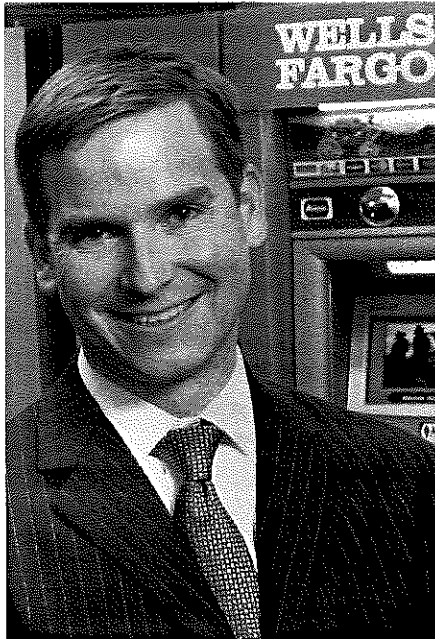
CHARTERSAFE; charter school insurance and safety program
Board Member, January 2013 - present

UC BERKELEY BOARD FELLOWS PROGRAM; places graduate students on local non-profit boards
Program Director, 2005 – 2006

- Expanded program by recruiting 60 students from five UC-Berkeley graduate programs and 15 nonprofit organizations to the program

Executive Profile

WELLS
FARGO



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.

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

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

Appendices for Charter Renewal Petition

APPENDIX 14. LCCPS BOARD BYLAWS



**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
Laura Kretschmar

December 31, 2001
December 31, 2001

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. **DIRECTORS TERM.** Each director shall hold office for one to three years. Term length is mutually agreed and voted upon at the beginning of each term. Directors may serve up to four consecutive, three-year terms or until he resigns, 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

Lighthouse Community Charter Public Schools
By-Laws

Directors on June 13, 2012; and that these bylaws have not been amended or modified since that date.

Executed on June 13, 2012 in Oakland, California.

D'Lonra Ellis, Board President

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

APPENDIX 15. HEALTH AND SAFETY POLICIES

Appendices for Charter Renewal Petition

APPENDIX 15. HEALTH AND SAFETY POLICIES

Lighthouse Community Charter Public Schools Board Policy #2014-024

Health and Safety Policies

Lighthouse Community Charter Public School will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at minimum will address the following:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to the prevention of contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire marshals. A structural engineering report will be on file indicating that no seismic hazard exists.
- Lighthouse Community Charter Public Schools will maintain a policy that the school is a drug-, tobacco- and alcohol-free workplace.

Each Lighthouse Community Charter Public Schools employee will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis through staff development and board resolution.

Lighthouse Community Charter Public Schools shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

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

APPENDIX 16. EXPOSURE CONTROL PLAN

Appendices for Charter Renewal Petition

APPENDIX 16. EXPOSURE CONTROL PLAN

Lighthouse Community Charter School
School Safety

Exposure Control Plan For Blood Borne Pathogens

The Head of School, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Head of School, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Head of School, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Head of School, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Head of School, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Appendices for Charter Renewal Petition

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.

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

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).

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

- 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.

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

Appendices for Charter Renewal Petition

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.

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

Appendices for Charter Renewal Petition

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

Appendices for Charter Renewal Petition

APPENDIX 17. SCHOOL EMERGENCY PLAN

**Lighthouse Community
Charter School
Emergency
Management Plan**

FORWARD

The Lighthouse Community Charter School Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Lighthouse Community Charter School recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

TABLE OF CONTENTS

Section One Administration

Purpose and Scope	2
Distribution and Training	2
Plan Format	2
Plan Revisions and Maintenance	3
Lines of Succession	3
Approval Statement	4
Authorities and References	5
Vital Records	7
Americans with Disabilities Act.....	8

Section Two Concept of Operations

Four Phases of Emergency Management.....	10
Emergency Management Systems	10
Levels of Emergencies	12
SEMS Levels of Emergency Management.....	12
Map of School Site with Evacuation Routes and Utility Locations	15
Emergency Telephone Number Directory	16
Incident Command System Functions.....	17
Description of ICS Positions	18
ICS Functional Positions	19
School Emergency Organization.....	21
Sample Charter School ICS Organizational Chart	22

Incident Action Checklists for ICS	23
Management Section Description and Checklists	23
Operations Section Description and Checklists	27
Planning Section Description and Checklists	34
Logistics Section Description and Checklists	36
Administration/Finance Section Description and Checklists	39
Recovery Planning	41
Recovery Action Checklist.....	43
Emergency Action Procedures.....	45
Emergency Action – Drop, Cover and Hold On.....	45
Emergency Action – Evacuation	46
Emergency Action – Lockdown	47
Emergency Action – Shelter in Place	48
 Section Three Emergency Response Procedures	
Aircraft Crash On or Off Grounds	51
Assault/Fighting	53
Bomb Threat.....	54
Earthquake	56
Fire/Explosion.....	58
Flood	59
Hazardous Materials	60
Intruder	61
Weapons	62

Appendices.....	64
------------------------	-----------

SECTION ONE

ADMINISTRATION

PURPOSE AND SCOPE

Lighthouse Community Charter School is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the Charter Management Organization (CMO), the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a regular basis to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By

LINES OF SUCCESSION

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Director of Strategic Development	Director of Secondary Programs	Director of Elementary Programs	School Secretary

APPROVAL STATEMENT

The Lighthouse Community Charter School Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Director of Strategic Development Jenna Stauffer and updated to maintain current procedures.



Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to: Oakland Unified School District

Oakland Police Department

Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Principal:	_____	_____
	<i>Signature</i>	<i>Date</i>
 :	_____	_____
	<i>Signature</i>	<i>Date</i>
 :	_____	_____
	<i>Signature</i>	<i>Date</i>

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions

- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (including REMS grants), contracts and other activities by Fiscal Year 2005.

"All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities".

NIMS includes training requirements in the Incident Command System. All "key school personnel" are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Lighthouse Community Charter School. Director of Strategic Development Jenna Stauffer is responsible for the protection and preservation of vital records. Lighthouse Community Charter School stores hardcopies of records and files, regulations, and contracts in the Director of Strategic Development's office. Back-up data systems are stored at the Rogers Family Office at 10 Clay St. in Oakland, CA.

AMERICANS WITH DISABILITIES ACT

Lighthouse Community Charter School must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, Lighthouse Community Charter School will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO

CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies,

public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid

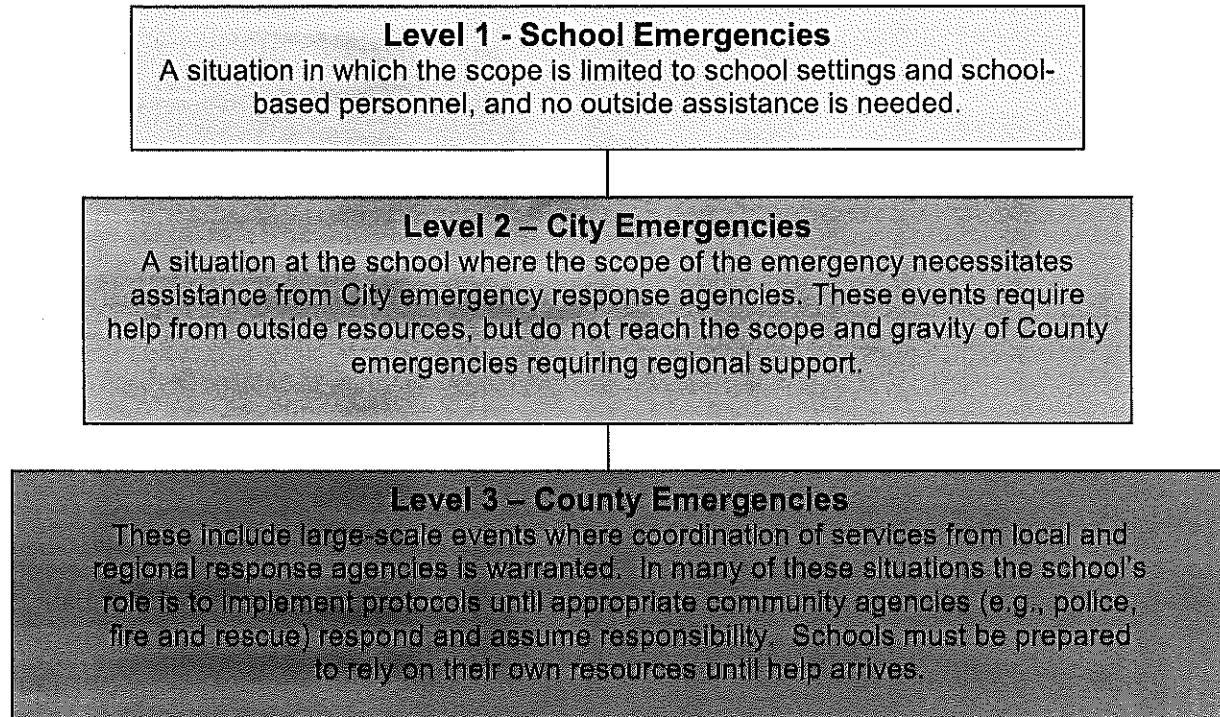
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

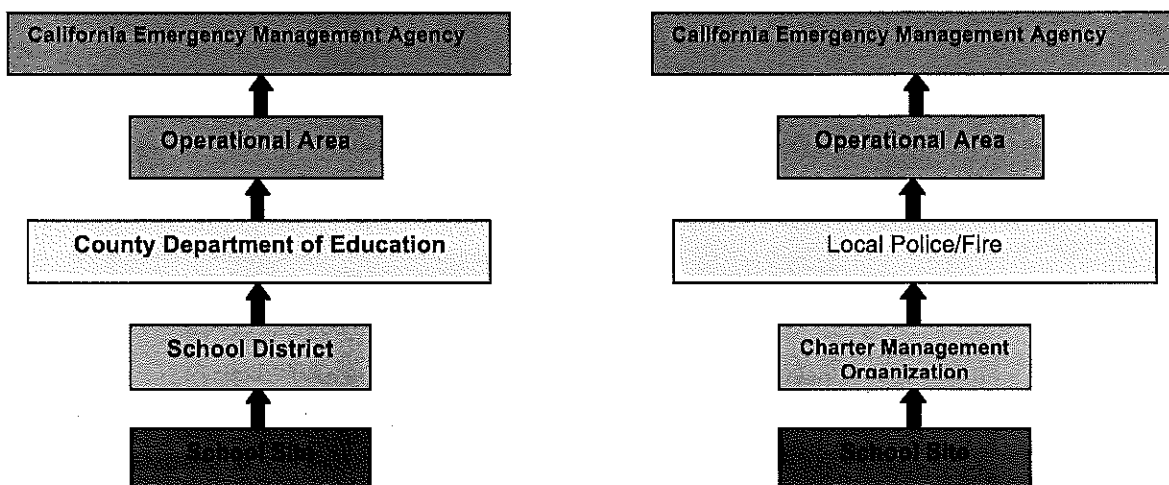
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:



SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. A director, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies.

An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

Situation and Assumptions

The school is located at 444 Hegenberger Rd. The site consists of 1 building. There is an average daily attendance of 650 students and 75 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS

INSERT YOUR SCHOOL MAP HERE

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)

NOTE:

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Include:

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas
- HazMat storage areas
- Heat plants/boilers
- Room numbers
- Door locations

EMERGENCY TELEPHONE NUMBER DIRECTORY

Purpose	Name of Agency	Number
Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)	Oakland Police Department	510-777-3333
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland Fire Department	510-238-3938
Local Hospital (1)	Highland Hospital	510-437-4865
Local Hospital (2)	Children's Hospital	510-428-3000
Electric Company	Pacific Gas & Electric Company	1-800-734-5000
Gas Company	Pacific Gas & Electric Company	1-800-734-5000
Water Company	East Bay MUD	1-866-403-2683
Animal Control/Shelter	Oakland SPCA	510-569-0702

Lighthouse Community Charter School

Position	Name	Home	Work	Pager/Cell
Director of Strategic Development	Jenna Stauffer	510-261-7534	510-639-8807	510-316-3122
Interim Director	Heather Thompson		510-639-8801	
Director of Elementary Programs	Melissa Barnes-Dholakia	510-540-5619	510-271-8801	510-708-7794
Director of Secondary Programs	Steve Sexton	510-261-7534	510-271-8225	510-681-8525
Secretary	Arlene Aldrette	NA	510-271-8225	510-499-3086
Executive Assistant	Maritza Ortiz	NA	510-271-8807	510-938-8743

Other Important Numbers

Board President	Brian Rogers	510-849-4763	510-899-7930	510-910-0069

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services,

timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may

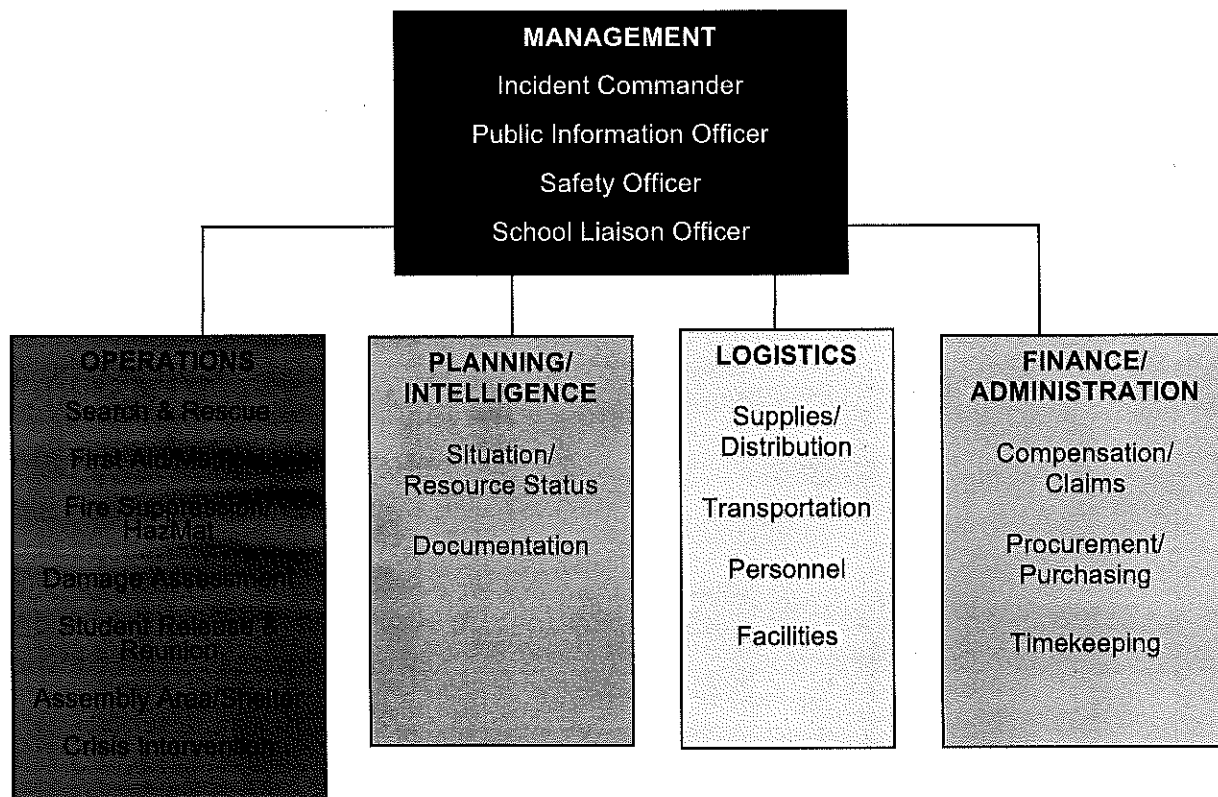
have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander	Jenna Stauffer	
Public Information Officer	Jenna Stauffer	
Safety Officer	Steve Sexton	
School Liaison	Melissa Barnes-Dholakia	
OPERATIONS SECTION		
Search & Rescue	Tony Cuevas and Joshua Weintraub	
First Aid/Medical	Kate Parman and Meg Stoehr	
Fire Suppression/Hazmat	Oscar Bermeo	
Damage Assessment	Jenna Stauffer	
Student Release/Reunion	Mona Lisa Trevino	
Assembly Area/Shelter	Arlene Aldrette	
Crisis Intervention	Courtney Cerefice	
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Melissa Barnes-Dholakia	
Documentation	Tammy White	
LOGISTICS SECTION		
Supplies/Distribution	Maritza Ortiz	
Transportation	Maritza Ortiz	
Personnel		
Facilities		
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Jenna Stauffer/Maritza Ortiz	
Purchasing/Procurement	Maritza Ortiz	

Timekeeping		
--------------------	--	--

SCHOOL EMERGENCY ORGANIZATION

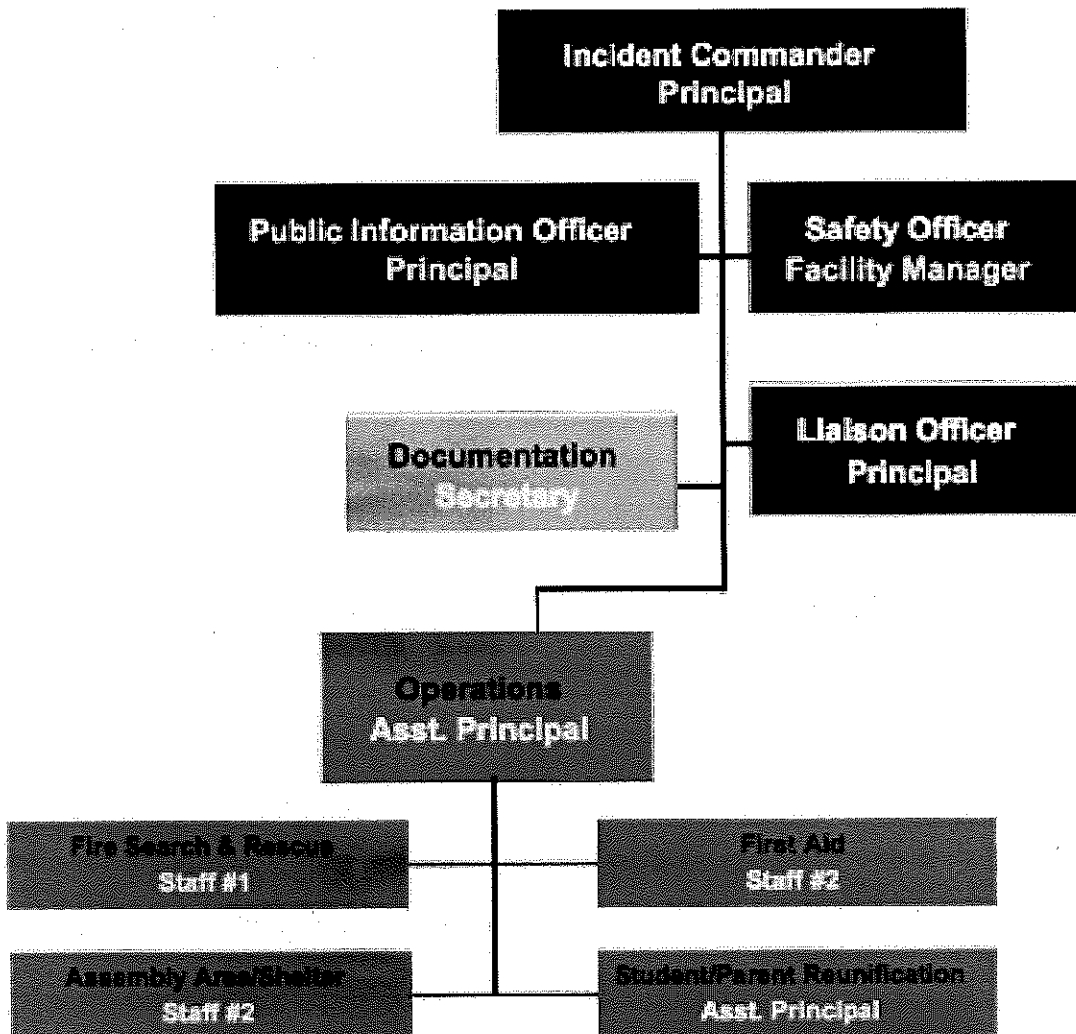
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

SAMPLE CHARTER SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.



INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ☐ Overall management of the response to the incident
- ☐ Assess the severity of the incident
- ☐ Make notification to professional/outside emergency responders of the incident
- ☐ Establish the Incident Command Post
- ☐ Set up check-in procedures at the ICP
- ☐ Activate ICS organization positions as necessary
- ☐ Establish objectives for the incident action plan
- ☐ Ensure the safety of students, staff, volunteers and campus visitors
- ☐ Deactivate ICS positions as needed

Start-up Actions

- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Assess nature and scope of emergency/disaster
- ☐ Determine level of threat to people and facilities
- ☐ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ☐ Meet with activated Management Staff and Unit Leaders
- ☐ Make sure you assign an alternate Incident Commander

Operational Duties

- ☐ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ☐ Work with assigned staff to write overall response objectives and revise as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- ☐ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ☐ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Terminate all response activities after determining the incident has been resolved
- ☐ Ensure that all pending actions will be completed after deactivation

- ☐ Initiate recovery operations
- ☐ Direct the return of all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- ☐ Liaison between the school, the media and the public
- ☐ Obtain information about the incident to write press releases
- ☐ Get press releases approved by the Incident Commander
- ☐ Deliver press releases to media and public

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders
- ☐ Designate a media reception area (*with Incident Commander approval*)
- ☐ Advise on-site media of time of first press release or press conference

Operational Duties

- ☐ Keep updated on response activities
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of Incident Commander for all press releases/statements
- ☐ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ☐ Arrange for the translation of announcements and response-related information
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the Incident Commander is aware of all media-related incidents
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release PIO staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the **current** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk "off the record"
- **Do not use** the phrase "no comment"
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- ☐ Monitor all response operations to ensure the safety of staff, students and others on campus
- ☐ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- ☐ Maintain incident records and track response activities
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor emergency response activities for safe practices
- ☐ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ☐ Stop or modify any unsafe activities/operations
- ☐ Ensure that school response units are using appropriate safety equipment
- ☐ Anticipate situation/problems before they occur
- ☐ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ☐ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search

- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Release Safety staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks

- ☐ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ☐ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions

- ☐ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- ☐ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ☐ Provide periodic updates to agency representatives as necessary
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release Liaison staff and volunteers when directed by the Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION - SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ☐ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ☐ Evacuate trapped or injured victims from their location to a safe place
- ☐ Cordon off buildings or locations that are unsafe to enter
- ☐ Mark buildings that have been searched with a sign or caution tape
- ☐ Ensure that Search and Rescue is conducted with a two-person team

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for briefing and assignments
- ☐ Gather and inspect all equipment and supplies
- ☐ Check flashlight and radio batteries; perform radio check
- ☐ Make sure you and your partner have school site maps

Operational Duties

- ☐ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ☐ Inspect the exterior of each building for structural integrity *before* entering.
- ☐ Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- ☐ Search **ONLY** structurally sound buildings
- ☐ Search assigned areas using established search protocols
- ☐ As searched rooms have been cleared, call in report to the IC ("*Room B-2 is clear*")
- ☐ Perform emergency first aid on severely injured victims first
- ☐ Rescue lightly trapped victims afterward
- ☐ Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- ☐ Provide any medical treatment given for injured victims to Medical Unit
- ☐ Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- ☐ Note damage on your team map and relay information to the IC
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION - FIRST AID/MEDICAL UNIT

Primary Responsibilities

- ☐ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ☐ Provide care and oversee status of injured people
- ☐ Request advanced medical care when necessary
- ☐ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ☐ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ☐ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ☐ Set-up morgue *(if needed and if long response time from Coroner)*
- ☐ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ☐ Maintain accurate treatment records using the Medical Treatment Form
- ☐ Monitor/assess patients at regular intervals
- ☐ Report deaths immediately to IC *(by runner, NOT over the radio)*
- ☐ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form *(maintain original Medical Treatment Forms)* (see Appendix I)
- ☐ If injured student is transported off campus, send a copy of student emergency contact card with him/her *(request copies from Documentation Unit)*

If sufficient staffing for Medical Team - Set Up Treatment Areas "Immediate" and "Delayed"

- ☐ Have team members check-in at the ICP
- ☐ Assign one team member to do intake:
 - ☐ Greet injured student/staff, reassess and/or confirm triage category
 - ☐ Direct victim or transport of victim to appropriate treatment area.
- ☐ Assign one team member to conduct "head to toe" assessment
- ☐ Provide appropriate first aid
- ☐ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ☐ Monitor condition of "delayed" victims and watch for any changes in condition
- ☐ Maintain Medical Treatment Forms for all victims

Deactivation

- ☐ Oversee the closing of the first aid station

- ☐ Direct the proper disposal of hazardous waste
- ☐ Release Medical Team per direction of the IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION - FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- ☐ Locate and extinguish small fires as appropriate
- ☐ Shut off utilities that could be hazardous or fire danger and report to IC
- ☐ Evaluate areas for any release or potential release of chemicals
- ☐ Cordon off hazardous areas with caution tape
- ☐ Ensure Fire Suppression/Hazmat is conducted with a two-person team
- ☐ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Control and/or suppress small fires
- ☐ Check for gas leaks or any other potential hazard that could start a fire
- ☐ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release Team members per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION - DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- ☐ Perform initial assessment of buildings and structures looking for structural damage
- ☐ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ☐ Turn off utility if damaged and poses a hazard
- ☐ Cordon off the areas of hazard with caution tape
- ☐ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ☐ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ☐ Secure on-campus water system
- ☐ Survey buildings for potential hazards and post warnings with signs and caution tape
- ☐ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ☐ Provide clear routes for campus access for emergency response vehicles
- ☐ Maintain security for campus and ensure facility is inaccessible to public
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release staff and volunteers per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- ☐ Account for students in the Assembly Area by conducting roll call
- ☐ Track missing students and staff
- ☐ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ☐ Supervise student Assembly Area
- ☐ Maintain accurate account of students

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Gather all equipment and supplies
- ☐ Attend a briefing with the IC
- ☐ Set-up secure Request and Release Gates
- ☐ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ☐ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ☐ Check with school secretary to account for staff absences, substitutes or visitors
- ☐ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ☐ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ☐ Divide Student Emergency Cards that correspond with table signage
- ☐ Verify ID of adult requesting to pick up student (see Appendix F)
- ☐ Send runner to assembly area for requested student(s)
- ☐ Direct requestor to Release Gate to wait for their student(s)

Runners

- ☐ Retrieve student(s) from Assembly Area Unit
- ☐ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ☐ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ☐ Match adult requester to student(s)
- ☐ Verify requester ID and have them countersign Student Request Form
- ☐ Release Student(s) (see Appendix G)
- ☐ Release Runner to return to Request Gate
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Close down tables and return all equipment and reusable supplies to Logistics.

- ☐ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- ☐ Lead students to temporary Assembly Area
- ☐ Oversee the care and needs of students in the Assembly Area
- ☐ Establish a shelter for students/staff required to stay at the school site
- ☐ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Attend a briefing with the IC
- ☐ Put on personal safety equipment
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ☐ Initiate shelter set-up or, *if evacuating*:
 - ☐ Confirm that assembly area and routes to it are safe
 - ☐ Count/observe classroom evacuations (make sure all exit)

Operational Duties

- ☐ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor safety/well being of students and staff in shelter or assembly area
- ☐ Oversee the procurement and distribution of food and water
- ☐ Direct set-up of sanitary facilities when necessary
- ☐ Coordinate Student Release with Student Release Unit when directed by IC
- ☐ Administer *minor* first aid, as needed
- ☐ Supervise team activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close shelter per direction of IC, release staff and volunteers
- ☐ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- ☐ Assess the immediate crisis intervention required by students and staff involved
- ☐ Consider the long-term mental health support needs of students and staff
- ☐ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Establish a quiet location to conduct crisis intervention/counseling
- ☐ Gather all supplies and transport to intervention/counseling site

Operational Duties

- ☐ Set-up campus intervention/counseling site
- ☐ Provide for and monitor well being of staff, students, and volunteers
- ☐ Maintain log of all assistance given and nature of that assistance
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Communicate need for outside assistance to IC
- ☐ Cooperate with outside agency crisis intervention teams
- ☐ When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- ☐ Collect, organize and analyze information about the emergency
- ☐ Provide current situation analysis by visual displays for IC and Management Staff
- ☐ Give periodic updates of the emergency situation to the IC

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with the IC for a briefing
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Record appropriate response-related information on site map (and keep it current)
- ☐ Facilitate the updating of the site map throughout the response
- ☐ Assess and analyze situation-relevant information
- ☐ Anticipate situations and potential problems and develop contingency plans
- ☐ Keep IC informed by relaying information gathered from field units
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities

- ☐ Maintain a log of all emergency developments and response actions
- ☐ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for a briefing
- ☐ Check communications equipment to monitor verbal communications orders
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Maintain Student Emergency Contact Cards, making copies for staff when necessary

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ☐ Ensure all radio and verbal communications are recorded on Position Activity Log
- ☐ Refer all media requests to the PIO
- ☐ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- ☐ Collect all Student Emergency Contact Cards and secure them
- ☐ Close out all logs and pending messages, and turn over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- ☐ Acquire supplies, equipment and materials as requested and distribute
- ☐ Obtain necessary food, water, sanitary items for immediate use
- ☐ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all necessary supplies and equipment

Operational Duties

- ☐ Distribute supplies and equipment as requested
- ☐ Track all supplies, equipment, materials, sundry items that are distributed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Make requests for purchases of supplies as needed to the Purchasing Unit
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- ☐ Procure transportation vehicles to evacuate students and staff
- ☐ Use trucks/vehicles to deliver equipment to and from campus
- ☐ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment needed

Operational Duties

- ☐ Provide for transportation needs as assigned by IC and various Unit Leaders
- ☐ Assess the need for and use of vehicles on campus
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Facilitate the return of vehicles to pre-incident locations
- ☐ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT**Primary Responsibilities**

- ☐ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ☐ Assess skills of volunteers and assign people as requested by Units
- ☐ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and set up work station

Operational Duties

- ☐ Survey skills and experience of staff/volunteers to make assignments to Units
- ☐ Track assigned staff and notify IC when staff is available for assignment
- ☐ Issue needed equipment and supplies to personnel being assigned
- ☐ Coordinate with the Timekeeping Unit for accurate records of personnel
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT**Primary Responsibilities**

- ☐ Assess and locate facilities that could be used during the emergency response
- ☐ Ensure the facility fits the accommodations necessary to conduct the operations
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and equipment

Operational Duties

- ☐ Assess facility for listed accommodations as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Secure and restore facilities when no longer needed for the incident
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- ☐ Process workers compensation claims for injured employees
- ☐ Receive claims for damages related to the emergency response
- ☐ Maintain accurate records of all claims related to the emergency response

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as necessary

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Process purchase requests from Logistics Section Chief

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- ☐ Arrange for purchases of necessary equipment, supplies and materials
- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all expenditures related to the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Get approval from the IC for purchases requested
- ☐ Process purchase requests from Logistics
- ☐ Utilize pre-designated vendor contracts for purchases

- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all purchases and item requests

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- ☐ Maintain a log of all personnel hours working at the emergency
- ☐ Track all equipment hours related to the incident
- ☐ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the Documentation Unit for a briefing
- ☐ Open Go-Kit and put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLISTS

- ☐ Assemble a Crisis Intervention Team as needed.
- ☐ Strive to return to learning as quickly as possible.
- ☐ Restore the physical school site, as well as the school community.
- ☐ Restore communications systems.
- ☐ Institute data recovery procedures.
- ☐ Make arrangements for alternative housing for classes and offices, if necessary.
- ☐ Monitor how staff are assessing students for emotional impact of the crisis.
- ☐ Identify what follow up interventions are available to students, staff and first responders.
- ☐ Conduct debriefings with staff and first responders.
- ☐ Assess curricular activities that address the crisis.
- ☐ Allocate appropriate time for recovery.
- ☐ Plan how anniversaries of events will be commemorated.
- ☐ Capture "lessons learned" and incorporate them into revisions and trainings.
- ☐ Complete all paperwork and reports for financial aid for disaster relief if available.
- ☐ Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

▪ Local Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

▪ Governor's State of Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

▪ Presidential Emergency Declaration Required

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: "Attention please. We are experiencing seismic activity. For your protection, follow **DROP, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table

close by, place head between knees, and cover back of neck with arms and hands.

- Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: "Attention please. We need to institute an **EVACUATION** of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.

- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an "all clear" and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example:	"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."
-----------------	--

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location; status of campus; all available details of situation.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
 - a) Close and lock doors and windows
 - b) Seal gaps under doors and windows with wet towels or duct tape
 - c) Shut down the classroom HVAC system
 - d) Turn off local fans in the area
 - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

PRIORITY PROCEDURES AIRCRAFT CRASHES INTO THE SCHOOL

NOTES
(person contacted, call
back phone numbers, etc.)

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.	

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

PRIORITY PROCEDURES

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL	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 policies and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	TIME	STAFF	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.	

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, **UNLESS** a device is located.

BOMB THREAT BY PHONE			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM , and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	TIME	PRINCIPAL	NOTES
		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.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES INSIDE BUILDING

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	
x	TIME	STAFF	NOTES
		Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

EARTHQUAKE (CONTINUED)

		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	

PRIORITY PROCEDURES OUTSIDE BUILDING

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL OR STAFF	NOTES
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	

DURING NON-SCHOOL HOURS

x	TIME	PRINCIPAL	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		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.	

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	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.	

HAZARDOUS MATERIALS (HazMat)

DATE / /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	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.	

INTRUDER

DATE / /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

PRIORITY PROCEDURES

NOTES

(person contacted, call back phone numbers, etc.)

		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	TIME	PRINCIPAL	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.	

WEAPONS

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

PRIORITY PROCEDURES

NOTES
(person contacted, call back phone numbers, etc.)

		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the principal or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	TIME	PRINCIPAL	NOTES
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	TIME	STAFF	NOTES
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly."	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES

WEAPONS (CONTINUED)

		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

WILDLAND FIRE

DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Hazardous Materials</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Physical Hazards</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Building or room safe for reoccupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

<h1 style="margin: 0;">INCIDENT ACTION PLAN</h1>		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:	
<input type="checkbox"/> Situation Reports	<input type="checkbox"/> Medical Plan	<input type="checkbox"/> Traffic/Staging Area Map	
<input type="checkbox"/> Communications	<input type="checkbox"/>	<input type="checkbox"/>	

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			
	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? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Released <input type="checkbox"/> Absent <input type="checkbox"/> Missing </div> <div> <input type="checkbox"/> Custody Issues <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Deceased </div> </div> <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> 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? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Released <input type="checkbox"/> Absent <input type="checkbox"/> Missing </div> <div> <input type="checkbox"/> Custody Issues <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Deceased </div> </div> <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, Name(s):		TIME OF RELEASE:

APPENDIX G

Student Release Log

Page No. _____

[illegible]

APPENDIX H

Staff Trained in CPR and First Aid

[illegible]

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 knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment**First Aid Unit**

CPR pocket masks/disposable	10
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

Emergency Supplies

First Aid

Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1" and 2" widths	4 boxes each
Adhesive tape – 1" width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2" and 4" disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1" and 2" width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____ School,
Address _____, of County, _____ California and,
Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

CHARTER SCHOOL

By: _____
Authorized representative/position

By: _____
Authorized representative/position

Date: _____ Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE

Date: _____

Release #: 001

Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

APPENDIX M

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:

FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

APPENDIX N

[illegible]

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

Appendices for Charter Renewal Petition

APPENDIX 18. QUALITY COMMUNITY SCHOOLS COMMITMENTS

The Charter School petitioners, in their Charter Renewal Petition, have agreed that the following terms and conditions are incorporated by reference into its charter, and shall have the force and effect as if set forth in the charter:

Quality Community Schools Commitments		
Upon Approval	<input type="checkbox"/>	<p><u>Unified Enrollment</u> The Charter School commits to participation in creating a unified recruitment and enrollment process* that ensures equitable access to educational opportunities for all students of all demographic backgrounds and academic abilities.</p>
	<input type="checkbox"/>	<p>The Charter School will align enrollment timelines with Oakland Unified School District enrollment due dates (i.e. application and enrollment packet submission dates).</p>
	<input type="checkbox"/>	<p>The Charter School commits to establishing recruitment and enrollment strategies that will support achieving a student demographic that is aligned to the demographics of Oakland.</p> <p>*At this time, Oakland Unified School District does not have a unified enrollment system, but should Oakland Unified School District adopt one, the expectation would be that the Charter School fully participate in the design of such a system.</p>
Upon Approval	<input type="checkbox"/>	<p><u>Special Education</u> Given the shared commitment of district-run and district-charter schools to serve all students of all demographic backgrounds and academic abilities, the Charter School will partner with Oakland Unified School District to ensure that all families are aware of, and able to, access enrollment and a Free and Appropriate Public Education at the Charter School.</p>
	<input type="checkbox"/>	<p>The Charter School commits to targeted recruitment of students with severe disabilities, with the goal of more closely reflecting the percentage of Oakland Unified School District's severe special education population, which is 1.98% of total enrollment.</p>
Upon Approval	<input type="checkbox"/>	<p><u>Expulsion</u> The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend.</p>
	<input type="checkbox"/>	<p>The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion hearing decision.</p>

Definition of Terms

“Severe”: including, but not limited to, a primary disability of autism (if on the severe end of the spectrum), moderate/severe intellectual disabilities, deaf, blind, emotional disturbance, and multiple disabilities.

“Partner”: participation in Equity Pledge sponsored engagement activities related to Special Education.

“Targeted Recruitment”: recruitment documents that highlight commitment to provide services to pupils with severe disabilities; and engagement with pre-K-12 and/or K-12 programs or special education services that meet the needs of students with severe disabilities.

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

APPENDIX 19. DISPUTE RESOLUTION PROCESS

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, 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. 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.

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

APPENDIX 20. STUDENT AND FAMILY HANDBOOK

APPENDIX 20. STUDENT AND FAMILY HANDBOOK



Family Handbook

Essential Information for all Parents/Guardians

2015-16

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

YOUR CHILD'S TEAM

Working together as parents, your school and students is at the center of our mission. Direct communication is key to having your voice heard, clear understanding from all parties, focused support, and it increases the chance for us to help resolve any concerns and helps make Lighthouse great.

Whenever you have a concern about your child, your teacher or crew leader is your primary ally because they interact with your child on a daily basis and know them best. If there is a need for further help the case manager is available to assist you.

This structure is set up so that most problems can be solved by the teachers/crew leaders or the case managers. If there is a serious concern, and no proper action has taken place by either the teacher/crew leader or the case manager, then reach out to your director.

At Lighthouse we want you to feel safe, heard, and important, please understand we have an open door policy and feel free to contact any of us at any time, translation is available - no matter how big or small the reason!

If the Director or Case Manager are unavailable, feel free to reach out to the front desk with Claudia Espinoza at 510-562-8801 for Kinder – 8th grade, or Sergio Cardenas at 510 – 562-8225 for 9th – 12th grade and schedule an appointment.

Paul Koh	Head of School	Paul.koh@lighthousecharter.org
Tina Hernandez	K – 4 Director of Instruction	Tina.hernandez@lighthousecharter.org
Kate Bowman	5 – 8 Director of Instruction	Kate.bowman@lighthousecharter.org
Sherene Judeh	9 – 12 Director of Instruction	Sherene.judeh@lighthousecharter.org
Oscar Bermeo	K – 4 Case Manager	Oscar.bermeo@lighthousecharter.org
Adam Kupersztoch	5 – 8 Case Manager	Adam.kupersztoch@lighthousecharter.org
Lelia Diltz	9 – 12 Case Manager	Lelia.diltz@lighthousecharter.org
Claudia Espinoza	K – 8 Administrative Assistant	Claudia.espinoza@lighthousecharter.org
Sergio Cardenas	9 – 12 Administrative Assistant	Sergio.cardenas@lighthousecharter.org
Maritza Ortiz	K-12 Family Liaison	Maritza.ortiz@lighthousecharter.org

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 2014, we will serve over 763 students in grades K – 12. We have graduated six 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, families in grades K-4 will receive a 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 5 – 12 will be able to check their child's grades and progress online at any time. 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

Dress Code 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 Dress Code (K-8)

Top	LCCS Shirt: Solid 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 any shirts are worn underneath, they must be black, white, green, or grey. Sweatshirts, jackets and sweaters worn in the building must be forest green as well.
Bottom	Khaki (cotton twill) pants, skirt or shorts
Shoes	Rubber bottom, flat soled shoes. No flip flops or open toed shoes.
Lighthouse High School Dress Code (9-12)	
Top	LCCS Shirt: <ol style="list-style-type: none"> 1. White, black, or grey T-shirt with approved LCCHS logo. 2. Black, grey, or white sweatshirts with the approved LCCHS logo. 3. School related shirts that have an approved LCCHS logo can be worn daily. Whatever you wear on top <u>must have an approved Lighthouse logo</u> . No plain sweatshirts. No patches.
Bottom	Jeans: Black, blue, grey. Khakis: brown, or olive colored jean pants or skirt, shorts. No patches or other lettering on clothing. No pajama, sport, jogger, or sweat pants. No leggings without a skirt on top. No sagging.
Shoes	Rubber bottom, flat-soled, closed toed shoes. No flip flops or open toed shoes.

Other Uniform and Dress Code Information:

- Student MAY NOT wear red or blue on campus (including shoes, backpacks, accessories, etc).
- All other clothing items are to be made of plain material and are not to have any words or decorations other than a printed school approved logo.
- Students are to enter and leave the school building in uniform.
- The uniform must be worn throughout the school day and on campus - Student MAY NOT wear other clothing over their uniform. If a student is on campus, they should be uniform.
- Changing clothes at school, unless for a school sponsored activity, is not allowed.
- No sweatpants, joggers, leggings, or sport pants.
- No headwear of any kind, including hats (unless outside for sun protection), headbands, and handkerchiefs for all genders*.

Clothing 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

School appropriate clothing can be purchased from retail stores like Old Navy, The Gap, Target, Walmart. Please ask school staff if you have questions about the dress code or uniform.

**Headwear for specified religious reasons is permitted.*

Professional Dress Days:

Several times throughout the year your teacher or crew leader may require you to come dressed in professional attire. Professional Dress times include: In-class presentations, state testing, ILPs, Passage, Internships and interviews. Similar attire may be worn to a religious event, interview and/or a youth conferences. Please note, Professional Dress is not Free Dress!

The guidelines for Professional Dress Days are the same for Free Dress Days (see below) and can include:

- Pant suits
- Dress shirts and slacks- No jeans!
- Skirt suits
- Dresses
- Dress shoes and heels

* Sagging is not allowed. All skirts and dresses must not be past four inches above the knee.

Professional Dress Days are your time to shine, so come dressed to impress!

If you're not sure whether an outfit is okay to wear on this day:

1. Bring the clothing in early to get it approved
2. Plan to bring a change of clothes in case you are asked to do so
3. Don't wear it

*Teachers have the right to ask students to remove any part of a student's outfit that is distracting or disruptive during class time.

Free Dress Days

On occasion, students will be given "free dress passes" or the entire school may have a free dress day. You will be notified by phone or in writing if there is a free dress day.

Guidelines for Free Dress days:

- No red or blue
- No hats
- No revealing clothing
- No gang-affiliated clothing or gang paraphernalia
- No inappropriate language, images or symbols on clothing
- No drug references
- No alcohol references
- No guns or weapons
- No sexually explicit content or clothing
- No violent imagery

If you're not sure whether an outfit is approved to wear on free dress day:

1. Bring the clothing in early to get it approved by the case manager
2. Plan to bring a change of clothes in case you are asked to do so
3. Don't wear it

**Teachers have the right to ask students to remove any part of a student's outfit that is distracting or disruptive during class time*

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. Missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits and have detrimental effects on the learning community.

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 when a child is sick and cannot participate 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 extracurricular after school or evening activity, students must be present at school **the entire day**, and may not leave school before the regular dismissal time without prior approval of an administrator.

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, e-mail, or in person. Please do your best to inform us of 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

Students must be in school regularly. Student absences will be analyzed every quarter. **Ten consecutive absences could result in withdrawal from the school.**

Unexcused Absences	Consequence
Three (3)	First official notice from the school <i>Student will be officially designated as truant. High School Students will lose off campus lunch privileges for the quarter. These privileges will return with the start of each quarter.</i>
Six (6)	Second official notice from the school <i>Family meeting will be held with the school.</i>
Ten (10)	Third official notice from the school <i>Family meeting with Parents, Students, DOI, CM, and Teacher Representative.</i>
Fifteen (15)	Fourth official notice from the school <i>Family meeting with Parents, Students, DOI, CM, Teacher Representative and Head of School</i>
Twenty (20)	Student may be retained at their current grade level for the following year or will be dismissed from the school.

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, or 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.

Unexcused Tardies	Consequence
Three (3)	Student determined as truant <i>Student will be officially designated as truant.</i>
Six (6)	First official notice from the school <i>Student will be officially designated as truant. High School Students will lose off campus lunch privileges for the quarter.</i>
Ten (10)	Second official notice from the school <i>Family meeting will be held with the school.</i>
Fifteen (15)	Third official notice from the school <i>Family meeting with Parents, Students, DOI, CM, and Teacher Representative.</i>
Twenty (20)	Fourth official notice from the school <i>Family meeting with Parents, Students, DOI, CM, Teacher Representative and Head of School</i>

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.

Short-Term Independent Study Policy

What Is Short-Term Independent Study?

Short-term Independent Study (STIS) is an alternative educational process that allows a student to remain continuously enrolled in school when the student cannot attend school on a daily basis. STIS is available for all grades currently served by Lighthouse. The length of STIS may be from one day to **no more** than four weeks.

Who is Eligible to Participate in STIS?

Students in grades K – 12 currently enrolled at Lighthouse Community Charter School are eligible to participate in STIS.

Why Request STIS?

There are a variety of reasons to request STIS. Most students who apply for STIS are out of the country or state during their STIS term to participate in cultural, religious, or family events. Another common application for STIS is for students with behavioral issues. Occasionally, removing a student from one class setting to a home or other educational placement is more appropriate. Finally, another

STIS application is for students who have periodic health episodes that may result in frequent absences, i.e. asthma, serious allergies, etc. Also, a student may be recovering from an injury that does not require hospitalization, but precludes daily attendance at school.

Who Can Request STIS?

- A parent or guardian of a child who will miss from one day to four weeks of school due to family, religious, or cultural business or a prolonged injury may request STIS. In the case of an injury or illness, a doctor's note is requested.
- In the case of a child who is coping with behavioral issues, a school director in consultation with the child's teacher may refer a student to STIS.
- Whenever possible, it is best for students to remain in school. Please schedule family vacations and international travel during school vacations and summer break in order to avoid missing critical instruction at school.
- STIS is at the discretion of the School Director(s). A Director may decline or amend the length of STIS.

Reasons for declining or amending an Agreement include:

- Frequent absences have already been accumulated.
- The parent or guardian is unable to supervise and/or assist the student with work.
- The student or parent/guardian failed to complete a previous STIS agreement.
- The student is enrolled in another school or independent study program.

How STIS works:

Any student who participates in STIS must 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 homework:

- Kindergarten: 2 hours of homework per day (10 hours per week)
- Grades 1 – 5: 3 hours of homework per day (15 hours per week)
- Grades 6 – 12: 4 hours of homework per day (20 hours per week)

If the student does not complete their Agreement according to the terms for a portion or all of the time enrolled in STIS, the student will be marked absent for the corresponding days. The consequences of such absences (partial or the entire period) shall be the same for any other student. This could result in disenrollment from the school.

The STIS Package:

Part One: Application

The application has basic student information and signatures from the student, parent or guardian, the current teacher(s), and the school director. These signatures affirm an understanding of STIS and the requirements of the parent/guardian and student. Parents or Guardians may also be requested to meet with the Director or Case Manager in order to discuss the terms of the independent study.

Part Two: Agreement

The agreement portion of the STIS package specifically states the length of the contract, the expectations of the student and parent/guardian, a meeting date and time to review completed work, and the method and manner of evaluation of completed work.

The Agreement outlines homework to be completed during the STIS time period. In order to meet the standards of STIS, homework assignments must:

Represent the above time requirements above. Be specific. Auditors of the STIS program (allowable up to 3 years after the STIS period) must be able to determine what the expectations of the student were and if the students achieved the expectations.

Examples:

Acceptable Homework Assignments

Connected Math, Chapter 1- 3. Do all problems at the end of the chapter.

Language Arts. Keep a journal of your trip. Write a page each day documenting your trip. Read 1/2 hour each day. Record the summary in your reading log.

Unacceptable Homework Assignments

Continue regular class work.

Reading group work

Part Three: Certificate of Completion

This form is signed and completed by the teacher after the return meeting with the student and family. It confirms whether or not the Agreement was satisfactorily completed and indicates each date the student should receive credit for attendance.

If your child requires STIS, please inform the school at least one week in advance. See Claudia Espinoza (K-8) or Sergio Cardenas (9-12) for application forms.

STUDENT USE OF ELECTRONICS AND GAMES AT SCHOOL

At Lighthouse, we understand that students will bring electronic devices to school, but students bring phones, iPods, and other games to school **at their own risk**. Lighthouse will not take responsibility for the security and safety of these devices. If a student is using a device at an inappropriate time or place, the device will be confiscated by LCCS staff and returned to the parent only.

Cell Phones and Electronics

Grade Level	When can it be out?	Consequence if policy is violated
K- 8th	Never	<ul style="list-style-type: none">•Phone taken•Phone returned ONLY to parent/guardian
9 th -12 th	Lunch	<ul style="list-style-type: none">• At no time should your phone be visible within the school building. Not before school, not during school, not after school.• If it's out – it's taken!• Phone returned ONLY to parent/guardian at the end of the day.

At **no time** should your phone be visible within the school building. Not before school, not during school, not after school. **If out – it's taken!**

Student Use of Computers and the Lighthouse Network

As part of learning experiences at Lighthouse, students routinely use a variety of Lighthouse technology equipment and resources (i.e., access to the network, routine use of Chromebooks). The use of this equipment comes with responsibilities. Failure to abide by the following guidelines may result in the revoking of this privilege:

- Do not attempt to modify the appearance or operation of any technology equipment. This includes, but is not limited to: commands, copying or installing software, setting passcode locks or copying files of any type. Each one should remain in its original or staff-set configuration.
- Tampering with or vandalizing hardware, software, or data will not be tolerated. It is each student's responsibility to check the computer before and after use and to report problems to the teacher immediately.
- Students will only use applications, software and programs required to complete assignments/projects and only those that have been approved by the teacher of the current class. Failure to stay "on task" may result in loss of technology privileges and/or further disciplinary actions. Students should not use personal or school equipment to play online or video games.
- No food or drink is allowed near any LCCPS technology.
- Students may use the Internet only when authorized, and they must abide by Lighthouse guidelines.

Violations of any of the rules stated above or any other disruptive technology-related actions will result in the loss of technology privileges, and may include other consequences based on the severity of action.

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:

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. This takes the form of a "Time Out of Class"
- 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.
- 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 intention of Restorative Justice is to build community through getting to know each other, value each other, and resolve harm within our community when it does occur.

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.

Time Out of Class Forms and 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.

Every 4th Office Referral, student will be suspended for at least a single day. It is important to note that student may be immediately suspended for certain/specific behaviors (details found on page 37-40 of this handbook).

There are a series of consequences/events that occur if a student accrues several office referrals due to misconduct or violation of school norms. See the **Suspension and Expulsion Policies and Procedures** for more information.

Conditional Enrollment

Historically at Lighthouse, there has occasionally been handful of students for whom discipline is a consistent issue. If a student receives multiple office referrals throughout the course of a school year, or has engaged in behavior that endangers our community, the student may be 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 student's specific situation. Conditional enrollment criteria are developed and shared with families by the school directors and may contain teacher and school counselor input. Some examples of conditions of enrollment may include:

- Attendance requirements
- A shortened or lengthened school day
- Family-School communication requirements
- Counseling for student
- Counseling for families
- Specific behavioral requirements
- Zero tolerance for specific behavioral infractions

Following repeated or significant infractions, a student is conditionally enrolled after returning from a suspension. Terms of the conditional enrollment are determined by the administration and communicated to the family and student before returning to the classroom. The goal of these terms is to ensure the safety of the individual student, community as a whole, and success both academic and

social/emotional. Violation of the terms of conditional enrollment will likely result in an expulsion hearing in front of the board.

Suspension and Expulsion Policy

See addendum at the end of these policies for a full explanation of these policies. It is essential that parents understand these policies.

LCCS RETENTION POLICY

It is important that all families stay up to date on their child's academic, attendance, and behavioral issues. In some cases, students do not make adequate academic progress within one school year. When this is the case, Lighthouse does everything it can to support students and families in making academic progress. However, on occasion, students do not make the progress necessary to pass on to the next grade.

Report Cards and Progress Reports

Families with students in Kinder - 4th receive progress reports. Families with students in 5 - 12 can check their child's grades online at any time.

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.
- NM = Not meeting
- M= Meeting
- E= Exceeding
- 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)

Intervention/Coordination of Services Team (COST):

Intervention is the first step to helping a student succeed. Intervention begins in the classroom with the teacher. Lighthouse intervention system regularly assesses students and monitors both growth and achievement against grade-level standards. All students not making adequate progress will be supported intensively as part of our interventions system beginning with classroom interventions. Students with significant gaps may also be referred for intervention services outside the classroom including reading intervention, math intervention, after school, centers, etc. Teachers can also complete a COST referral when a student is not showing improvement, despite interventions. In a traditional model, a student needs to fail in order to get services, but in the

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

Lighthouse model, interventions and the COST meetings are used to help get students services in order to succeed. The COST team meets weekly and continues to monitor the progress, update intervention plans as necessary, and to determine if a special education assessment is appropriate.

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

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

Grounds for retention in **grades 5-12** may be one or more of the following:

- In **grades 5 and 7**
 - Student meets <70% of the Learning Targets in **one or more** academic areas (Math, Humanities and Science), **and** has not made at least one year's progress in those areas.
 - Student has been absent 20 days or tardy 36 days in the current academic year.
- In **grades 6 and 8**
 - The student's passage portfolio does not meet loop-level passage requirements; and/or
 - Student meets <70% of the Learning Targets in **one or more** academic areas (Math, Humanities and Science), **and** has not made at least one year's progress in those areas.
 - Student has been absent 20 days or tardy 36 days in the current academic year.

Grade Level	Expectations
5 th	Meet at least 70% of Learning Targets
6 th	Meet at least 70% of Learning Targets Complete Passage Requirements
7 th	Meet at least 70% of Learning Targets
8 th	Meet at least 70% of Learning Targets Complete Passage Requirements
9 th	Meet at least 60% of Learning Targets in Humanities and Math and a 2.0 GPA

10 th	<p>Meet at least 60% of Learning Targets in Humanities</p> <p>Meet at least 60% of Learning Targets in Math or Science</p> <p>Meet 2.0 GPA Requirements</p> <p>Complete Passage Requirements</p>
11 th	<p>Meet at least 60% of Learning Targets in Humanities</p> <p>Meet at least 60% of Learning Targets in Math or Science</p> <p>Meet 2.0 GPA Requirements</p> <p>Complete Internship Requirements</p>
12 th	<p>Meet at least 60% of Learning Targets in Humanities</p> <p>Meet at least 60% of Learning Targets in Math or Science</p> <p>Complete ALL A-G Requirements</p> <p>Meet GPA 2.0 Requirements</p> <p>Complete Senior Project Requirements</p>

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 Instruction and Case Manager 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.

In Kindergarten, a recommendation for retention may be made by the Director, but must be approved by the student's parent/guardian.

While the Director will accept input from teacher(s) and family of the student, in grades 1-8 the final decision to promote or retain will be made by the Director.

In grades 9-12, retention is dependent on meeting the criteria delineated above and on a student's progress on meeting A-G requirements.

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 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.

Student Drivers

All students who have completed the California Department of Motor Vehicles (DMV) requirements to drive are to follow the same driving laws around campus. As we are an Open Campus, students are responsible for adhering to safety rules and guidelines at all times. Student parking is available on the street and on a first come, first served basis. Students must make the appropriate arrangements to find parking early so that they can arrive to school on time. Students are not allowed to park in the staff parking lot or in the SPCA parking lot. Additionally, we do not allow students to leave school at any time other than dismissal without written permission. We encourage student appointments to be scheduled after school hours.

Student Use of Vehicle

- Only students who have passed all DMV requirements are allowed to drive to and from school
- Student must have a valid driver's license
- Students are required to complete a **Student Use of Vehicle Packet** (found at the front desk)
- Show proof of license, car registration and insurance.

Disciplinary Action

Students may lose their driving privileges during school hours if:

- There is a pattern of unexcused tardiness, absences and/or multiple referrals.
- Students violate traffic regulations on campus (i.e. drive over the speed limit, drive aggressively, or without proper safety).

Meals Program

This year, we are thrilled to be able to serve breakfast and lunch through a partnership with Revolution Foods.

Lunch

- Free to students who qualify for FREE MEALS
- \$0.40 per day for students who qualify for REDUCED MEALS
- \$3.25 per day for students who do not qualify for free or reduced lunch

How to Pay for Meals

The school will accept cash, check, or Money Orders. At any time if you feel you cannot pay for meals, but need your child to eat at school, please talk to a school administrator. We will help meet your family's needs. You will receive a monthly bill notifying you of your balance.

Breakfast

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.

Off Campus Lunch

Students in 10th – 12th grade are eligible for off campus lunch privileges pending signed parent consent form and Director approval. Food purchased off campus is not allowed in the building. Any remaining off campus food items must be disposed of *prior to* entering the building to attend class. Similarly, purchasing food off campus and bringing it back for any student who does not have off campus lunch privileges is not permissible. Failure to meet these expectations will result in a student losing their off campus lunch privileges.

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.

Monthly Mailer and Weekly Emails (K – 12)

All Lighthouse families will receive ONE monthly newsletter per family, sent home once a month with important school information. Please carefully read the contents.

Parent/Guardians will receive a weekly email with announcements for the week. Please make sure to check your emails every Tuesdays and check email settings to prevent emails being marked as Spam. You can also find our weekly updates on the Lighthouse website, www.lighthousecharter.org.

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 (no red or blue)
- 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

- Assignment Notebook
- Thermos or water bottle
- Uniform
- A Backpack (no red or blue)
- One box of Kleenex and one roll paper towels
- Two 3-ring binder (2" ring) (5th grade only)
- One-two packs of dividers for the binder
- Two spiral One divided spiral bound notebooks
- 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

- Thermos or water bottle
- Uniform
- A backpack (NO red or blue)
- Two 3-ring binder (2" ring)
- Two packs of dividers for the binder
- Two spiral bound notebooks
- Loose leaf lined paper
- Two pencils & Two pens
- 3x5 note cards

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 teachers
- Come to Coffee Tuesday, every Tuesday at 8:45am
- Volunteer in your child's classroom. Talk with your child's teacher to arrange this
- Chaperone fieldwork trips
- Help in the office
- Attend parent work days
- Attend Padres Comprometidos training

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 Fall
- Winter and Summer EXPOS of Student Work
- Mandatory Community Meetings throughout the year, as scheduled

Optional Parent Involvement Opportunities

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

Crew Parents is a group of dedicated parents who meet monthly to address family concerns, plan events, and shape school policy. 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. 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!):

- Join our Bright Lights Monthly Donation! You can make a meaningful impact in our student's lives! You can sign up online at lighthousecharter.org to make a monthly contribution at the

amount of your choice! *Donors who give \$5 or more per month will receive a Bright Lights Club t-shirt!*

- Participate in annual fundraising events like our dance, *Under the Stars*
- Assist your child in collecting pledges for the Walk-a-Thon, scheduled for June 6, 2015.
- Have your employee match your donation
- Schedule an automatic donation withdrawal from your checking account
- Support Lighthouse while you shop on Amazon!

Add Lighthouse Community Charter School on your Amazon orders using Amazon Smile which donates 0.5% of the price of your eligible AmazonSmile purchases to the charitable organization of your choice. www.smile.amazon.com

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 2014-15.

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 afterschool 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 maywill include:

- One-on-one Small group literacy tutoring
- Homework help
- Math, Science and writing center appointments are available daily for students in 9-12

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 will include:

- Guitar Class
- Filmmaking
- Yearbook
- Choir
- Art Studio for Boys Only! Martial Arts
- Soccer
- Cooking
- Science Lab AND MORE!

SPECIAL INFORMATION FOR KINDERGARTEN PARENTS

Gentle Start

In order to best help our youngest students adjust to school, we will start this school year with "Gentle Start." Here is the schedule for Gentle Start for 2014-15.

Week 1 8/17 - 8/21	Everyday: 8:30 - 11:00
Week 2 8/24 - 8/28	Everyday: 8:30 - 12:30 Students start having lunch at school.
Week 3 8/31 - 9/4	Monday - Friday: 8:30 - 1:30 No After School Program for K
Week 4 9/7 - 9/11	Monday: no school (Labor Day holiday) 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 is 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 into 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.

Addendum 1 . 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 Community 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.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) 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.

Enumerated Offenses

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

- Accrued 16 office referrals in one school year.
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- 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 students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 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 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- 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.
- 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.

- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive..
- 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 classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

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

B. The following behaviors may result in **immediate suspension** (*See below for a complete list of specifically prohibited behaviors*):

- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Causing, attempting to cause, or threatening to cause physical harm to another person
- Fighting
- Biting

- Copying, Plagiarizing, Cheating or Forgery
- Stealing or attempting to steal school or private property
- Unlawfully possessed, used, or was under the influence of any controlled substances including, but not limited to: drugs, alcohol, tobacco, prescription drugs or any other intoxicants.
- 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 any Field Work policy
- Receiving a fourth office referral

Depending on the violation and situation, suspensions may be done **in school or at home**. Terms of a suspension are completed at the discretion of school administration. 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 Coordination of Services Team. The Coordination of Services Team, made up of one director, case manager, 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 Director and Coordination of Services 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.)
18. Violation of Conditional Enrollment.
19. Accrued 16 or more office referrals or 4 or more suspensions in one academic year.

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.

C. *Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. *Expulsion Procedures*

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

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session 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 specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five 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.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing 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 accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in

Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

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

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

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

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

J. Disciplinary Records

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

K. 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.

L. 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.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing Board following a meeting with the 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 Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- c) 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;
- d) 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
- e) 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.

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 IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written

statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

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

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

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

LIGHTHOUSE'S UNIFORM COMPLAINT PROCEDURES

The Lighthouse Community Charter School ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Director of Elementary Programs, Director of Secondary Programs, Director of Strategic Development, LIGHTHOUSE COMMUNITY CHARTER SCHOOL, 444 Hegenberger Rd., Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her

representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the

complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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's 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

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

Staff Signature

Director Signature

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

APPENDIX 21. TEACHER SALARY SCHEDULE



BASE SALARY			
Step	Teacher's Base Salary	Model Teacher	Year-to-Year Increases
1	45,390	N/A	N/A
2	46,071	N/A	1.5%
3	46,992	N/A	2.0%
4	48,167	N/A	2.5%
5	50,575	55,633	5.0%
6	52,092	57,301	3.0%
7	53,655	59,021	3.0%
8	56,338	61,972	5.0%
9	58,028	63,831	3.0%
10	59,769	65,746	3.0%
11	62,757	69,033	5.0%
12	64,326	70,759	2.5%
13	65,934	72,527	2.5%
14	67,582	74,340	2.5%
15	69,272	76,199	2.5%
16	71,004	78,104	2.5%
17	72,779	80,057	2.5%
18	74,598	82,058	2.5%
19	76,463	84,109	2.5%
20	76,845	84,530	0.5%
21	77,229	84,952	0.5%
22	77,615	85,377	0.5%
23	78,003	85,803	0.5%
24	78,393	86,232	0.5%
25	78,785	86,664	0.5%
26	79,179	87,097	0.5%
27	79,575	87,533	0.5%
28	79,973	87,970	0.5%
29	80,373	88,410	0.5%
30	80,775	88,853	0.5%
31	81,179	89,297	0.5%
32	81,585	89,744	0.5%
33	81,993	90,192	0.5%
34	82,403	90,643	0.5%
35	82,815	91,097	0.5%

SALARY ADJUSTMENTS		
Type	Amount	Detail
Leadership Roles		
Model Teacher	10% Increase	Model Teachers display an exemplary classroom, and open that classroom to colleagues and novice teachers.
Professional Learning Leader	+5,000-7,500	PL Leaders are classroom teachers who play an integral role in creating the Professional Development opportunities through close collaboration with their DOI.
Band-level Developer	+500-1,000	On a band-level basis, Teacher Facilitators are appointed by DOIs to support in a leadership role. This may include: grade-level leadership, time-sensitive initiatives, etc.
Add-on's available to All Staff, as applicable:		
Spanish Fluency	+1,000	While Spanish Fluency brings additional benefit that is not always measurable, this recognizes the cost associated with ILP translation.
National Board	+1,000	This is applied to reflect a teacher's certification by the National Board for Professional Teaching Standards.
2nd Credential	+1,000	This recognizes additional certifications that benefit Lighthouse students (i.e., both English & History credentials for HS Humanities).
Hard-to-staff	+ Variable Amount	This is applied to select roles to reflect competitiveness with surrounding schools. Currently, this is applied to Math / Science.
Summer Work	+1,000	This addresses additional summer deliverables arranged with supervisors.
New-to-LCCS Week	+1,000	This compensates for additional time spent during Intro-to-LCCS Week.

Lighthouse will undertake an examination of our salary levels at a minimum of every 3 years. We will examine the competitiveness of our salaries, state funding levels, and other aspects of compensation to determine whether adjustments may be made to the figures above. When possible, a COLA may be applied so that in a given year - a returning teacher would gain the application of a COLA in addition to any increase associated with an additional year of experience.

In addition to salary, what else does Lighthouse provide in terms of total compensation?

At Lighthouse, we place value on Teaching in a variety of ways. While one's total compensation doesn't necessarily capture that full value, it helps to highlight the strategic ways in which we strive to support teaching at Lighthouse:

Medical Benefits Package:

Coverage: Healthcare is currently provided under Kaiser's 15N Plan. Dental is currently provided through Principal Financial Group.
 Contributions: 100% of employee coverage and 50% of dependant coverage is covered by Lighthouse for full-time employees.
 Value: The average cost of coverage provided by Lighthouse is \$7,067 per employee.

Retirement Contributions:

Independent 403b: Lighthouse contributes 8% of all earnings, which matches the employee's contribution, with the LCCS contribution vesting fully after 5 years.
 Value: This ranges per teacher, from approximately \$4,000-7,000 per year.

Support for Professional Learning:

Ongoing Learning: Through a partnership with Reach Institute, Lighthouse provides opportunities ranging from BTSA Certification to the acquisition of a Master's in Educational Leadership.
 Value: This ranges from approximately \$2,000 to \$5,000 per year.

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

APPENDIX 22. SAMPLE TEACHER OFFER AND AGREEMENT OF EMPLOYMENT



AT-WILL EMPLOYMENT AGREEMENT
Between
LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS & FULL NAME

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Lighthouse Community Charter Public Schools ("Lighthouse"), a California public charter school approved by the Oakland Unified School District (the "District"). The Board desires to hire employees who will assist Lighthouse in achieving the goals and meeting the requirements of Lighthouse's charter. The parties recognize that Lighthouse is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Lighthouse in implementing its purposes, policies, and procedures.

WHEREAS, Lighthouse and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Lighthouse has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Lighthouse has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Lighthouse 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 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, and the employee signing below expressly recognizes that he/she is being employed by Lighthouse and not the District.
3. Pursuant to Education Code section 47610, Lighthouse 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.
4. Lighthouse shall be deemed the exclusive public school employer of the employees at Lighthouse for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties:** Employee shall work in the position of POSITION. Employee will perform such duties as Lighthouse may reasonably assign and Employee will abide by all Lighthouse's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by Lighthouse's charter. A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of Lighthouse.
2. **Work Schedule:** The work schedule for this position shall be full-time, consistent with the applicable calendar of workdays for this position as described in the attached job description. The current year schedule is attached hereto and incorporated by reference herein. The state date for this role begins with New-to-Lighthouse Orientation Week on Monday, August 3, 2015.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Lighthouse.

3. **Compensation:** The annual base salary for this position is \$SALARY, calculated from the attached Lighthouse Salary Schedule for Credentialed Teachers [Step X + {as needed}] Employee shall be paid monthly, from which the employer shall withhold all statutory and other authorized deductions. Employee's compensation may be prorated depending on whether Employee remains employed, or in active work status, for all scheduled work days of the position.

[Add any other Compensation information as needed]

For any 11-month, salaried employee, Lighthouse is able to provide Summer Holdback, in which a fraction of each monthly check is withheld, so that the employee receives a check of comparable value during the month of July. If this applies to your schedule, please indicate if you do **not** elect this upon onboarding.

4. **Employee Benefits:** Employee shall be entitled to participate in designated employee benefit programs and plans established by Lighthouse (subject to ***program*** and ***eligibility*** requirements) for the benefit of its employees, which from time to time may be amended and modified by Lighthouse in its sole discretion. Our current benefits include the following:

Sick Leave: Lighthouse Employees working at least two (2) hours per week are entitled to accrue one (1) hour of paid sick leave for every thirty (30) hours worked (which includes overtime hours worked by non-exempt employees). New employees shall not be permitted to utilize paid sick leave until they have completed ninety (90) days of employment at LCCPS.

Accrued sick time is subject to a cap of seventy-two (72) hours. Once the cap is reached, no further sick time will accrue until some sick time is used. When some sick time is used, sick time will begin to accrue again. There is no retroactive grant of sick time for the period of time the accrued sick time was at the cap. Accrued unused sick time will be carried over to the following year, to be capped at twenty-four (24) hours. Sick leave must be taken by employees in increments of one (1) hour.

Retirement Benefits: LCCPS administers a defined contribution plan called the Lighthouse Community Charter Public Schools Retirement Plan. LCCPS will annually contribute 8.00% of employee salaries to their individual retirement plans. All eligible staff will contribute an additional 8.00% of their salary, which will be automatically deducted. LCCPS contributions vest 20% with each full year of employment and employees become 100% vested after five years of service. Due to the nature of this plan, LCCPS employees do not contribute to social security and are not eligible for social security benefits connected to your employment at Lighthouse.

Health Benefits: Lighthouse Community Charter Public Schools covers 100% of the cost of Health, Vision, and Dental benefits for its full-time employees, and 50% of the cost for full-time employees' dependents. (Part-time employees working at 60% or greater are eligible for pro-rated coverage.) Coverage begins on the first day of the month following the start of employment. Health and vision benefits are currently offered through Kaiser Permanente's 15-N Plan; Dental benefits are currently offered through Principal Financial Services.

5. **Performance Evaluation:** Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate Employee shall not prevent Lighthouse from disciplining or dismissing Employee at-will in accordance with this Agreement.
6. **Employee Rights:** Employment rights and benefits for employment at Lighthouse shall only be as specified in this Employment Agreement, Lighthouse's charter, the Charter Schools Act and Lighthouse's Employee Handbook, which from time to time may be amended and modified by Lighthouse. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Lighthouse.
7. **Requirements for all Faculty and Staff:** All staff are required to maintain the following:

Licensure: Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

Child Abuse and Neglect Reporting: California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. 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.

Fingerprinting Clearance: Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Clearance must be in place prior to the first day of service.

TB Clearance: Employee will be required to submit evidence from a licensed physician and/or licensed entity that he/she was found to be free from active tuberculosis. Clearance must be in place prior to the first day of service.

CPR and First Aid Requirements: Employee will be required to submit evidence from a certified agency that he/she completed a CPR and First Aid Certification course. Clearance must be in place prior to the first day of service.

Disaster Service: 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 for up to 72 hours.

10. **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 Lighthouse.
11. **Outside Professional Activities:** Upon obtaining prior written approval of the Executive Director, Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. Lighthouse shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. EMPLOYMENT AT-WILL

Lighthouse may terminate this Agreement and Employee's employment at any time with or without cause, with or without advance notice, at Lighthouse's sole and unreviewable discretion. Either party may immediately terminate this Agreement and Employee'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 Lighthouse. No one other than an authorized representative of Lighthouse 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 an authorized representative of Lighthouse and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. **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.
2. **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.
3. **Governing Law:** This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.
4. **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.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Lighthouse on the terms specified herein.
2. All information I have provided to Lighthouse related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between Lighthouse 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.

This agreement remains open until [DATE] at 5:00 p.m. Please, sign, date, and return one copy of this agreement to the representative listed below by that date. If you fail to submit a signed copy by that date, this agreement will become null and void.

Employee Name: _____

Employee Signature: _____

Date: _____

Address: _____

Telephone: _____

Lighthouse Approval:

Paul Koh, Head of School

Date



LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

Lighthouse Community Charter School

Renewal Charter

CDS Code: 01-61259-0130633

Charter Number: 413

Respectfully Submitted

~~December 14, 2010~~

27 April 2016

To:

~~Oakland Unified School District~~

~~1025 Second Avenue~~

~~Oakland, CA 94607~~

Oakland Unified School District

1000 Broadway Suite 680

Oakland, CA 94607

From:

Lighthouse Community Charter School

~~Melissa Barnes Dholakia, Director of Elementary
Programs~~

Paul Koh, Head of School

444 Hegenberger Road

Oakland, CA 94621

510-562-8801

www.lighthousecharter.org

Lighthouse Community Charter School
Submitted to the School Board of the Oakland Unified School District
~~On December 14, 2010~~ On April 27, 2016

STATEMENT OF ASSURANCES

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter School to be located at 444 Hegenberger Road, Oakland, CA 94621 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
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-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not ~~base~~ exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. ~~Will offer at least the minimum amount of instructional time at each grade level as required by law.~~
Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
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.~~

Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as “No Child Left Behind”). (20 U.S.C. § 6319.)

~~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.—~~

Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

~~9. Will 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).—~~

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

~~10. Will comply with all other applicable federal and state laws and regulations.—~~

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

~~11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.—~~

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

~~12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.—~~

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.

~~13. Will operate in compliance with generally accepted government accounting principles.—~~

Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupils last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

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

~~15. Will participate in the California State Teachers’ Retirement System as applicable.—~~
Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

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

~~17. Will at all times maintain all necessary and appropriate insurance coverage.—~~
Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

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

~~19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.—~~
Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

~~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.—~~
Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).

~~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.~~

Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will 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.

32. 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.

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

Signature

Date

D'Lonra Ellis, LCCPS School Board President
Print Name

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 School (LCCS) is to prepare a diverse, K-8 student population for higher education or 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.

For each child to reach his or her fullest potential, we believe:

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

TARGET POPULATION

~~“Whom the School is Attempting to Educate” Education Code 47605 (b)(5)(A) While open to all students in the state, Lighthouse Community Charter School (LCCS) actively recruits students of multiple ethnic backgrounds and from a range of socio-economic levels. The LCCS student population is inclusive of students with a wide range of abilities, including those with special education needs and those who are English Language Learners. Lighthouse Community Charter School serves students in grades K—8 and operates in partnership with Lighthouse Community Charter High School, which serves students in grades 9—12. Our goal is to operate a seamless K—12 educational program that prepares students for college and a career of their choice.—~~

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

Figure A.1: Student Enrollment

	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>
<u>Students</u>	<u>48</u>	<u>48</u>	<u>48</u>	<u>47</u>	<u>50</u>	<u>55</u>	<u>56</u>	<u>69</u>	<u>69</u>	<u>490</u>

Desired Student Population

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

In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, Lighthouse Community Charter School (LCCS) seeks to counter trends of educational inequity among K - 8 students in Oakland and as such will actively recruit students from Oakland who have traditionally been underserved. This includes but is not limited to students of color, English Language Learners, and students of low socioeconomic status from Oakland's flatland neighborhoods. Because we believe that college readiness begins early in a child's life, we set out to create an educational program that guarantees the once unattainable dream of going to college is not only a possibility, but a reality.

While the Oakland Unified School District is working hard to meet the academic and developmental needs of its students, the college going rate is far too low to prepare students for 21st century jobs. LCCS is working to accelerate achievement for our students , in turn increasing the college going and graduation rate.

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

ATTENDANCE

School Year

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

For students in Kindergarten: 36,000 minutes

For students in First through Third Grade: 50,4000 minutes

For students in Fourth through Eighth Grade: 54,000 minutes

The proposed calendar for 2016-2017 will include 177 instructional days, 2 more than the required 175 days for charter schools. Teachers of LCCS will have an additional 23 days of

professional development and 6 days of conferences built into the school year on an annual basis, for a total of 200 contracted days. There will be an additional five days of stipended professional development for all teachers and five more additional stipended days for teachers new to the school on an annual basis. **Figure A.2** provides the proposed school calendar, which LCCS intends to adhere to as state and federal funding allows. LCCS retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Figure A.2 2016-17 Proposed School Calendar



School Day

The instructional day at LCCS is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Kindergarten through Eighth Grade, the school day for students will be from 8:30 am to 3:30 pm Monday, Tuesday, Thursday and Friday (395 instructional minutes per day) and 8:30 am to 1:30 pm on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in Kindergarten through Fourth Grade will be 57,665 minutes (not including lunch and passing times). For Fifth through Eighth Grade, the annual instructional minutes will be 54,960 minutes. These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through Eighth Grade.

AN EDUCATION FOR THE 21ST CENTURY

What it Means to “Be an Educated Person in the 21st Century” Education Code 47605 (b)(5)(A)

~~In order to be prepared for the complex society of the 21st century, every child must be competent in the “core” academic disciplines of language arts, mathematics, history and social studies, and science. In addition, students must demonstrate skills and knowledge in the “non-core” disciplines of the arts, fitness/wellness and technology. Finally, an educated person who graduates from the LCCS will acquire the LCCS “Guiding Principles” that will enable them to be self-motivated, competent, lifelong learners. See Element B for a listing of Guiding Principles.~~

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

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

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

Academic Content and Performance Standards

At Lighthouse Community Charter School (LCCS), we will ensure that all students develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with the California

Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS) students will achieve appropriate age or grade level mastery in:

- **Language Arts** - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of sources for different purposes.
- **Mathematics** - Students will be able to persist to solve complex problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- **History and Social Science** - Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Science** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem solving.
- **Making** – LCCS integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.

Core Values that Emphasize Social and Moral Responsibility

In order to ensure we are developing students who are not only prepared for college and a career of their choice, but that students are becoming self-motivated, competent, lifelong learners, LCCS infuses five core values into the entire school culture. . All students at LCCS are taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At Lighthouse, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their community in a way that is meaningful to them.

The Core Values are:

COMMUNITY

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

INTEGRITY

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

LOVE

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

SOCIAL JUSTICE

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

AGENCY

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

How Learning Best Occurs

The mission of the Lighthouse Community Charter School is to prepare a diverse, K - 8 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21st Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

For each student to reach his or her fullest potential, we have developed a program based on five philosophical tenets:

- Tenet 1 - All students must be held to clearly articulated, **high expectations** for achievement,
- Tenet 2 - Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum** that is Common Core aligned,
- Tenet 3 - We must serve the **whole child**, supporting each student's academic, social and emotional development,
- Tenet 4 - The school must deeply **involve families** and collaborate to meet the needs of every student, and
- Tenet 5 - **Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

EDUCATIONAL PHILOSOPHY AND PRACTICES

"How Learning Best Occurs" Education Code 47605 (b)(5)(A)

~~The mission of the Lighthouse Community Charter Public Schools 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. To be fully educated and prepared for the 21st Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.~~

~~For each student to reach his or her fullest potential, we believe:~~

- ~~• All students must be held to clearly articulated, **high expectations** for achievement, —~~
- ~~• Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum**, —~~
- ~~• We must serve the **whole child**, supporting each student's academic, social and emotional development.~~
- ~~• The school must **involve families** and collaborate to meet the needs of every student, and —~~
- ~~• **Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement. — We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole child. This program will serve all students — including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. —~~

We have designed a program for our schools aligned to the tenets outlined below, that incorporates proven methods of instruction design to fulfill our mission. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. The underlying philosophy and core practices within each tenet are detailed below.

Tenet 1 - High Expectations

Philosophy

To prepare students for the college or career of their choice, LCCS believes students must develop their knowledge and skills in the following areas:

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

- The ability to express themselves through service, making, and the arts.
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.
- Technological fluency.

Core Practices

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

- ~~• Differentiated instruction—~~
- ~~• In-class, flexible grouping where students work in both homogenous groups by level and heterogeneous groups—~~
- ~~• Small group teacher-led intervention—~~
- ~~• Reading and math intervention, utilizing an RTI model—~~
- ~~• After school support—~~
- ~~• Summer and intersession intervention—~~
- ~~• Social and emotional intervention—~~
- **Mixed-Ability Core Classrooms** - Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.
- **Differentiated Instruction** - To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels are represented, teachers utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies for differentiating instruction may include independent projects, literature circles, stations, and interest groups.
- **Individualized Learning Plans** - Every student at LCCS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the ILP is student-driven and includes parent voice. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a

consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress and goals with families.

- **Authentic Assessment** - Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCS, but also as an educational practice that helps foster learning and drive instruction. These assessments also allow students to engage in timely topics in a public, and sometimes change-making capacity. Simply put, at LCCS, authentic assessment methods are both a process and a product of teaching and learning.
- **A Process of Revision** - In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. LCCS maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to reflect on and increase their learning. This process also allows students to see the value of persistence and to honor their personal and intellectual growth.
- **Use of Formative and Interim Assessments to Inform Instructional Modifications and Interventions** - LCCS utilizes a variety of formative and interim assessments with the intent of collecting real time academic achievement data. These assessments are detailed in length in Element C of this charter. This data is used to achieve two specific and unique goals:
 - Delineate content and skills that needs to be re-taught, and
 - Identify specific students and groups of students who need academic intervention.
- **Flexible Intervention** - LCCS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need, collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to:
 - Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support
 - Small group teacher-led intervention during the school day, during the elective time across K-8
 - Teacher office hours to support small group learning
 - An extended day program, to provide additional individual and small group tutoring and support
 - A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions)
 - Summer intervention programs, as resources permit
 - Targeted academic and social support for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention)

- o Coordination with outside programs to meet student academic, social, and emotional needs
- o Restorative practices that allows students to receive community support with areas of social, emotional, and academic struggle
- o Social and emotional intervention and counseling

Tenet 2 - Rigorous Curriculum

Philosophy

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

Core Practices

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

- **Inquiry-Rich** - LCCS curriculum development focuses upon being inquiry rich and including rigorous questions, experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCS curriculum integrates fieldwork, experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Community Involvement** - Students at Lighthouse Community Charter School are actively involved in their communities through fieldwork, internships, and service learning opportunities. Often, these experiences are coordinated by students and integrated into academic classes, crew, and extracurricular activities. These experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
- **Authentic Assessments** - Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter School's assessment systems. Additionally, the products of curriculum will often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and

ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

- ~~• **Learning Investigations** – The primary vehicle for science and social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students’ mastery of the grade-level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation.~~
- **Literacy** – LCCS uses a balanced literacy approach to support students in becoming independent readers, writers, listeners and speakers. Literacy instruction occurs independently, through reading workshops, writing workshops, word and language study, and author and genre studies. LCCS currently employs the Comprehensive Literacy Model as the framework for its balanced literacy program. Literacy is also infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners.
- **Numeracy** – At LCCS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.
- **Arts** – At LCCS, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.
- **Fitness and Wellness** – At LCCS, students are supported in improving their physical fitness and making informed choices about their personal wellness.

Tenet 3 - Serving the Whole Child

Philosophy

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

Core Practices

~~Lighthouse LCCS will~~ employ a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following proven practices from LCCS:

- **Family Involvement** – Students are viewed within the context of their families and LCCS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Crew Parents, Coffee Tuesdays, and other family-led events.
- **Character Development** – Students’ emotional and social growth is supported through the teaching of the LCCS Core Values, as well as through the use and teaching of Restorative Justice practices. These ~~Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection-~~ Core Values are Community, Love, Social Justice, Agency, and Integrity. These ~~principles~~ core values and restorative practices, and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – ~~In 5th—8th grades, Crew (commonly known as advisory) exists to ensure that each Lighthouse student continues to have a strong relationship with at least one caring adult at the school as they transition out of the self-contained classroom. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below).~~

In our Kindergarten to Eighth grades, Crew (commonly known as home room or advisory) exists to ensure that each LCCS student continues to have a strong relationship with at least one caring adult at the school. The crew leader (Core Teacher in K-4) is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCS’s culture, specifically the Guiding Principles, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals,

celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCS staff in K-8 assume the role of Crew Leader in addition to their core responsibilities.

- **Individual Learning Plans** – ~~Every student at Lighthouse has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student’s progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.~~
Every student at LCCS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create the ILP are typically student-driven, as early as Kindergarten. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers and students refer to the ILPs on a consistent basis throughout the school year to assess progress toward a student’s goals. Students revisit their ILP goals on a regular basis.
- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building. A school garden, as resources and space allow, will help connect students to the food they eat, while instilling a sense of service to the environment.
- **Counseling** – Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- ~~**Student Study Teams (SSTs)** – When further intervention and/or support strategies are needed, a Student Study Team is formed.~~
- **Family Support Services** – As needed to support our at-risk students, LCCS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Anne Martin Center, Alameda County Mental Health, and the Seneca Family of Agencies.
- **Coordination of Services Team (COST)** – When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed in depth further in Element A.

~~Utilizing a Response to Intervention (RTI) model, a variety of support services may be provided by the school and outside providers to support the specific needs of each student. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. We utilize data-driven staffing of academic support positions to target the specific needs of our students. Support services may include but are not limited to the following:—~~

- ~~• **Crew (see above)**—~~
- ~~• **Differentiated Instruction**— Utilized within the core classrooms, providing targeted support through small group and individual instruction—~~
- ~~• **Reading Intervention**— Funding permitting, Lighthouse employs literacy specialists who work across settings, based on the needs of the students— teacher coaching, whole class instruction/modeling, small group push-in and pull-out, and individual student push-in or pull-out.—~~
- ~~• **Intersession**— Students at most risk of retention may be provided with small group support during intersessions following each quarter. During this time, they receive targeted support to close gaps in understanding and complete work products that demonstrate mastery of key learnings.—~~
- ~~• **Summer School**— Students who are significantly below grade level in reading, math, or both may be provided with an intensive four-week summer school program. During this program, students receive targeted small group intervention in reading and math.—~~
- ~~• **Counseling**— Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students— whole class, small groups, individual students, and families.—~~
- ~~• **Family Support Services**— As needed to support our at-risk students, Lighthouse may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship and Family Paths.—~~

Tenet 4 - Family Involvement

Philosophy

~~Involving families is a vital and integral part of what we do. We involve families for several reasons:—~~

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

- ~~• **Increase Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with~~

parents have a partner in holding students accountable to LCCS's high academic and behavioral outcomes.

- **Build Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCS does are advocates in the wider community and are more likely to give back to the school.

Core Practices

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

Expected Family Involvement

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

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

Optional Family Involvement

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

- **Home visits (First through Eighth Grade Optional)** - Teachers are encouraged to conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- **First Fridays, Performances, Publishing Parties, and Potlucks** - Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- **Coffee Tuesdays** - On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **Family Learning Nights** - The school administration with the help of the Crew Parents hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- **Crew Parent Representatives** - Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
- **Work Days** - Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Tenet 5 - Teachers as Learners

Philosophy

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

- **Focused on Learning** - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- **Supported by a Collaborative Culture** - in which adults work together in pursuit of our mission. A majority of LCCS professional development is conducted in teacher-led teams, focused on adult learning needs and prioritizing student outcomes. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. Norms for our time together derive from our core values of Community, Love, Social Justice, Agency, and Integrity.

- **Goal-oriented** - so that individual educators, teacher teams, and the school a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
- **Data-driven** - providing and analyzing relevant information to inform instructional and institutional decisions.

Core Practices

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

- **Common Planning Time** - Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Inquiry Groups Professional Learning Communities (PLCs)** – Teachers investigate instructional practices which yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)** – Teachers are given time to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** – For all staff, early release days are in place for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- ~~**Instructional Coaching & Model Classrooms** – Budget permitting, Instructional Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.~~
- **Instructional Collaboration** – Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles Core Values, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking,

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

- **Expeditionary Learning (EL) Partnership** - Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

~~As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the core practices utilized. This may include a mix of classroom observation, student assessment data, and discussion with teacher leaders.~~

Educational Practices of the Lighthouse Community Charter School

We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of preparing students for college or a career of their choice and serving the whole child. In addition, this program aims to serve all children—including students with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. These strategies include:

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

Each strategy is explained below.

1. Low Student to Teacher Ratio at all Grade Levels

The LCCS seeks to maintain a low student/teacher ratio at all grade levels that will encourage students and teachers to develop closely knit, mentoring relationships and will allow teachers to employ more individualized and interactive instructional strategies. Small class sizes will enable teachers to foster caring relationships among students and will strengthen the community fabric of the school. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.

2. Mixed-Ability, “Looped” Classrooms

Building a learning environment where every student’s abilities are valued, mixed-ability (inclusive, untracked) classrooms will allow students to interact with peers of differing academic

levels, encouraging a climate of collective responsibility for the achievement of success by all students.

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

3. Extended Day

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

4. Differentiated Instruction

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

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

5. Project-Based Learning

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

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

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

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

6. Home Language Program

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

7. Individualized Learning Plans

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

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

8. Middle School Crews

Crucial in the formative middle school years, and beginning in the 5th grade, when they enter the “middle house” (grades 5 - 8) students will participate in family-like groups called “crews” with a small student: crew leader ratio. Facilitated by adult crew leaders, “crew” will serve as an opportunity for students to build teamwork skills, set goals, discuss issues, resolve conflicts, and gain leadership skills. Crew Leaders will facilitate the same group of students for at least two

years. They will serve as the main liaison to parents/family members, will guide students in academic and non-academic situations, and will maintain ILPs, and will advocate for his or her crew members when necessary.

Strategies to Support Targeted Student Groups

LCCS 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, LCCS supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum.

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

Strategies to Support Students Not Meeting Pupil Outcomes

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

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

Response to Intervention

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

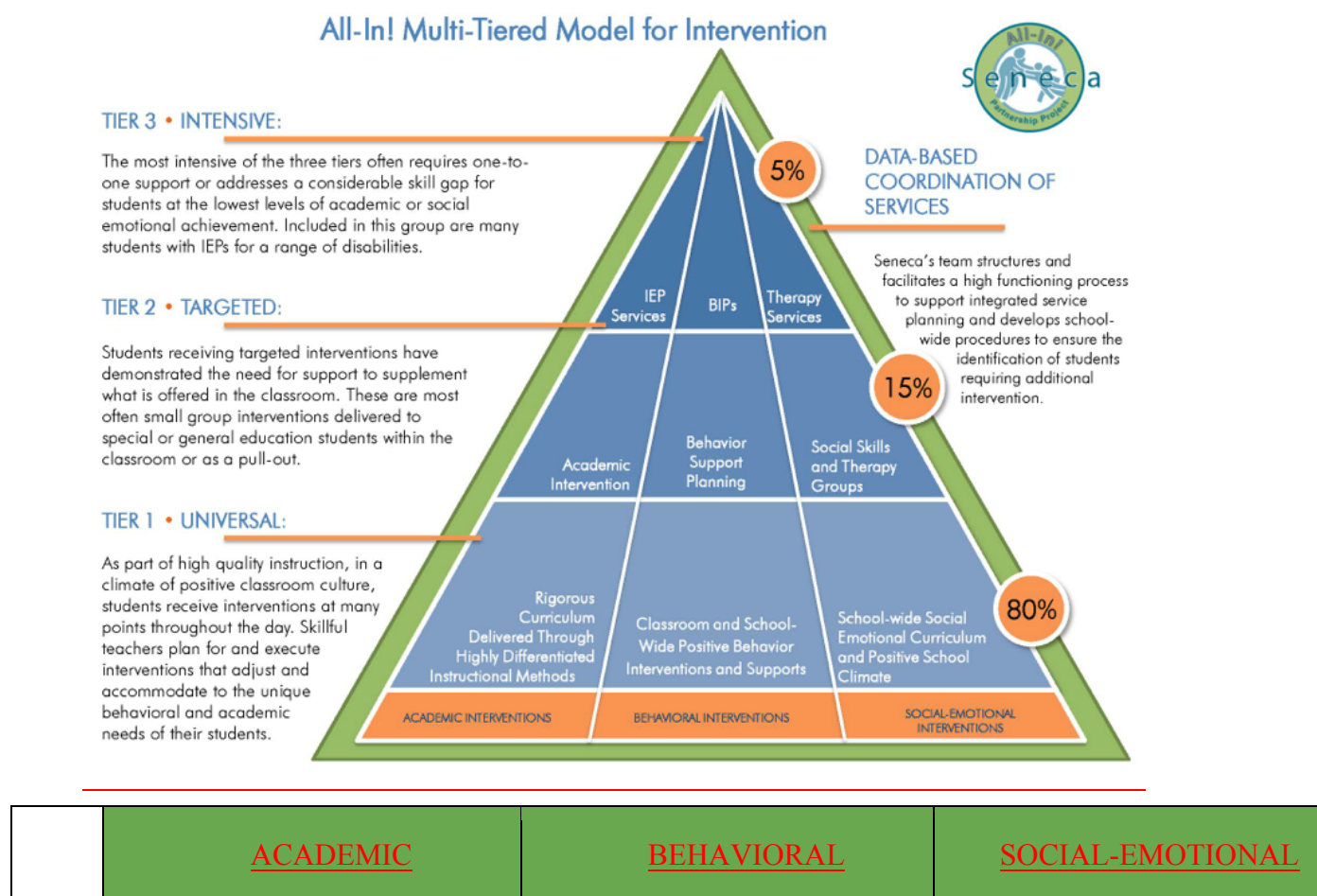
This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

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

All-In! Partnership with the Seneca Center

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

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



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

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

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

Systemic Planning

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

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

Coordination of Services Team (COST)

This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. The team also completes eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate. **Appendix 01** provides a COST Process Flow Chart, and **Appendix 02** provides a Sample COST Form.

Cross-System Collaboration

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

Tiered Services in the All In! Program

An Overview of How RTI Works

Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data (see Element C for a discussion of tools), or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include changing in seat assignments, implementing strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below. The family is informed of these concerns and interventions via the classroom teacher.

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

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

Tiered Services

The All-in! Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social emotional curricula. Tier two and Tier three services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. For a list of possible academic interventions, please see **Appendix 03** for a Menu of Academic Interventions. Students identified for Tier two services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier one interventions. Students who do not respond to Tier two interventions are considered candidates to receive support at the third tier of intensive services. **Appendix 01** provides a visual of the COST Process Flow Chart.

Tiered Academic Services

- **Tier One** - Through the All-in! Partnership, Seneca works with the Director to develop school-wide sets of research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data.
- **Tier Two** - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from FPRA, ADEPT, and any additional standardized assessment outcomes. Students may be identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as AIMSweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier one levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier three services.
- **Tier Three** - Tier three academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEPs and progress on IEP goals is closely monitored over time. For examples of curriculum used to support Tier 2 and Tier 3 interventions, please see **Appendix 03** for a Menu of Academic Interventions. IEP goals are reviewed at least annually and students are reassessed for Tier 3 services every three years.

Tiered Behavioral Services

The All-in! Partnership utilizes School-Wide Positive Behavioral Interventions and Supports (SWPIBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities. SWPIBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPIBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

- **Tier One** - The SWPIBS team plays a key role in the development and implementation of Tier one practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPIBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.
- **Tier Two** - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Collaborative Problem Solving (CPS)*. This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to Tier one levels of support, or if they may be candidates for Tier three services.
- **Tier Three** - These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. **Appendix 04** provides an example of the Functional Behavioral Analysis Form.

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

Tiered Social-Emotional Services

- **Tier One** - To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas for growth highlighted by the staff interviews and ASSC SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being. **Appendix 05** provides an example of a Social Emotional Screener, as well as the Support Plan (described in Tier 2).
- **Tier Two** - The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. **Appendix 06** provides an example of a Social-Emotional Support Plan.
- **Tier Three** - These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

Serving Students with Special Needs

SERVING STUDENTS WITH SPECIAL NEEDS

~~Lighthouse Community Charter School and Oakland Unified School District work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPA's) to ensure that a free and appropriate education is provided to all students with exceptional needs.~~

~~During the first years of this charter, the school intends to function as a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district’s direct costs of providing special education and related services minus the district’s revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.~~

~~In the future, the school has the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.~~

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

Assurances

State and Federal Law

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

SELPA

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

this case, a Memorandum of Understanding (“MOU”) would be developed between the school and the authorizer.

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

Facilities

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

Services

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

LCCS makes the following assurances:

- **Free Appropriate Public Education** – LCCS will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.
- **Full Educational Opportunity** – LCCS will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment** – LCCS will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.
- **Individualized Education Program** – LCCS will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA. The school will assure that the mandated requirements of each student’s IEP is met.
- **Assessments** – LCCS will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or if requested by the student’s parents or teacher. Parents will receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.

- **Confidentiality and Procedural Safeguards** – LCCS will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a free appropriate public education.
- **Personnel Standards** – LCCS will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – LCCS will assure that students with disabilities either under the IDEIA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (SBAC) and California Standards Test (CST).
- **Child Find** – LCCS will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA.

Response to Intervention and Strategic Partnership

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

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

A student with an Individualized Education Plan will have access to ALL of the interventions available schoolwide as part of their individualized education plan. The Coordination of Services Team in partnership with the Director of Intervention Services ensures Special Education plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate

in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately-credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. The charter school Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

Search & Serve Process

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

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

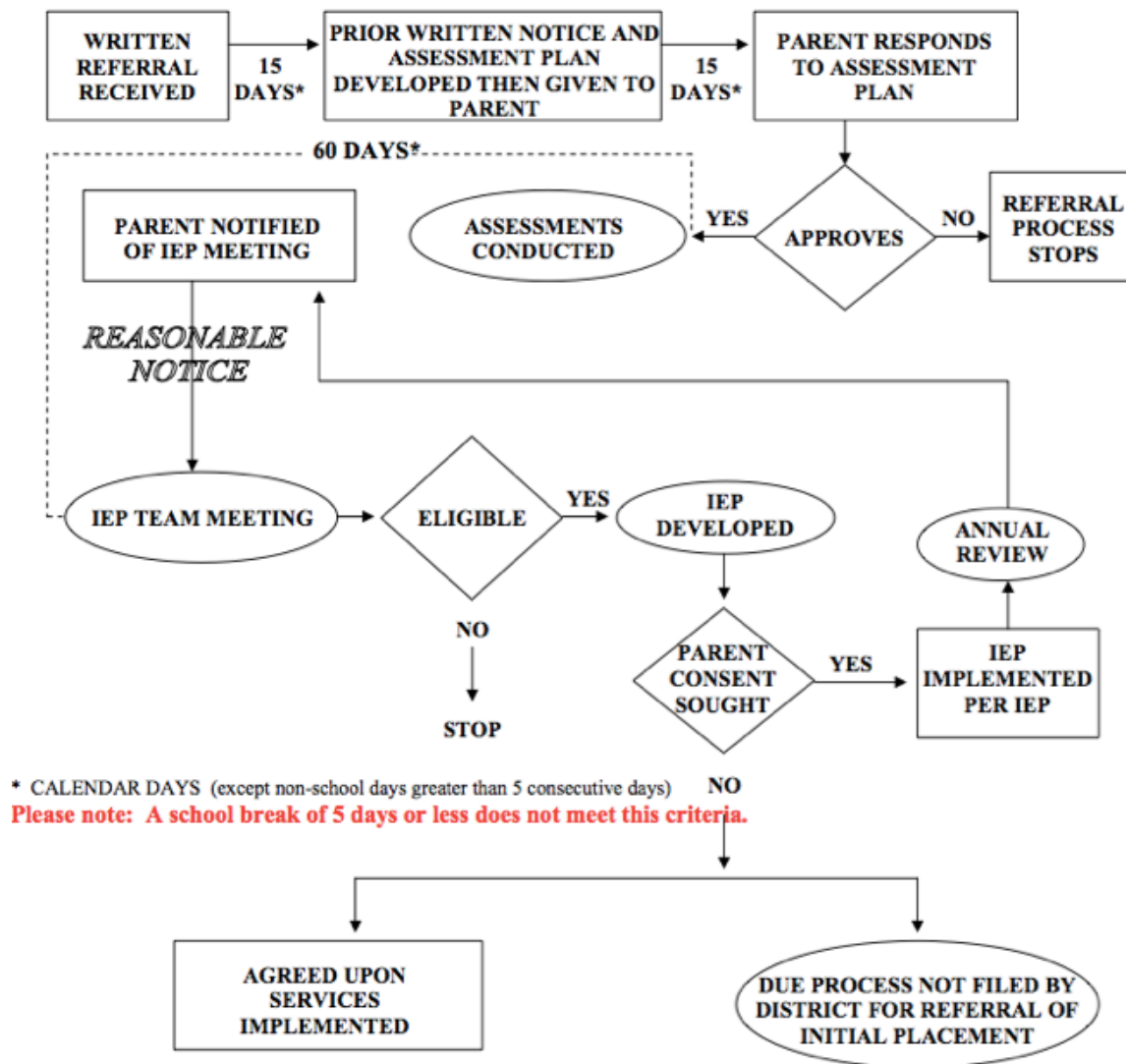
Referral for Assessment Process

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

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

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

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



Assessment Process

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

- Individual testing;
- Teacher observations;

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

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

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

Development and Implementation of IEP

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

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

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

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

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

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

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

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

IEP meetings will be held according to the following schedule:

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

IEP Review Process & Reporting

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

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to

which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

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

Professional Development for All Staff

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

Staffing

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

Due Process, Procedural Safeguards, & Reporting

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

LCCS will work closely with SELPA staff to ensure a student's procedural safeguards are implemented and to resolve problems and concerns at the lowest possible level. LCCPS and the charter school will acquire parental written consent and ensure parental participation. LCCS will participate in the SELPA's Alternative Dispute Resolution process when appropriate. Any

concerns or disagreements raised by parents will be acknowledged by the school within five days, followed by a resolution meeting.

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

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

Dispute Resolution & Complaint Procedures

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

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

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

Section 504 Services

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

A 504 team will be assembled by the Director of Intervention Services and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and

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

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

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

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

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

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

Serving English Language Learners

~~As required by California law, all parents are asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at LCCS. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child's English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received. Academically, LCCS will meet the needs of its English Language Learners through an inclusion model in which 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. Students whose home language is Spanish will receive supplemental instruction in their primary language~~

13

~~Lighthouse Community Charter School Submitted to the School Board of the Oakland Unified School District On December 14, 2010~~

~~(approximately 135 minutes per week) in Grades K—4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language.~~

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

~~In order to make sure that all English language learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter School will utilize pedagogical strategies that “shelter” and “scaffold” both content and skills in each discipline. These strategies may include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers, BCLAD certification for all teachers will be strongly encouraged.~~

~~Every English language learner will also receive personalized support at LCCS through approaches such as supplemental pullout instruction and after-school tutorials that focus exclusively on English language development skills. The form(s) and type(s) of such support provided to each student will be determined by his/her Individual Learning Plan (ILP) and performance(s) on the school's various assessment measures.~~

~~In regard to the testing and service requirements for English Language Learners, LCCS will comply with all applicable state and federal laws. A combination of CST and CELDT scores will be used to determine reclassification of Lighthouse students. Students at Lighthouse are eligible for redesignation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7, the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP.~~

LCCS is committed to supporting English Language Learners (ELL), who comprise 53% of the K-8 student population. LCCS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

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

Identification, Designation & Notification

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

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

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

Figure A.13 Designation Criteria

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

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

LCCS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the CELDT annually to determine growth in English Language proficiency until they are reclassified. A combination of CELDT scores and teacher assessment will be used to determine reclassification of students. The SBAC in ELA may also be used as an additional point of data. We will follow the CELDT Language Classification process as outlined in **Figure A.14** to determine eligibility for reclassification. Should the State of California change its tool and recommendations for reclassification during the term of this charter, LCCS 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

	<u>CELDT</u>	<u>Other</u>
<u>K-8</u>	<u>Overall CELDT Proficiency Level =</u> <u>Early Advanced or Higher</u> <u>AND</u> <u>Listening= Intermediate or higher</u>	<u>Teacher Assessment</u> <u>SBAC in ELA, as applicable</u>

	<u>Speaking = Intermediate or higher</u> <u>Reading = Intermediate or higher</u> <u>Writing = Intermediate or higher</u>	
--	--	--

Strategies for English Language Learners

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

Like all students at Lighthouse, all English Language Learners will be held to clearly articulated high expectations, provided access to the school’s rigorous curriculum, and offered personalized support as needed. English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Lighthouse, we believe that holding English Language Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college. Rigorous growth expectations for the CELDT allow us to monitor students’ progress toward reclassification and provide them with additional support as needed.

Systematic Language Development

English Language Learners at LCCS receive Systematic English Language Development (SELD) tailored to their proficiency level. Also, students are taught through model ELD Workshop in grades K-2, ELD embedded in grades 3-8. Systematic ELD is a dedicated class focused explicitly on teaching language that English learners:

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

Within K-4, this class is provided within the core classroom, with teachers working with small groups to provide leveled language development instruction. Within 5-8, there are specific

classes targeted at Long-Term English Learners not making progress toward reclassification designed to accelerate their progress and support the development of academic language.

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

ELAC

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

Teacher Qualifications and Professional Development

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

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

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

Program Assessment

Metrics to assess the progress of our ELL students include:

- ELL students are making strong academic progress as measured by school-based assessments
- ELL students are classified as proficient in English in five to seven years, or less
- ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
- ELL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students

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

Supporting Socio-economically Disadvantaged Students

The LCCS program in place was designed specifically to support socio economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college and the career of their choice. LCCS currently serves a population of students from which 81% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element A is designed to enable students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the Common Core Standards
- Authentic learning experiences
- Focus on English Language Acquisition
- Before and after school programs for tutoring, homework help, intervention, and enrichment
- Access to technology beginning in Kindergarten
- Arts, Music, Fitness Programs

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis
- Time, energy, and resources used to “build character” in students

- Individual Learning Plans for each student
- Core values that create a school culture that integrates community, love, agency, integrity, and social justice.
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students

Involving Families

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

Cultivating Teaching Excellence

- Teachers work 23 additional days per year to collaborate, reflect on and create curriculum and to learn best practices
- Teachers conduct regular analysis of student data to improve instruction
- Teachers as leaders of professional development
- Support and mentoring for teachers new to the profession
- A training pipeline in place for faculty who are on the teaching track

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

Supporting Students Achieving Above Grade Level/Gifted Students

LCCS is committed to supporting all students in excelling in its program. Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, LCCS will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Individual Learning Plan meetings where goals are crafted to meet the specific growth goals of each individual student. Additionally, students are pushed to meet and exceed content and performance standards through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs and/or tutoring with qualified staff.

Professional Development

One of LCCS's five tenets is "Teacher As Learner." In order to provide the educational program set out in this charter and to achieve our mission, teachers must be constantly developing their craft in the service of their students. LCCS is committed to providing the professional development that enables teachers to do just that. The LCCS professional development provides for each of the following:

- **Common Planning Time** - Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Professional Learning Communities (PLCs)** – Teachers investigate instructional practices which yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)** – Teachers are given time to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** – For all staff, early release days are in place for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Collaboration** – Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.

- **Expeditionary Learning (EL) Partnership** - Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

ELEMENT B. MEASURABLE STUDENT OUTCOMES

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

Governing Law: In accordance with SB 1290, the measurable pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

STUDENT OUTCOMES

~~The following exit outcomes are aligned with the California State Standards and the mission of the school—to prepare students for college and/or a career of their choice. All students at Lighthouse, including students who have special needs, students who are English Language Learners, and/or students who are identified as “under-performing” will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP) and/or Individual Learning Plan (ILP).~~

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

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

“Core” Academic Content and Performance Standards

Aligned with the California State Standards, students will achieve appropriate age or grade level mastery of:

Language Arts Literacy

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

Mathematical Literacy

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

Historical and Civic Literacy

- Students will be able to analyze past and present events through multiple perspectives.
- Students will demonstrate an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Scientific Literacy

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

“Non-Core” Academic Content and Performance Standards

By graduation, students will also demonstrate competency in the following “non-core” content and performance standards:

Artistic Literacy

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

Technological Literacy

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

Fitness/Wellness

- Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.

Environmental Literacy

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

Home Language Literacy

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

Making

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

Core Values

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

~~**Guiding Principles**—In order to ensure we are developing students who are not only prepared for college and/or a career of their choice, but that students are becoming self-motivated, competent, life-long learners, Lighthouse will employ several guiding principles.—~~

- ~~• **Collaboration**—Students will show collaboration by working together, sharing ideas, and negotiating differences.—~~
- ~~• **Communication**—Students will show communication by articulating their thoughts, opinions, and knowledge effectively through both oral and written language.—~~
- ~~• **Compassion**—Students will show compassion by being kind, considerate and empathetic of other people's emotions and needs.—~~
- ~~• **Courage**—Students will show courage by undertaking new and unfamiliar experiences, communicating honestly and openly, and dealing with conflicts constructively.—~~
- ~~• **Curiosity**—Students will show curiosity by asking questions and pursuing knowledge that enhances their understanding of the world.—~~
- ~~• **Integrity**—Students will show integrity by acting on their values regardless of what other people may think.—~~

- ~~• **Persistence**—Students will show persistence by working hard to progress in their learning and personal growth despite the obstacles that may stand in their way.—~~
- ~~• **Reflection**—Students will show reflection by regularly assessing their academic and social progress toward reaching their goals.—~~
- ~~• **Respect**—Students will show respect by listening attentively, and treating others with consideration at all times.—~~
- ~~• **Responsibility**—Students will show responsibility by adhering to school policies, practicing strong work habits, and following through on their commitments to themselves, their families, and their community.—~~

The Core Values are:

COMMUNITY

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

INTEGRITY

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

LOVE

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

SOCIAL JUSTICE

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

AGENCY

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

Classroom Standards

~~The measurable student outcomes above have been subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the California state content and performance standards, and other standards deemed appropriate by the LCCS Board of Directors and Staff. In addition, students will demonstrate their overall progress toward graduation through a series of “benchmarks,” a.k.a. promotion performances assessments throughout their experience at the Lighthouse Community Charter School. Benchmarks include, but are not limited to, Kindergarten, 2nd grade, 4th grade, 6th grade and 8th grade portfolio and passage presentations.—~~

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

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

Measurable Pupil Outcomes

~~In order to remain accountable to its vision, our students, families, and community partners, the Oakland Unified School District, and state/federal regulations, Lighthouse Community Charter School aims to meet the following outcomes of achievement:~~

Outcome	How Measured	To What Criteria at the End of Four or Five Year Term	
High attendance rate	Analysis of annual attendance data	On average, LCCS will have a 95% ADA rate each year.	
Low mobility rate	Analysis of mobility data	On average, LCCS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.	
A caring community where students are known well	Family survey results	On average, 90% of families will report that their child has a caring and trusting relationship with at least one adult within the school community each year.	
A caring community where students are known well	Student survey results	On average, 80% of students will report that crew is influential in them achieving their academic goals each year.	
Students who reflect, self-evaluate, and set SMART goals	ILP attendance database	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their family member.	
Independent learners	Family and student survey results	On average, 80% of students and/or families will agree that the ILP process is influential in achieving academic goals each year.	
Acquiring knowledge and skills specified in the		80% of students who have completed three or more years at Lighthouse will be at grade level in their reading.	

California State Standards		Developmental Reading Assessment (currently FPRA)	
Acquiring knowledge and skills specified in the California State Standards	STAR Results	75% of students who have completed STAR at Lighthouse for three or more years will be proficient or advanced or will have advanced one level toward proficiency during that time.	
Acquiring knowledge and skills specified in the California State Standards	Passage	On average, 90% of all students will successfully meet our internally developed passage outcomes in K, 2nd, 4th, 6th and 8th grades.	
Meet or exceed Academic Performance Index (API) growth targets schoolwide and in reportable subgroups	Comparison of data provided by CDE	LCCS will meet annual API growth targets and/or reach an API score of 800 or higher in at least two of the last three years of the charter term. LCCS will meet annual API growth targets and/or reach an API score of 800 or higher for all reportable subgroups in at least two of the last three years of the charter term.	
High API State and Similar School Rank	Comparison of data provided by CDE	Maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher.	
Students meet Physical Education (PE) Standards	CDE-designated Physical Fitness Test (currently FITNESSGRAM)	On average, 75% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the time of their graduation.	

The measurable student outcomes above have been subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the CCCS, CSS, NGSS, and other standards deemed appropriate by the LCCPS Board of Directors and Staff. In addition, students will demonstrate their overall progress toward graduation through a series of

“benchmarks,” a.k.a. promotion performances assessments throughout their experience at the charter school. Benchmarks include, but are not limited to, course grade and GPA requirements, sophomore portfolio and passage presentations, summer program application requirements, junior internship participation, and senior project completion.

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

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

Charter School Outcomes That Align With State Priorities

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

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

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

<u>LCCS Five Tenets</u>	<u>State Priorities</u>
<u>Tenet #1: High Expectations for All Students</u> <u>Tenet #2: Rigorous Curriculum</u> <u>Tenet #3: Serving the Whole Child</u> <u>Tenet #4: Family Involvement</u> <u>Tenet #5: Professional Learning Community</u>	<u>SP #1: Quality Teachers, Curriculum, and Facilities (Basic Services)</u> <u>SP #2: Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups</u> <u>SP #3: Parental Involvement</u> <u>SP #4: Student Achievement</u> <u>SP #5: Student Engagement</u> <u>SP #6: School Climate</u> <u>SP #7: Course Access and Enrollment</u> <u>SP #8: Student Outcomes</u>

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

<u>Target 1: High Expectations for All Students</u>	
<u>Target</u>	<u>Measurable Pupil Outcomes</u>
<p><u>1. LCCS students are focused, reflective, and persistent learners who know themselves well, are strong communicators, and are prepared to independently engage college and career outside of Lighthouse.</u></p> <p>-</p> <p><u>LCCS Tenets: 1</u></p> <p><u>State Priorities: 4, 8</u></p>	<p><u>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #1).</u></p>
	<p><u>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 MPO #2).</u></p>
	<p><u>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #3).</u></p>
	<p><u>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 MPO #4).</u></p>
	<p><u>Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency. (OUSD K-8 MPO #5).</u></p>
	<p><u>Each year, for each statistically significant student group, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency (OUSD K-8 MPO #6).</u></p>
<u>Actions</u>	
<p><u>1a. Student reading levels are assessed triennially through Scholastic Reading Inventory (SRI), to inform small group reading instruction by the classroom teacher.</u></p> <p><u>1b. Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.</u></p>	

- 1c.** Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).
- 1d.** Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.
- 1e.** Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the clearing of their credential within the term of licensure.

Target 2: Deep Learning Through Rigorous Curriculum

<u>Target</u>	<u>Measurable Pupil Outcomes</u>
<p><u>2. All Lighthouse students are deeply engaged in a vertically aligned standards based, Common Core, and NGSS curriculum that will prepare them for college success.</u></p> <p><u>LCCS Tenets: 2</u> <u>State Priorities: 2, 4, 5, 8</u></p>	<p><u>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 and Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for families (OUSD K-8 MPO #11).</u></p>
<u>Actions</u>	
<p><u>2a (also 1c). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).</u></p> <p><u>2b (also 1d). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.</u></p> <p><u>2c. English Learners who speak Spanish as their primary language will be supported with continued primary language development as they acquire English.</u></p> <p><u>2d. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.</u></p> <p><u>2e. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.</u></p> <p><u>2f. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.</u></p> <p><u>2g. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.</u></p> <p><u>2h. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.</u></p>	

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

<u>Target 3: Family Involvement</u>	
<u>Target</u>	<u>Measurable Pupil Outcomes</u>
<u>3a. LCCS Families know how to and are inspired to actively participate in the school and their children’s education.</u> <u>3b. Families feel connected with each other, their child’s teacher, and the Lighthouse community.</u> <u>LCCS Tenets: 3</u> <u>State Priority: 3, 4, 5, 6, 8</u>	<u>Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback: LCCS’ internal survey for students (OUSD K-8 MPO #12).</u> <u>Each year, 95 percent of families will attend their child’s Individualized Learning Plan meetings (Site MPO #1).</u>
<u>Actions</u>	
<u>3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.</u> <u>3b. Family Liaison works with families to identify areas of interest and need, then organize programing to support family learning.</u> <u>3c. Family Liaison works with Crew Parents to engage and involve families in the life of the school.</u> <u>3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.</u>	

<u>Target 4: Professional Learning Community</u>	
<u>Target</u>	<u>Measurable Pupil Outcomes</u>
<u>4a. LCCS staff feel known well, supported, and encouraged to continuously grow in service of the mission.</u>	<u>95% of staff feel that they are effectively and actively supported to grow as a professional.</u> <u>90% of staff are motivated to do “what it takes” to achieve the Lighthouse mission.</u>

<u>4b. Staff feel connected to each other, their students, their families, and have deep commitment to the mission.</u> <u>LCCPS Design Principles: 4</u> <u>State Priorities: 1, 4, 5, 6, 8</u>	<u>90% of staff feel Lighthouse's compensation model is respectful of their talents and contributions to our school community. (All Measures from LCCS Internal Staff Survey)</u>
<u>Actions</u>	
<u>4a (also 1g & 2a). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).</u> <u>4b (also 1h & 2b). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.</u> <u>4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.</u> <u>4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.</u>	

<u>Target 5: Whole Child</u>	
<u>Target</u>	<u>Measurable Pupil Outcomes</u>
<u>5a. Students know who they are and have a clear sense of their identity.</u> <u>5b. Students are socially, emotionally, and physically healthy.</u> <u>5c. Students are active members of their community and participate in the life of their community.</u> <u>LCCPS Design Principles: 5</u> <u>State Priorities: 4, 5, 6, 8</u>	<u>Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #8).</u>
	<u>Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #9).</u>
	<u>Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for students and Dimension 3 (Student Interactions) of School Climate Assessment Instrument for families (OUSD K-8 MPO #10).</u>
	<u>Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community (Site MPO #2)</u>
<u>Actions</u>	

- 5a.** Small class size is maintained to ensure all students are known well.
- 5b.** Crew (advisory) is utilized in Grades 5 – 8 to provide a small venue in which students are supported socially, emotionally, and academically.
- 5c.** Leadership Team (5th – 8th) structures are utilized to support student empowerment and engagement.
- 5d.** Continue to implement and refine Response to Intervention (RTI) program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- 5e.** Student Case Managers are hired at each band level (K-4, 5-8) to provide social, emotional, and behavioral support utilizing the Restorative Justice model.
- 5f.** School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

ELEMENT C. ASSESSMENT METHODS

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

~~Lighthouse Community Charter School will provide authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the above standards. Because of our commitment to serving the whole child, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning.~~

~~All assessment tools will be aligned to the pupil outcomes, curriculum, and the “Guiding Principles” as described in Elements A and B. Assessment data will be formative, summative, and used formally throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.~~

~~Student assessment at LCCS may include, but is not limited to:~~

- ~~• Ongoing, formative assessments that measure content and skill mastery against specific Learning Targets,—~~
- ~~• Formal Interim Assessments, including quarterly standards-based assessments in literacy and math, triannual development reading assessments, and biannual writing assessments,—~~
- ~~• Teacher, parent, and student assessment of ILP goal achievement,—~~
- ~~• Other alternative assessments such as portfolios and exhibitions of work,—~~
- ~~• State assessments and/or other standardized tests, as required by Education Code 47605(c)(2). Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse Community Charter School will also be used to improve the educational program at the school by:—~~
- ~~• Identifying whole school and/or individual teachers’ professional development needs—~~
- ~~• Identifying students in need of academic intervention—~~
- ~~• Identifying content and skills in need of re-teaching—~~
- ~~• Setting whole school and/or grade level achievement targets—~~
- ~~• Setting individual student ILP goals—~~**Ongoing, Formative Assessment**~~— Teachers of core and non-core classes will measure student progress toward Learning Target mastery through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and will be open for revision. The level of success with content assessments will be one form of Learning Target mastery evidence.—~~

Interim Assessments

~~Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments will be administered with the intent of~~

~~collecting real time academic achievement data. This data is used to achieve two specific and unique goals:~~

- ~~14. Delineate content that needs to be retaught, and—~~
 - ~~15. Identify specific students and groups of students that need academic—
intervention. Teachers and administrators will review interim assessment data on a
quarterly basis to make thoughtful, data driven instructional modifications throughout the
school year. In addition, Lighthouse utilizes a developmental reading inventory
(currently the Fountas and Pinnell Reading Assessment) to measure students’
independent and instructional reading levels three times per year. Teachers, coaches, and
administrators will review this data to:—~~
 - ~~• Determine grouping for guided reading and literature discussion groups—~~
 - ~~• Place students in appropriate texts for independent reading,—~~
 - ~~• Identify specific students or groups of students who need increased literacy support.~~
- ~~—Individualized Learning Plans— Each student at Lighthouse will have an
Individualized Learning Plan that articulates goals and strategies for academic, social,
and emotional areas specific to the needs of each child. Parents, students, and teachers
will come together three times a year, once to develop the ILP and a second and third
time to reflect on progress toward achieving the goals, in addition to setting new goals
and/or developing new strategies if necessary. Individualized Learning Plans will serve as
an occasion to reflect on the strengths and needs of the whole learner and to monitor the
development of each student’s intellectual, physical, moral and socio-emotional growth.~~
- ~~—EXPOs— Students will have multiple opportunities throughout the school year to
showcase their best work. EXPOs are planned to occur at least twice a year when student
work is displayed and presented to peers, teachers, families, and community members.
This process adds a layer of accountability for students as they publicly communicate
their understanding of specific content and performance standards.~~
- ~~—Portfolios of Work
—Each year, students, with the aid of their teachers, will maintain a compendium of work
in portfolios. Portfolios may hold a variety of materials such as content and performance
assessments, cooperative and individualized class work, and final projects. Portfolios will
serve two purposes at Lighthouse. One, they are utilized by teachers, students, and
parents to reflect on a student’s academic growth over time. Two, portfolios are a record
of on-going work.—~~

State Assessments

~~As mandated by Education Code 47605c(2), Lighthouse will annually administer each of the
following assessment measures, or legal equivalent, to all students required to take each battery
of tests:~~

- ~~• STAR—~~
- ~~• California English Language Development Test (CELDT)— If Lighthouse Community
Charter School does not test (i.e., STAR) with the District, Lighthouse Community
Charter School hereby grants authority to the State of California to provide a copy of all
test results directly to the District as well as the charter school. Test results for the prior
year, if not provided directly to the District by the State, will be provided by the charter
school to the District no later than September 1 of each year.—~~

Introduction

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

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

Student assessment at LCCS will include, but not be limited to:

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

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

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

Forms of Assessments

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

Baseline and Summative Assessment

At the beginning of each school year, the charter school will conduct diagnostic assessments of each student to establish baseline levels of mastery. The California Assessment of Student Performance and Progress (CAASPP) Assessment System tools or internally developed tools will be used to assess initial, formative and summative levels of performance in literacy and mathematics (detailed further in Interim Assessments and State Assessments, below). An internal writing performance task, currently assessed using the 6+1 Trait Analytical Rubric from Education Northwest (and may change to maintain alignment to the CCSS and SBAC), will provide data on student writing. The assessment tool may change with the transition to the CCSS. And, the California English Language Development Test (CELDT) will measure students' English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State's objectives and priorities.

Coursework and Content Assessments

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

Portfolios

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

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

Formative Assessments

Interim Assessments

LCCS intends to utilize the SBAC interim assessments as available, and will supplement these with internally developed interim assessments using Amplify, which are all aligned to the CCSS and NGSS standards. We continue to norm our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work.

Interim assessments will be administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

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

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

English Language Development

The California English Language Development Test (CELDT), or the English Language Proficiency Assessment (ELPA), when available, will be used each year or within 30 days of a new ELL's entry in order to establish baseline levels of language development in listening, speaking, reading and writing. Within each unit of study, teachers will use rubrics to assess student mastery of the forms, functions, and content vocabulary embedded within each unit of study, aligned to the new California English Language Development standards. In addition, they will use rubrics targeting general academic language usage to support them in listening, recording, and analyzing student interactions in a variety of social settings (i.e. whole group, small group, one on one). Together, these measures will provide the needed information about what language forms, functions, and structures the student has mastered and where the student needs support next to maximize growth.

State Assessments

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

- Smarter Balanced Assessment Consortium (SBAC)
- California English Language Development Test (CELDT)
- Physical Fitness Test (PFT)

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

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

Assessment Continuum

As indicated in the introduction of Element C, our broad variety of assessments will be used across grade levels and subject areas. **Figure C.1** is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure C.1 Assessment Scope and Sequence

<u>Assessment Tool & Purpose</u>	<u>Grade Levels</u>	<u>Subject Areas</u>	<u>Timeline</u>	<u>Minimum Performance Level</u>
<u>Scholastic Reading Inventory (SRI)</u> <u>Computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties.</u>	<u>K-8</u>	<u>Reading</u>	<u>Fall, Winter, Spring</u>	<u>Students meet growth targets as set by SRI</u>
<u>Amplify</u> <u>Interim Assessments to measure grade level proficiency in core academic subjects.</u>	<u>5-8</u>	<u>ELA Math</u>	<u>Fall, Winter, Spring</u>	<u>Students meet grade level learning targets</u>
<u>FPRA</u> <u>Measures reading levels of students and matches them to appropriate texts and small group Guide Reading instruction</u>	<u>K-4</u>	<u>Reading</u>	<u>Quarterly</u>	<u>Students grow at least one year in reading levels</u>
<u>CELDT (ELPAC)</u> <u>Measure students mastery of grade level ELD standards, including listening, speaking, reading and writing</u> <u>Provide criterion-referenced data on student mastery</u>	<u>K-8</u>	<u>ELD Across Subject Area Settings</u>	<u>Upon enrollment Annually until exited</u>	<u>Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language</u>
<u>Coursework & Content Assessments</u>	<u>K-8</u>	<u>ELA Math</u>	<u>Ongoing and</u>	<u>60% mastery</u>

<u>Measure standards mastery</u>		<u>Science</u> <u>Social</u> <u>Studies</u> <u>Art</u> <u>Making</u> <u>Music</u> <u>Physical</u> <u>Education</u>	<u>at the end of</u> <u>each unit of</u> <u>study</u>	
<u>Student Work and Portfolio</u> <u>Demonstrate student mastery of</u> <u>grade level standards</u> <u>Provide evidence of student</u> <u>mastery in the form of</u> <u>authentic projects, products,</u> <u>and performance tasks</u>	<u>K-8</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social</u> <u>Studies</u> <u>Art</u> <u>Physical</u> <u>Education</u> <u>Personal</u> <u>Qualities</u>	<u>Ongoing</u>	<u>70% of standards to date</u> <u>have evidence of mastery</u>
<u>Individual Learning Plan</u> <u>Meetings</u> <u>Reflect on student strengths</u> <u>and areas for growth</u> <u>Identify specific goals and</u> <u>strategies to achieve goals</u> <u>Measure growth on goals</u>	<u>K-8</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social</u> <u>Studies</u> <u>Art</u> <u>Physical</u> <u>Education</u> <u>Personal</u> <u>Qualities</u>	<u>Triennial</u>	<u>Mastery of at least one</u> <u>goal</u>
<u>Expositions of Student Work</u> <u>Demonstrate student mastery of</u> <u>grade level standards</u> <u>Provide evidence of student</u> <u>mastery in the form of</u> <u>authentic projects, products,</u> <u>and performance tasks</u>	<u>K-8</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social</u> <u>Studies</u> <u>Art</u> <u>Physical</u> <u>Education</u>	<u>Biennial</u>	<u>Project, product, or</u> <u>performance task at</u> <u>mastery level displayed</u>

<u>Passage Presentations</u> <u>Demonstrate student mastery of grade level standards</u> <u>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</u>	<u>K, 2, 4, 6, 8</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Physical Education</u>	<u>Annual</u>	<u>70% of standards have evidence of mastery</u>
<u>Smarter Balanced Assessment Continuum (SBAC)</u> <u>Measure student's mastery of grade level ELA and Mathematics standards</u> <u>Provide criterion-referenced data on student mastery of grade level standard</u>	<u>3-8</u>	<u>ELA</u> <u>Math</u>	<u>Triennially (Interims and Final Summative)</u>	<u>Proficient and categorical growth</u>
<u>Physical Fitness Test (PFT)</u> <u>Measure student's physical fitness</u>	<u>5, 7</u>	<u>Physical Education</u>	<u>Annually</u>	<u>Physically fit in at least 4 of 6 areas</u>

Student, Teacher and School Use of Data

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

Data is used to:

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

- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the ILP meetings.

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

School and Family Use of Data – Reporting to Caretakers

LCCS strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Expositions of Student Work as detailed in **Figure C.2**. Reports are user-friendly and provided in the families’ native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings and EXPOs of student work.

Figure C.2 Formal Reporting to Caretakers

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

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

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

School, District and State Use of Data

Local Control Accountability Plan (“LCAP”)

LCCS will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, LCCPS and the charter school will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and the charter school shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

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

Student Retention and Promotion

~~**Retention Criteria**—Student promotion to the next grade level or looped level (equivalent to two grade levels) will be determined annually pursuant with the schools retention and promotion policies. Academic proficiency and developmental readiness are incorporated into all promotion and retention decisions. Academic proficiency is measured against adopted grade level or looped level benchmarks demonstrated through student portfolios, individual student assessments, performances, and teacher observations. Developmental readiness is measured by Individualized Learning Plan data, teacher observations, and any relevant behavior record.~~

~~**Retention Process**—At each reporting period (October, January, March, and June), teachers will inform the Director 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 criteria for retention, the following steps are taken:—~~

- ~~• The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:—
 - o The student and family will know exactly which criteria is currently qualifying the student for retention
 - o The student will create goals and strategies that directly address their current academic needs
 - o Schedule a follow up meeting to measure progress toward passing~~
- ~~• The school will collect and maintain both academic and social/emotional data on student.—~~
- ~~• The Director will check in with the family on a regular basis about student progress.~~

~~Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)~~

~~The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, 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, the final decision to promote or retain will be made by the Director.~~

~~Student retention and promotion policies will be reviewed and revised each year as deemed necessary by the School Directors and LCCS Board of Directors.~~

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

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

performances, and teacher observations. Developmental readiness is measured by Individualized Learning Plan data, teacher observations, and any relevant behavior record.

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

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

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

In grades 5 and 7

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

Acronym Key:

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

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

Retention Process

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

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

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

Students Who Are Not Meeting The Standards

When a student consistently fails to meet the standards of LCCS, teachers consult with the student, family, school directors, other teachers, and community resources to develop a greater understanding of student needs and potential resources to address those needs.

The student may also be targeted during the after school tutoring and enrichment portion of the day to ensure that his/her learning needs are being met. In classes, teachers will reflect upon, identify, and implement specific strategies to address student needs.

When further intervention and/or support strategies are needed, a Student Study Team is formed. This team includes the teacher, student, and family member and may also include the Director, Dean of Students, Resource Specialist, Speech Therapist, Literacy Interventionist, Counselor, or other specialist from within or outside of Lighthouse. The team determines the Tier 1 and Tier 2 interventions necessary to support the student's academic, social and emotional development. Tier 1 focuses on modifications and accommodations that can be made in the classroom and at home. Tier 2 focuses on additional, out-of-classroom supports, which may include but are not limited to after school tutoring, reading intervention, summer school attendance, counseling

~~services, and mentoring. The SST monitors the effectiveness of these supports and adds or subtracts supports as needed. In some cases this results in a recommendation for Tier 3 intervention, which could include a Special Education assessment or referral for evaluation by Alameda County Mental Health Services.~~

The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. Lighthouse has an intervention program that includes, but is not limited to:

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

REPORTING TO CARETAKERS

~~Lighthouse strives to continuously inform parents about their child's progress. Informal reporting to parents may occur through phone, electronic, and written contact. Formal reporting to parents will take place in the following manner:~~

Report Type	Purpose	Frequency	
Comprehensive Report Card	<ul style="list-style-type: none"> • Grades • Narratives on student performance and process skills • Standardized test data • Attendance • HW completion and quality • Progress toward passage 	Biennial	
Individualized Learning Plan (ILP)	<ul style="list-style-type: none"> • Develop and revisit academic and personal goals • Review student work and measure progress toward passage 	Triennial	

	<ul style="list-style-type: none"> • Share student performance and progress on external and internal assessments— • Develop student presentation skills— 		
Formal or Informal Progress Reports	<ul style="list-style-type: none"> • Attendance • HW completion and quality • Behavior • Progress toward passage 	-	Biennial
EXPOs of Student Work	<ul style="list-style-type: none"> 16. Compare student quality of work— 17. Develop student presentation skills— 	-	Biennial

Less comprehensive reports will be generated periodically and will target areas of strength and growth that

student, teacher, and parent should work on for the following weeks or months. Parents will have access to performance tasks, content assessments, and portfolios upon request and at exhibitions and family forums.

STUDENT ASSESSMENT METHODS

In order to ensure that all students at LCCS are achieving the student outcomes detailed above, assessment at LCCS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies.

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	Language Arts	<ul style="list-style-type: none"> • Reading assessment 3x per year— • Writing assessment 2x per year— • Interim Assessments 4x per year— • Exhibitions 2x per year— • Passage presentation 1x every 2 yrs.— • Ongoing content assessments— • Ongoing portfolio assessments— • ILP meetings 3x per year— 	<ul style="list-style-type: none"> • STAR • CELDT

	Mathematics	<p>Interim Assessments 4x per year Exhibitions 2x per year</p> <p>Passage presentation 1x every 2 years Ongoing content assessments Ongoing portfolio assessments ILP meetings 3x per year</p>	<p>CAT 6 STAR</p>
	Social Studies	<p>Exhibitions 2x per year</p> <p>Passage presentation 1x every 2 years</p> <p>Ongoing content assessments</p>	<p>STAR where applicable</p>
	Science	<p>Ongoing portfolio assessments</p> <p>ILP meetings 3x per year</p>	
Non-Core Subject Area	Home Language		
	Technology	<p>Exhibitions 2x per year</p> <p>Passage presentation 1x every two years</p> <p>Ongoing content assessments Ongoing portfolio assessments ILP meetings 3x per year</p>	<p>CA physical fitness test</p>
	Arts		
	Fitness/Wellness		
Guiding Principles	Collaboration		<p>Attendance rate</p>
	Communication		<p>Dropout rate</p>
	Compassion		<p>Graduation rate</p>
	Courage		<p>Suspension & expulsion rate</p>
	Curiosity		
	Integrity		

	Persistence		
	Reflection		
	Respect		
	Responsibility		

ELEMENT D. GOVERNANCE

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

Governance Structure

~~The governance structure of the charter school will have the following components:~~

- ~~• A California Non-Profit Public Benefit Corporation Board of Directors—~~
- ~~• A Director Team—~~
- ~~• A School Site Leadership Team—~~
- ~~• A Lighthouse Parent Advisory Committee—~~

~~The charter school will be operated by Lighthouse Community Public Schools, a California Public Benefit Corporation pursuant to California Law. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Board Members, School Directors, faculty, and families will be involved in the decision-making process at the LCCS. The governance structure will be composed of the Board of Directors who make decisions and work with the School Directors; and the Leadership Team which communicates the positions of the school community directly to the School Directors; and the Lighthouse Parent Advisory Committee which communicates the positions of the parents directly to the School Directors.—~~

~~Assurances~~ ~~The Lighthouse Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability. Lighthouse Community Charter School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change. Lighthouse Community Charter School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Lighthouse Community Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Lighthouse Community Charter School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter School by law or charter provisions. Members of Lighthouse Community Charter School's Governing~~

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

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

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

BOARD OF DIRECTORS

~~The school's Board of Directors will include from seven (7) to fifteen (15) members. The current Board of Directors at Lighthouse Community Public Schools has has a vast array of experience to bring to bear in the governance of Lighthouse. See Appendix for a list of current board members.~~

~~The Board of Directors seeks members who provide experience with and expertise in:~~

- ~~• Fiscal management—~~
- ~~• Fund raising—~~
- ~~• Special education—~~
- ~~• Curriculum and instruction—~~
- ~~• Public health care—~~
- ~~• Legal issues in education—~~
- ~~• Oakland Unified School District—~~
- ~~• Non-profit corporation management—~~

~~The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. Board election, appointment, vacancy, and turnover specifics are detailed in the LCCS bylaws, which are available upon request. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law; other trainings are provided as needed or requested by board members.~~

~~—Oakland Unified School District is entitled to a representative in the Lighthouse Community~~

~~Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.~~

~~SCHOOL DIRECTORS~~

~~The charter school will be managed daily by collective efforts of a team of administrators that may include a Director of Elementary Programs, Director of Secondary Programs, and a Director of Strategic Development. The roles and responsibilities of the directors are carefully delineated to ensure smooth and effective daily operations of the school.~~

~~LEADERSHIP TEAM~~

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

- ~~18. Makes site budget recommendations to the Board of Lighthouse Community Public Schools—~~
- ~~19. Makes teaching and learning policies to be ratified by the Board of Lighthouse Community Public Schools—~~
- ~~20. Makes recommendations to the Board of Lighthouse Community Public Schools for necessary school functions—~~
- ~~21. Makes recommendations on hiring and discipline and evaluation of employees—~~
- ~~22. Determines decision-making authority for all proposals at the school site.—~~
- ~~23. Monitors, leads, and evaluates progress toward achieving goals set forth in the Single Plan for Student Achievement—~~

~~LIGHTHOUSE PARENT ADVISORY COMMITTEE~~ ~~Lighthouse Community Public Schools will convene a Lighthouse Parent Advisory Committee (LPAC) that is composed of parent representatives from each classroom and grade level and that represents the diversity of families at Lighthouse. The LPAC is charged with:—~~

- ~~• Supporting the LCCS Mission—~~
- ~~• Organizing family events—~~
- ~~• Fundraising—~~
- ~~• Bringing concerns and appreciations of the community to the School Directors—~~

~~PARENT, STAFF, AND BOARD COMMUNICATION~~ ~~The minutes of each governing body (Board of Directors, Leadership Team, and LPAC) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies.—~~

Lighthouse Community Charter School (LCCS) functions in partnership with Lighthouse Community Charter High School (LCCHS), its 9 - 12 “sister” school and is operated by Lighthouse Community Charter Public Schools (LCCPS). As such, the governance structure is designed with the K-12 school in mind and will serve both LCCS and LCCHS. The governance structure of the charter school will have the following components:

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

Board members, school administration, faculty, and families will be involved in the decision making process at the charter school. The governance structure will be composed of the Board of Directors who make decisions and work with the Head of School to oversee the school’s operation; the Head of School who oversees school operations, academic program, fundraising, and other related activities;; the School Site Leadership Team which communicates the positions of the school community directly to the Head of School and Directors of Instruction; and the Parent Advisory Committee and ELAC which communicate the positions of the parents directly to the Head of School and Directors of Instruction.

California Non-Profit Public Benefit Corporation

LCCS is operated by Lighthouse Community Charter Public Schools, a California 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 11**, Corporate Bylaws as **Appendix 12**, and Conflict of Interest Code as **Appendix 12**, which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules. LCCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

The school’s Board of Directors will include between seven (7) and fifteen (15) members. The current Board of Directors at Lighthouse Community Charter Public Schools has a vast array of

experience to bring to bear in the governance of Lighthouse Community Charter School. See **Appendix 13** for the roster of current board members.

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

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

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

Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as **Appendix 14**. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including but not limited to Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

In accordance with Education Code Section 47604(b), Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

Head of School

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

able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.

The Head of School must have the following core competencies:

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

Directors of Instruction

The Directors of Instruction at Lighthouse Community Charter School is an instructional leader focused upon the specific K- 4 and 5-8 grade level bands. The Directors of Instruction's primary skill set includes the ability to coach and develop teaching staff to best implement Lighthouse pedagogies and systems. Additionally, the Directors of Instruction needs to be a capable leader of school culture, coach of students, liaison to families, professional collaborator, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieve college and the career of his or her choice.

Directors of Instruction must have the following core competencies:

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

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

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

- Makes site budget recommendations to the Board of Lighthouse Community Public Schools
- Makes teaching and learning policy recommendations to be ratified by the Board of Lighthouse Community Public Schools

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

Parent Advisory Committee

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

- Supporting the 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 will be welcome and encouraged to attend open board meetings at any time, and agendas and minutes will be posted on the organization's website and at the school sites. The minutes of each governing body (Board of Directors, Leadership Team, LPAC, and ELCA) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

Assurances

The Lighthouse Community Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

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

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

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

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

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

ELEMENT E. EMPLOYEE QUALIFICATIONS

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

~~Lighthouse Community Charter School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter School is nonsectarian in its employment practices and all other operations. LCCS does not discriminate against any individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of LCCS will work under an at-will employment contract.~~

~~At LCCS, 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—~~

~~**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.—~~

~~**Non-core, Non-College-Preparatory Teacher Qualifications for Grades K–8** Teachers of non-core subject areas, identified as art, technology, and health and physical wellness, will have the following qualifications:—~~

- ~~• Experience in the subject they will be teaching.—~~

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

Meeting State and Federal Credentialing Requirements

~~Lighthouse Community Public Schools aims to employ teachers who meet the state and federal credentialing requirements as set forth in state and federal policy.~~

Administrator Qualifications

~~The Lighthouse Community Charter School will hire an administrator 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 LCCS.~~
- ~~• A well-developed philosophy of instructional leadership.~~
- ~~• Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.~~

~~**Additional Staff Members** In addition to teachers and administrators, other employees, support staff, and volunteers will be involved at the school on a daily basis. Specifically, LCCS aims to employ clerical staff, a literacy interventionist, an instructional coach, an after school coordinator, a family resource coordinator, and a school counselor. These positions may be paid or volunteer as resources permit. Specific qualifications for each employee will be drafted as jobs become available at Lighthouse.~~

Assurances

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

Selection Process

Selection and appointment of employees will be the exclusive prerogative of the charter school. As such, with the exception of the Head of School, those who work at the charter school shall be

selected, employed, and released by the Head of School, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the Head of School rest with the Board of Directors. The Head of school hires the Directors of Instruction. The Directors of Instruction hire all teaching staff, in consultation with the Head of school. Decisions relative to the selection of all remaining employees rest with the Head of School, in consultation with appropriate leaders in the functional area.

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

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

Employee Qualifications

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

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

Head of School Qualifications

The LCCPS Board of Directors or designee 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.

Directors of Instruction Qualifications

The charter school 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 LCCS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

Teaching Staff

Teachers for core 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 state and federal law as applicable to the charter school. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

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

Core (College-Preparatory) Teacher Qualifications for Grades 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 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 for start-up years 1 - 5.

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

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

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

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

Instructional Aides, Home Language Tutors, and After School Program Tutors will be selected by the Director of Instruction (and the Director of the After School Program for After School Program Tutors) 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, and After School Program Tutors are as follows:

- High school diploma
- AA degree or equivalent
- Strong Spanish speaker and writer (Required for Home Language Tutor, preferred for all others)
- Two years' experience in a similar position preferred

Dean of Students

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

Core Competencies

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

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.

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

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

ELEMENT F. HEALTH AND SAFETY REQUIREMENTS

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

~~Lighthouse Community Charter School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers.~~

~~The school:~~

- ~~• Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.—~~
- ~~• Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.—~~
- ~~• Ensures that students are regularly examined for TB, vision, hearing and scoliosis—~~
- ~~• Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423—~~
- ~~• Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).—~~
- ~~• Requires all staff to be mandated child abuse reporters and provides training on the matter—~~
- ~~• Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.—~~
- ~~• Is 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.—~~
- ~~• Occupies a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.—~~
- ~~• Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.—~~
- ~~• Is established as a drug, alcohol, and tobacco free workplace. 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.—~~

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 15**. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. The policy is distributed to all staff and families.

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

Student and Staff Health and Safety Provisions

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Blood-Borne Pathogens

The Head of School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCCPS Board of Directors will establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). A draft of this policy is included as **Appendix 16**.

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

Drug Free / Smoke Free Environment

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

Comprehensive Sexual Harassment Policies and Procedures

LCCPS and the charter school are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as **Appendix 7**.

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 schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies, including but not limited to fire, flood, earthquake, terrorist threats, and hostage situation, and is included as **Appendix 17**. LCCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

Facility Safety

Facility

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

- Will be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Will maintain a valid Certificate of Occupancy. If LCCS moves or expands to another facility during the term of this charter, LCCS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Lock-Down Drills

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

Procedures

LCCPS has adopted procedures to implement the policy statements listed above, as provided in Appendix 17. The school safety plan is guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.

ELEMENT G. ~~MEANS TO ACHIEVE RACIAL AND ETHNIC~~ **BALANCE REFLECTIVE OF THE DISTRICT** **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 Lighthouse Community Charter School has implemented and will continue to implement a student recruitment strategy that includes, but is not necessarily 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.—~~
- ~~• 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.—~~

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, LCCPS 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 in accordance with the OUSD Quality Community Schools Commitments (See Appendix 18)
- Distribution of promotional and informational materials in a variety of languages, such as English and Spanish.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.

- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

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

ELEMENT H. ADMISSIONS REQUIREMENTS

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

~~Lighthouse Community Charter School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school is open to any resident of the State of California, although preference will be given to students as detailed below to reflect the unique situation whereupon LCCS occupies the same facility as the Lighthouse Community Charter High School.~~

~~LCCS 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. In order to be admitted into the LCCS, 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.~~

~~By October 1 of each year, LCCS will notify the District in writing of the application deadline and proposed lottery date. LCCS 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.~~

~~LCCS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.~~

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

- ~~• A former student of Lighthouse who has transferred out of Lighthouse but stayed within the school's SELPA to receive more restrictive services and that the full IEP team agrees is now able to return to a mainstreamed and a less restrictive environment, provided that the students re-enrollment takes place within four years of their transfer out.—~~
- ~~• A sibling to a current LCCS student in either the K—8 Lighthouse Community Charter School and/or the 9—12 Lighthouse Community Charter High School.—~~
- ~~• Not to exceed 10% of the total enrollment; A child of a school faculty, staff, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605.—~~
- ~~• Oakland residents—~~

~~Each year, LCCS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If~~

~~necessary, LCCS 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, LCCS will contact students in the order they appear on the waiting list.~~

Assurances

LCCS makes the following assurances regarding admissions:

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

Admissions

LCCS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon LCCS occupies the same facility as the K-8 Lighthouse Community Charter School.

It is LCCS'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.

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 (optional).
- 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.

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

Admissions Preferences

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

- A sibling to a current LCCPS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter School: to keep families together
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605: to honor those committed to public education
- A sibling of a Lighthouse alum.
- Oakland residents
- All other students

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required. Should California adopt laws and regulations to support the lottery preference for students from low-income students in keeping with recent federal law, LCCS will add that preference and it shall not be considered a material revision of the charter.

If necessary, LCCS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if additional 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, LCCS will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a wait list carry over to the following school year.

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

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

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

ELEMENT I. AUDIT – FINANCIAL AND PROGRAMMATIC

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

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

The LCCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, the State Charter Schools Office, and to the CDE by certified mail by the 15th of December of each year. The finance committee of the LCCPS Board of Directors (which oversees audits) in conjunction with the Head of School will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, the Head of School will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N and attached as Appendix 19.

The independent fiscal audit of Lighthouse Community Charter School is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

Impact on Charter Authorizer

~~In accordance with Education Code § 47604.3, Lighthouse Community Charter School will promptly respond to all reasonable inquiries of the chartering agency. Lighthouse Community Charter School recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter School at any time.~~

~~In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;~~

- ~~• September 1—Final Unaudited Financial Report for Prior Year • December 1—Final Audited Financial Report for Prior Year • December 1—First Interim Financial Report for Current Year • December 15—Schedule of Expenditures of Federal Awards~~
- ~~• March 1—Second Interim Financial Report for Current Year • June 15—Preliminary Budget for Subsequent Year~~

~~Lighthouse Community Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:~~

- ~~• Lighthouse Community Charter School is subject to District oversight.—~~
- ~~• The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter School.—~~
- ~~• The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607. Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lighthouse Community Charter School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:—~~

~~Compliance with terms and conditions prescribed in the charter, Internal controls, both financial and operational in nature, The accuracy, recording and/or reporting of school financial information, The school's debt structure, Governance policies, procedures and history, The recording and reporting of attendance data, The school's enrollment process, suspension and expulsion procedures, and parent involvement practices, Compliance with safety plans and procedures, and Compliance with applicable grant requirements.~~

~~Lighthouse Community Charter School shall cooperate fully with such audits~~

~~and to upon 30 days notice to Lighthouse Community Charter School When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.~~

~~In addition, if an allegation of waste, fraud or abuse related to Lighthouse Community Charter School operations is received by the District, the Lighthouse Community Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested~~

~~is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter School by law or charter provisions.~~

~~make available any and all records necessary for the performance of the audit~~

Federal Funds Compliance

~~To the extent that LCCS is a recipient of federal funds, including federal Title I, Part A funds, LCCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not 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.— LCCS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.—~~

ELEMENT J. PUPIL SUSPENSION AND EXPULSION

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

Overview

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

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

LCCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in LCCS'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 20. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

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

The Head of School may, pursuant to the school's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the LCCPS Board of Directors.

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

Assurances

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

request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

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

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

~~Please see the Lighthouse Family and Student Handbook in the Appendix for more information about Lighthouse's disciplinary policies and procedures.~~

Suspension and Expulsion Policies

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

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

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

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

LCSS 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 LCCS Board of Directors for an expulsion hearing.

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

Expulsion

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

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

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- Used hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.

Students **must** be expelled for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Possessed an explosive.

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

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

Expulsion Procedures

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The 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 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 Head of School shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

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

Special Procedures For Expulsion Hearings Involving Sexual Assault Or Battery Offences

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

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

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

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

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

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

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

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative

procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

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

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

Notification of District

LCCS 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 LCCS or District would be deemed to have knowledge that the student had a disability

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

If LCCS, 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 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.

Due Process Appeals

The parent of a child with a disability 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.

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.

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 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 the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

If 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.

ELEMENT K. RETIREMENT SYSTEM

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

Compensation

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

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

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

This combination has allowed LCCS to recruit and retain a highly-qualified staff. Specific salaries and stipends are identified within the individual work agreements. Please see **Appendix 21** for the current LCCPS Teacher Salary Schedule.

Benefits

LCCPS provides health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see **Appendix 22** 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 high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's

employee policies. Please see **Appendix 22** for a sample Teacher Contract, which includes information on current LCCPS Retirement.

ELEMENT L. ATTENDANCE ALTERNATIVES

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

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

ELEMENT M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

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

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

ELEMENT N. DISPUTE RESOLUTION

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

Intent

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

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

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

Public Comments

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

Internal Disputes

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

The district shall not intervene in any such internal disputes without the consent of the LCCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCCPS Board of Directors/or Head of School for resolution pursuant to the school's policies.

The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCCPS Board of Directors of the school has requested the district to intervene in the dispute.

External Disputes

~~In the event of a dispute between 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.~~

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 LCCS regarding this charter pursuant to the terms of this section. As stated above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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 Director of Finance and Operations
% Head of School
Lighthouse Community Charter Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

To Coordinator, Office of Charter Schools

Oakland Unified School District

1000 Broadway Suite 639

Oakland, California 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCS has engaged in an act that could lead to revocation of the Charter, the District and LCCS shall have a face-to-face meeting within 10 days of the OUSD designee’s determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the LCCS Head of School. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Oversight, Reporting, Revocation, and Renewal

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

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the LCCPS Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

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

Parent Complaints

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. Please see **Appendix 7** for the LCCPS Uniform Complaint Procedures.

LCCPS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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.

Lighthouse Community Charter School
Submitted to the School Board of the Oakland Unified School District
~~On December 14, 2010~~ On April 27, 2016

ELEMENT O. LABOR RELATIONS COLLECTIVE BARGAINING

Governing Law: *A declaration whether or not OP shall be deemed the exclusive public school employer of the employees of OP for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Lighthouse Community Charter School shall be deemed the exclusive public school employer of the employees of LCCS for the purposes of the Education Employment Relations Act (EERA). The charter school shall comply with the EERA. The charter school understands the rights of employees to unionize and will not impede on those rights.

ELEMENT P. SCHOOL CLOSURE PROCEDURES

Governing Law: *A description of the procedures to be used if OP closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

Notification and Timeline

The **LCCPS** Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, **the** retirement systems in which the School's employees participate, **and the** California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The **LCCPS** Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

Management of Student Records

The **LCCPS** Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon school closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The

School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Financial Record, Final Audit, and Distribution of Assets

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

TERM

~~The term of this charter shall begin July 1, 2011 and expire five years thereafter on June 30, 2012. Lighthouse Community Charter Public Schools reserves the right to request early review at the end of four years, in order to align the charter renewal schedule of its K-8 and 9-12 charters currently co-habitated on one campus and operating as a seamless K-12 school. Lighthouse Community Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.~~

MISCELLANEOUS CHARTER TERMS

EXTERNAL REPORTING

~~Lighthouse Community Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.~~

PUBLIC RECORDS

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

~~The District may revoke the charter of Lighthouse Community Charter School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.~~

FACILITIES

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

DISTRICT FEE FOR OVERSIGHT

~~The District may charge for the actual costs of supervisorial oversight of Lighthouse Community Charter School not to exceed 1% of the charter school's state revenues, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Lighthouse Community Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.~~

AMENDMENTS

~~Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.~~

SEVERABILITY

~~The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.~~

COMMUNICATIONS

~~All official communications between the Lighthouse Community Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:~~

~~Lighthouse Community Public Schools 444 Hegenberger Rd. Oakland, CA 94621
Oakland Unified School District 1025 Second Ave. Oakland, CA 94606~~

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The charter school shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year.

Insurance

Lighthouse Community Charter Public Schools shall hold and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Lighthouse Community Charter Public Schools and the charter school will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

External Reporting

Lighthouse Community Charter School will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

Public Records

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

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by OP shall specify where the school intends to locate.” Education Code Section 47605(g).

Facility Safety

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

- Will be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Will be housed in a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Will secure a Certificate of Occupancy before start of school.
- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.
- Will require students and staff to participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.

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

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of Lighthouse Community Charter School not to exceed 1% of the charter school’s state revenues, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Lighthouse Community Charter School is able to obtain substantially rent free facilities from the

District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Attendance Accounting

LCCPS and LCCS will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

Reporting

LCCPS and LCCS 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

<p><u>Governing Law:</u> <i>Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).</i></p>

Lighthouse Community Charter Public Schools and LCCS 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 LCCS agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

LCCS shall be operated by Lighthouse Community Charter Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to the charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. LCCPS and the charter school shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SFUSD shall not be liable for the operation of the charter school.

The corporate bylaws of LCCPS shall provide for indemnification of OP's Board, officers, agents, and employees, and LCCPS will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and LCCPS's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of OP.

The LCCPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter **Term**

The term of this charter shall begin July 1, 2016 and expire five years thereafter on June 30, 2021.

Lighthouse Community Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. The charter school must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Amendments

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and LCCS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications

All official communications between the Lighthouse Community Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Head of School, Lighthouse Community Charter Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

LCCS Performance Report

Introduction

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

Lighthouse Community Charter School (K-8) operates on the principle that when we know our students well, hold them to rigorous expectations, and foster the development of minds as well as character, students are poised to attend and graduate from college equipped with the skills necessary for success in the 21st century. The LCCS instructional program is based on skills and knowledge aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in which students engage in complex problem solving, grapple with multiple perspectives and justify conclusions based on evidence. These skills serve our students in and out of classroom as they ideate and create, debate with their peers, present to outside audiences, and pursue their passions.

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

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

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

The Demonstrated Need for Lighthouse in Oakland

Our mission of preparing students for college and a career of their choice has never been more important. Trends for the students we serve continue to be grave in our city and nation. The neighborhoods from which our current and future students come, composed predominantly of recent immigrants, can be characterized by high unemployment, poverty, linguistic isolation, and low educational attainment rates. Only 18% of Oakland's African-Americans and 28% of Oakland's Latino students graduate from high school in four years with the requisite courses to apply to a four-year college. A disturbing 21% of students drop out before graduation. The remaining students graduate from high school only to face the world unable to attend a four-year college due to not having taken the proper courses in high school. Nationwide, only 14 of every 100 Latino students - 76% of Lighthouse's student

population - will receive a Bachelor's Degree. Also at the national level, 12th grade African-American students - 12% of Lighthouse's population - read at the same level as 8th grade white students. At Lighthouse, we prepare all of our students to rise above these statistics.

At Lighthouse, we believe that education has the power to lift generations out of poverty. In response to our success in raising student achievement and preparing students for college and a career of their choice, the demand for Lighthouse's programs from the Oakland community has never been greater. For the past four years, the number of students applying to our school has far exceeded the number of spots available. As a result, there are over 400 students on our waiting list this year. When a student does join our school, families regularly reflect that they've waited for years to get their students into our community. Why? Because we are meeting our mission and achieving higher results for their children than their local school can offer. While Lighthouse Community Charter School held a 2013 Academic Performance Index (API) Score of 796 and 2012 API of 804, the district elementary and middle schools our students would normally attend hold scores from 50 to as much as 200 points below that of LCCS as will be demonstrated below. Additionally, Lighthouse offers a safe environment, rich electives, opportunities for family involvement, and a culture of college going starting in Kindergarten. We are proud to be able to serve students and families of Oakland as they seek stronger educational opportunities.

OUSD Performance Report Table

1. What is distinctive about your school?

Highlights of the Lighthouse Educational Model

With a laser-like focus on preparing students for college and a career, Lighthouse has built a comprehensive program that revolves around five tenets:

Holding Every Student to High Expectations

- School-wide beliefs, by teachers, parents, and students that all students will attend and graduate from college
- Regular, standards-based interim assessments, and reading assessments to track mastery of learning standards and to inform instruction
- Passage portfolios and presentations in K, 2nd, 4th, 6th, 8th grades during which students demonstrate their readiness for the next loop level
- Untracked, heterogeneous classrooms

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
- Focus on English Language Acquisition
- Before and after school programs for academic mentoring, homework help, and enrichment activities
- Access to technology beginning in Kindergarten
- Arts and Music for K-8, Computer Programming for 5-8 , and Making Programs grades K - 12 as part of our Creativity Lab initiatives.

Serving the Whole Child

- “Looping” over two years in all grades except Kindergarten, to foster a deeper relationship with students and families
- Cultivation of a caring school culture that includes restorative justice practices and in which every child is known well
- Small advisory groups, called Crew, ensure that each student has a strong relationship with at least one caring adult at the school
- Coordination of Services Teams (COST) that aligns school services and interventions on an individual student basis, with RSP Teachers and Interventionists that provide individual and whole class supports to maximize academic and social/emotional growth for all students.
- Individual Learning Plans for each student where students, families, and teachers co-construct goals three times a year
- Time, energy, and resources focused on student character development to create a school culture of respect, compassion, and collaboration
- Social and emotional counseling for individuals and groups of students who demonstrate a need on an ongoing basis depending on student needs
- Two meals made with local, organic foods served daily to all students

Involving Families

- Purposeful family learning courses, with curriculum ranging from adolescent development and how to raise a healthy teenager to new trends in STEM education.
- Regular “Crew Parent” meetings, in which parents work together and mobilize other

parents to be involved, informing and working toward the strategic planning of the school and creating a positive school culture

- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- Individual Learning Plan (ILP) meetings with students, parents, and teachers three times a year to discuss student progress and to co-construct ILP goals for each student
- Two expos of student work annually for parents to connect with the learning their children have done over the course of a semester
- Regular opportunities for families to provide input into key decision making
- Monthly communication with all families, and translators available to all families as needed

Cultivating Teaching Excellence

- Collaborative time for teachers, where an additional 20 days per is allocated into our professional development calendar for collaborative planning, data reviews, and learning best practice
- Teachers engage in Professional Learning Communities (PLCs) that investigate which instructional practices yield the highest quality student work.
- Teachers and staff engage in Professional Development Institutes five times per year to collaborate around curriculum refinement, assessment creation, and exploration of inquiry-driven topics centered on student achievement data
- Teachers conduct regular analysis of student data to improve instruction
- Teachers engage in two intensive coaching cycles each year, six to eight weeks in duration, based on a goal or inquiry to further practice
- Teachers are leaders of professional development
- Support and mentoring for teachers new to the profession and an additional week of on-boarding for new staff to Lighthouse.
- A robust training pipeline in place for staff who are on-track to a career in teaching through a partnership with the Reach Institute

2. How effective is your school overall?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
X				

How do you know?

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

What are its notable strengths?

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

Evidence that Lighthouse is Academically Sound

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

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

Comparative School Data

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

- Lighthouse held an **Academic Performance Index (API) of 796** overall for 2013 and **804** overall in 2012, and a 2013 API of 775 or higher across each of its significant subgroups: students who are Latino (783), who come from low-income families (789), and who are English Language Learners (776). These are some of the highest API scores achieved by schools in Oakland - and meet the qualifications for renewal, as we have attained our growth target in aggregate for the prior three years.
- Lighthouse holds a **Statewide Ranking of 5 out of 10** for both 2012-13 and 2011-12, exceeding the requirement of a ranking in decile 4 or above for two of the last three years.
- Lighthouse holds a **Similar School Ranking of 8 out of 10** for 2012-13 and **9 out of 10** for 2011-12, exceeding the requirement of a ranking in decile 4 or above for two of the last three years.

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

Figure 2a - API Overall

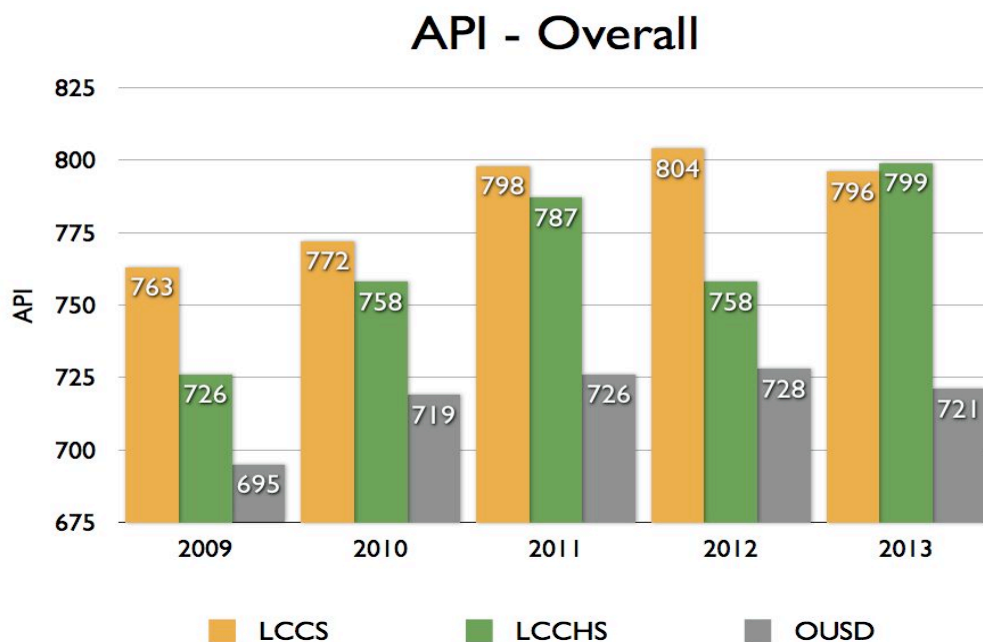


Figure 2b - API - Socio-economically Disadvantaged Student

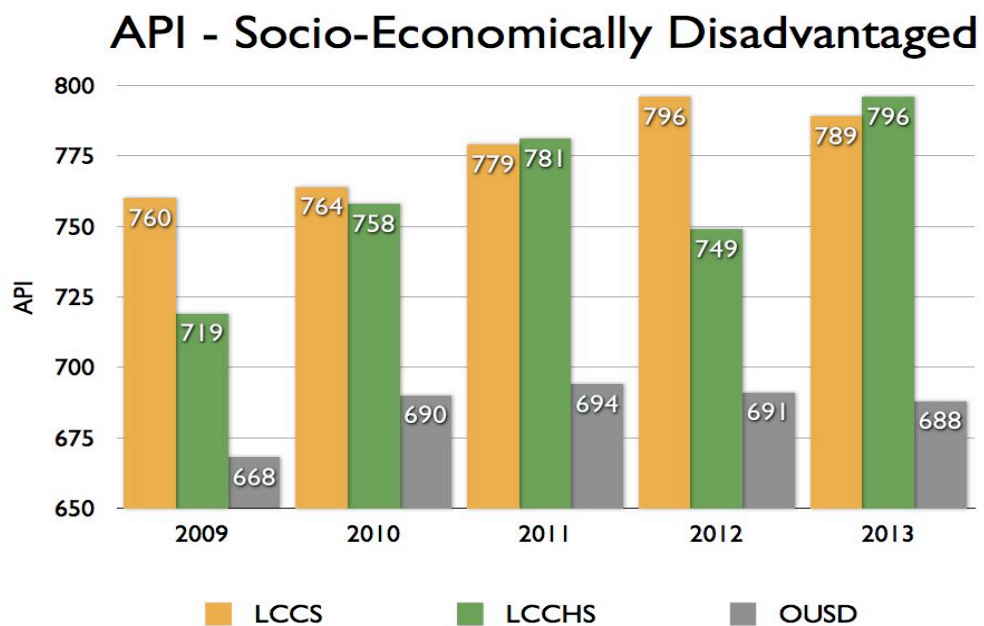


Figure 2c - API - English Language Learners

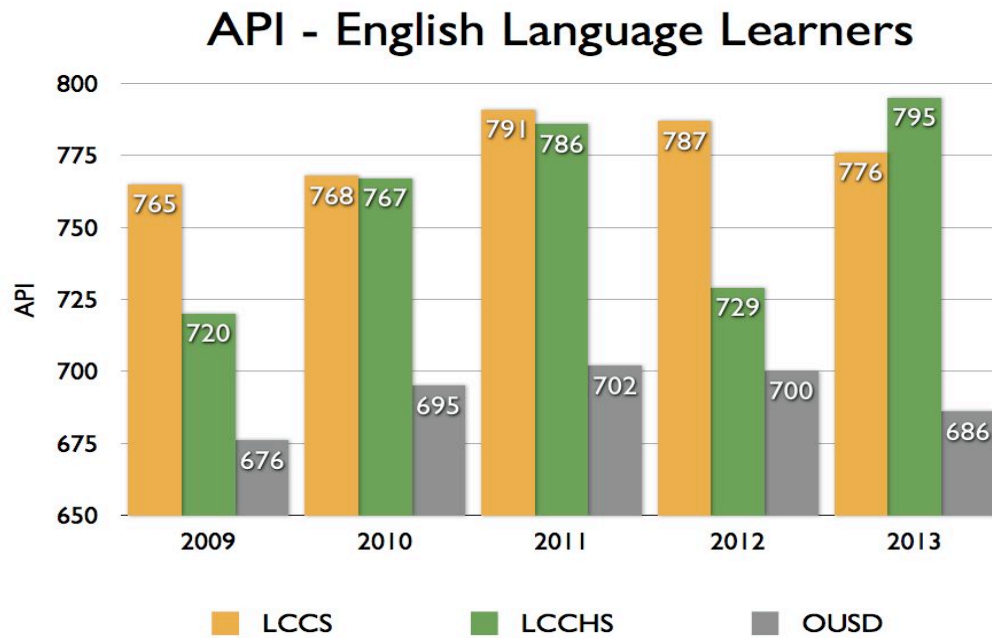
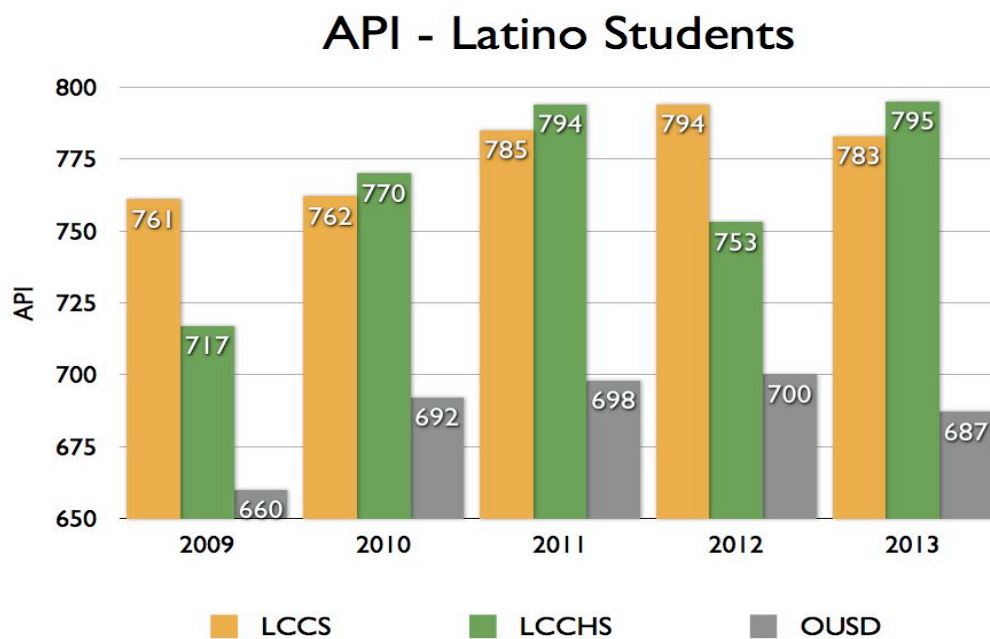


Figure 2d - API - Latino Students



Measurable Pupil Outcomes

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

Figure 2e - 2011-2016 Measurable Pupil Outcomes

Measurable Pupil Outcomes	Instrument	Target	2011-12	2012-13	2013-14	2014-15	Progress 2015-16
1. High attendance rate (AA with SS)	Analysis of annual attendance data	On average, LCCS will have a 95% ADA rate each year.	Met 96%	Met 96%	Met 96%	Met 96%	Meeting 96% (as of January 2016)
2. Low mobility rate	Analysis of mobility data	On average, LCCS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.	Met 91% (Includes students leaving Oakland, would be higher if students who left area were excluded, as written in MPO)	Met 93%	Met 98%	Met 95%	Met 94%
3. A caring community where students are known well	Family survey results	On average, 90% of families will report that their child has a caring and trusting relationship with at least one adult within the school community each year.	Met 92%	Met 93%	Met (instrument changed) SCAI Survey, Dimension 7: Attitude and Culture. Indicator: Students seek support from adults 3.9. (Scores above a 3.5 on the SCAI are associated with high academic outcomes.)	Met SCAI Survey, Dimension 7: Attitude and Culture. Indicator: Students seek support from adults: 3.99. (Scores above a 3.5 on the SCAI are associated with high academic outcomes.)	To be gathered at the end of the 2015-2016 School Year
4. A caring community where students are known well	Student survey results	On average, 80% of students will report that crew is influential in them achieving their academic goals each year.	Met 87%	Met 94%	Met SCAI Survey, Dimension 7: Attitude and Culture. Indicator: Students seek support from adults: 3.9. (Scores above a 3.5 on the SCAI are associated	Met SCAI Survey, Dimension 7: Attitude and Culture. Indicator: Students seek support from adults: 3.99. (Scores above a 3.5 on the SCAI are associated	To be gathered at the end of the 2015-2016 School Year

					with high academic outcomes.	with high academic outcomes.)	
5. Students who reflect, self-evaluate, and set SMART goals	ILP attendance database	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their family member.	Met 97%	Met 95%	Data not available.	Approaching 92%	Meeting As of October 2015 96%
6. Independent learners	Family and student survey results	On average, 80% of students and/or families will agree that the ILP process is influential in achieving academic goals each year.	Met 97% (This question was not part of Use Your Voice Survey. Will be incorporated in 2012-2013 end of year survey. For reporting, used attendance number)	Met 87%	Met 95% Panorama survey. Question: "I collaborated with my child and my child's teachers this year to help set and review his/her goals for learning."	Met 95% Panorama survey. Question: "I collaborated with my child and my child's teachers this year to help set and review his/her goals for learning."	To be gathered at the end of the 2015-2016 School Year
7. Acquiring knowledge and skills specified in the California State Standards	Developmental Reading Assessment (FPRA, then SRI)	80% of students who have completed three or more years at Lighthouse will be at grade level in their reading.	Approaching 74% were at or above grade level	Approaching January 2013: 75% of students are reaching grade level in reading in 3 years or less (66% of students who have completed three or more years at Lighthouse are reading at grade level)	Approaching 83% of students are reaching grade level in reading in 3 years or less (67% of students who have completed three or more years at Lighthouse are reading at grade level)	Approaching 73% (63% of students who have completed 3 or more years at Lighthouse are reading at grade level)	Approaching 53% of students on Grade Level for SRI
8. Acquiring knowledge and skills specified in the California State Standards	STAR Results	75% of students who have completed STAR at Lighthouse for three or more years will be proficient or advanced or will have advanced one level toward proficiency during that time.	Met Math 83% Approaching ELA 72%	Met Math 75% Approaching ELA 69%	Approaching Math 68% Approaching ELA 64%	Not applicable	Not applicable

9. Acquiring knowledge and skills specified in the California State Standards	Passage	On average, 90% of all students will successfully meet our internally developed passage outcomes in K, 2nd, 4th, 6th and 8th grades.	Met 93%	Met 96%	Met 97%	Met 96%	To be gathered at the end of the 2015-2016 School Year
10. Meet or exceed Academic Performance Index (API) growth targets schoolwide and in reportable subgroups (YC)	Comparison of data provided by CDE	LCCS will meet annual API growth targets and/or reach an API score of 800 or higher in at least two of the last three years of the charter term. LCCS will meet annual API growth targets and/or reach an API score of 800 or higher for all reportable subgroups in at least two of the last three years of the charter term.	Met Overall API: 798 API Growth Target: 5 API Actual Growth: 28 Met Latino API: 785 Growth Target: 5 Actual Growth: 24 Met SED API: 779 Growth Target: 5 Actual Growth: 17 Met ELL API: 791 Growth Target: 5 Actual Growth: 25	Met Overall API: 804 API Growth Target: 2 API Actual Growth: 7 Met Latino API: 794 Growth Target: 5 Actual Growth: 9 Met SED API: 796 Growth Target: 5 Actual Growth: 17 Approaching ELL API: 787 Growth Target: 5 Actual Growth: -4	Approaching Overall API: 796 API Growth Target: 0 API Actual Growth: -8 Approaching Latino API: 783 Growth Target: 5 Actual Growth: -10 Approaching SED API: 786 Growth Target: 4 Actual Growth: -10 Approaching ELL API: 776 Growth Target: 5 Actual Growth: -10	Not available	Not available
11. High API State and Similar School Rank	Comparison of data provided by CDE	Maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher.	Meeting 2009-10 State Rank 4 Similar School Rank 8	Meeting 2010-11 State Rank 5 Similar School Rank 9	Meeting 2011-12 State Rank 5 Similar School Rank 8	Not available	Not available
12. Students meet Physical Education (PE) Standards (YC)	CDE designated Physical Fitness Test (currently FITNESSGRAM)	On average, 75% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the time of their graduation.	Meeting More than 75% of students in both 5th and 7th Grade were in the PFZ in 4 of 6 categories Aerobic Capacity 5th: 87.3	Approaching More than 75% of students in both 5th and 7th Grade were in the PFZ in 3 of 6 categories Aerobic	We would like to remove this item and replace it a more relevant measure of fitness moving forward. Feedback from OCS appreciated.	We would like to remove this item and replace it a more relevant measure of fitness moving forward. Feedback from OCS appreciated.	We would like to remove this item and replace it a more relevant measure of fitness moving forward. Feedback from OCS

			7th: 62.1 Body Composition 5th: 100.0 7th: 100.0 Abdominal Strength 5th: 98.2 7th: 97.0 Trunk Extension Strength 5th: 47.3 7th: 69.7 Upper Body Strength 5th: 47.3 7th: 84.8 Flexibility 5th: 94.5 7th: 81.8	Capacity 5th: 67.9 7th: 53.6 Body Composition 5th: 51.8 7th: 37.7 Abdominal Strength 5th: 100 7th: 95.7 Trunk Extension Strength 5th: 69.6 7th: 82.6 Upper Body Strength 5th: 57.1 7th: 84.1 Flexibility 5th: 69.6 7th: 65.2			appreciated.
--	--	--	---	--	--	--	--------------

Additional Notes on MPOs

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

- **Goal 3** - The assessments used to measure this goal transitioned over the course of the charter term. In the 2013-14 school year, Lighthouse moved from an internal Student Survey to the School Climate Assessment Instrument (SCAI). This survey is required by one of our i3 grants, and has proved to be more actionable in helping us establish school wide priorities. Rather than using a percentage of students or families who agree or disagree, indicators are scored on a low, medium and high ranking. As such, the focus areas of the questions as well as how success is measured need adjustment. Rankings of 3.5 or higher on the SCAI have a demonstrated correlation with student achievement. In the future, we hope to add specific questions back into the survey on the influence of crew and students' sense of belonging with at least one trusting adult.
- **Goal 7** - Since our renewal, we have been working on reading assessments and continue to work on this goal. For the 2015-2016 school year, we made the ambitious goal of ensuring all students make a year's growth in reading proficiency as measured by the SRI and SBAC. In our Fall and Winter 2015 SRI assessments, 53 percent of students are at grade level. We are seeing the highest growth in the 5th (43 percent meeting to 65 percent meeting), 7th (41 percent meeting to 51 percent meeting), and 8th (53 percent meeting to 64 percent meeting) grade classes. In all K-8 grades, we are implementing RTI-tiered supports so that students are receiving in-class and more intensive supports through our reading interventionists. In the continuing of this work, we hope see continued growth in all grades and expect to meet this goal as we believe reading is the foundational skill which gives students access to knowledge essential to be successful students to and through college.

Additional Indicators of Excellence

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

- We were named the 2013 California Charter School of the Year by the California Charter Schools Association.
- We send students to and through college - 86% of our graduates have been accepted to four-year colleges and universities in the seven years of graduating classes, during our last renewal, with four receiving the prestigious Gates Millennium Scholarship. From our current class of 2016, 98% have applied to four-year colleges.
- We expand possibilities - Three students were invited to and presented at the White House Science Fair last year, displaying the inventions they created in our unique Creativity Lab.
- We have State and National Impact - We were selected to participate in three federal grants focused on continual improvement: a Teacher Incentive Fund (TIF) grant in partnership with REACH Institute to develop new models of employee development, an Investing in Innovation (i3) grant in partnership with the Seneca Family of Agencies to develop a comprehensive Response to Intervention (RTI) program, and a California Department of Education Dissemination Grant to develop and share best instructional and professional development practices in STEM education and Making.
- We develop future professionals - Lighthouse has supported 8 educators in earning teaching credentials and 4 educators in earning their administrative credential through our pipeline programs in partnership with the REACH Institute and Teach for America. We have also served as a year-long Residency site for 5 Principal Fellows as they earn administrative credentials through the New Leaders program. In addition, we have hosted several summer and year-long Education Pioneer fellows, as well as two Berkeley Haas Business School Board fellows, helping to launch the careers of several education entrepreneurs. During the 2015-2016 school year, we have 2 educators completing their coursework and student teaching through our REACH Institute partnership.

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

What are the main priorities for improvement?

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

Figure 2f - 2016-2022 Guidelines for Alignment of Measurable Pupil Outcomes

LCCS Five Tenets	State Priorities
<p>Tenet #1: High Expectations for All Students</p> <p>Tenet #2: Rigorous Curriculum</p> <p>Tenet #3: Serving the Whole Child</p> <p>Tenet #4: Family Involvement</p> <p>Tenet #5: Professional Learning Community</p>	<p>SP #1: Quality Teachers, Curriculum, and Facilities (Basic Services)</p> <p>SP #2: Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups</p> <p>SP #3: Parental Involvement</p> <p>SP #4: Student Achievement</p> <p>SP #5: Student Engagement</p> <p>SP #6: School Climate</p> <p>SP #7: Course Access and Enrollment</p> <p>SP #8: Student Outcomes</p>

Figure 2g - Outcomes Aligned with LCCS Tenets and State Priorities

Target 1: High Expectations for All Students	
Target	Measurable Pupil Outcomes
<p>1. LCCS students are focused, reflective, and persistent learners who know themselves well, are strong communicators, and are prepared to independently engage college and career outside of Lighthouse.</p> <p>LCCS Tenets: 1</p> <p>State Priorities: 4, 8</p>	<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #1).</p> <p>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 MPO #2).</p> <p>By the end of the charter term, increase the percent of students scoring level 3 or level 4</p>

	on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 MPO #3).
	By the end of the charter term, for each statistically significant 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 MPO #4).
	Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency. (OUSD K-8 MPO #5).
	Each year, for each statistically significant student group, 70 percent of students will increase one grade level on the Scholastic Reading Inventory (SRI) or achieve proficiency (OUSD K-8 MPO #6).
Actions	
<p>1a. Student reading levels are assessed triennially through Scholastic Reading Inventory (SRI), to inform small group reading instruction by the classroom teacher.</p> <p>1b. Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.</p> <p>1c. Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).</p> <p>1d. Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.</p> <p>1e. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the clearing of their credential within the term of licensure.</p>	
Target 2: Deep Learning Through Rigorous Curriculum	
Target	Measurable Pupil Outcomes
2. All Lighthouse students are	Each year, at least 70 percent of students and families

<p>deeply engaged in a vertically aligned standards based, Common Core, and NGSS curriculum that will prepare them for college success.</p> <p>LCCS Tenets: 2</p> <p>State Priorities: 2, 4, 5, 8</p>	<p>positively rate academic instruction: Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for students and Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for families (OUSD K-8 MPO #11).</p>
Actions	
<p>2a (also 1c). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).</p> <p>2b (also 1d). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.</p> <p>2c. English Learners who speak Spanish as their primary language will be supported with continued primary language development as they acquire English.</p> <p>2d. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.</p> <p>2e. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.</p> <p>2f. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria.</p> <p>2g. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards.</p> <p>2h. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.</p> <p>2i. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.</p>	
Target 3: Family Involvement	
Target	Measurable Pupil Outcomes
<p>3a. LCCS Families know how to and are inspired to actively participate in the school and their children's education.</p>	<p>Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback: LCCS' internal survey for students (OUSD K-8 MPO #12).</p>

<p>3b. Families feel connected with each other, their child's teacher, and the Lighthouse community.</p> <p>LCCS Tenets: 3</p> <p>State Priority: 3, 4, 5, 6, 8</p>	<p>Each year, 95 percent of families will attend their child's Individualized Learning Plan meetings (Site MPO #1).</p>
Actions	
<p>3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.</p> <p>3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.</p> <p>3c. Family Liaison works with Crew Parents to engage and involve families in the life of the school.</p> <p>3d. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.</p>	
Target 4: Professional Learning Community	
Target	Measurable Pupil Outcomes
<p>4a. LCCS staff feel known well, supported, and encouraged to continuously grow in service of the mission.</p> <p>4b. Staff feel connected to each other, their students, their families, and have deep commitment to the mission.</p> <p>LCCS Tenets: 4</p> <p>State Priorities: 1, 4, 5, 6, 8</p>	<p>95% of staff feel that they are effectively and actively supported to grow as a professional.</p> <p>90% of staff are motivated to do "what it takes" to achieve the Lighthouse mission.</p> <p>90% of staff feel Lighthouse's compensation model is respectful of their talents and contributions to our school community. (All Measures from LCCS Internal Staff Survey)</p>
Actions	

4a (also 1g & 2a). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).

4b (also 1h & 2b). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

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

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

Target 5: Whole Child

Target	Measurable Pupil Outcomes
5a. Students know who they are and have a clear sense of their identity.	Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #8).
5b. Students are socially, emotionally, and physically healthy.	Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 MPO #9).
5c. Students are active members of their community and participate in the life of their community.	Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for students and Dimension 3 (Student Interactions) of School Climate Assessment Instrument for families (OUSD K-8 MPO #10).
LCCS Tenets: 5 State Priorities: 4, 5, 6, 8	Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community (Site MPO #2)
Actions	
5a. Small class size is maintained to ensure all students are known well. 5b. Crew (advisory) is utilized in Grades 5 - 8 to provide a small venue in which students are supported socially, emotionally, and academically.	

5c. Leadership Team (5th - 8th) structures are utilized to support student empowerment and engagement.

5d. Continue to implement and refine Response to Intervention (RTI) program, to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

5e. Student Case Managers are hired at each band level (K-4, 5-8) to provide social, emotional, and behavioral support utilizing the Restorative Justice model.

5f. School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program.

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

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

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

- The school, program, and structures support their learning
- People at Lighthouse care about them
- Their education is preparing them for college

Lighthouse parents consistently express their appreciation that:

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

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

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

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

In addition, Lighthouse has developed specific outcomes, actions, and measures for

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

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

Crew (advisory) is utilized in Grades 5 - 8 to provide a small venue in which students are supported socially, emotionally, and academically.

Leadership Team (5th - 8th) structures are utilized to support student empowerment and engagement.

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

Student Case Managers are hired at each band level (K-4, 5-8) to provide social, emotional, and behavioral support utilizing the Restorative Justice model.

School Counselors provide individual and group therapy, through the Response to Intervention (RTI) program and our partnership with Seneca.

4. How well do students achieve?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
		X		

How do you know?

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

In our Passage approach (mentioned in item 1), we engage our students in a portfolio process enabling students to have a palpable understanding of the evidence of their academic readiness. Students use portfolios to collect and organize their work as evidence of Learning Target mastery in each content area.

Passage happens at the end of the second year of a loop. Passage is drawn from the concept of a, "Rite of Passage." Kindergarten, 2nd, 4th, 6th, and 8th grade passage share similarities and differences, but the overarching philosophy is that Passage is a time of reflection for students as they prepare for their next academic stage at Lighthouse. During our charter term, from 2011-2015, on average, 96 percent of our students exhibit readiness for the loop level during this process.

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

During our Passage Process, we believe that the best work for our students is exhibited. As all content areas are incorporated to determine readiness of each student, our results are as follows:

Grade Level Band	2013-2014	2014-2015
K-4	99%	99%
5-8	94%	92%

This points to data that in this process, the overwhelming majority of our students are experiencing success in grades K-8.

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

With our work noted above, we have transitioned into measuring SBAC and SRI data (noted in Figure 7a) to determine the proficiency in Math and ELA for all of our students. As shown, we have much growth to attain in ELA and Math for SBAC.

Figure 7a - Academic Performance as Measured by SBAC and SRI

Grade	SBAC ELA % Met or Exceeded	SBAC Math % Met or Exceeded	September 2015 SRI % of Students Meeting Growth Targets	December 2015 SRI % of Students Meeting Growth Targets
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	33%	35%
3	20%	21%	42%	39%
4	19%	19%	52%	62%
5	38%	20%	52%	65%
6	22%	13%	71%	71%
7	29%	17%	55%	52%
8	41%	33%	59%	63%

In our analysis of our SBAC Areas for each grade, we see growth opportunities in the following grades and areas where over 50% of students are below standard below in Figure 7b:

Figure 7b - Growth Areas for LCCS for SBAC

Grade	SBAC ELA Areas	SBAC Math Areas
3rd	<ul style="list-style-type: none">• Reading: Demonstrating understanding of literary and non-fictional texts• Writing: Producing clear and purposeful	<ul style="list-style-type: none">• CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures• PROBLEM SOLVING & MODELING/DATA

	writing	ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems
4th	<ul style="list-style-type: none"> • Reading: Demonstrating understanding of literary and non-fictional texts • Writing: Producing clear and purposeful writing • Research/Inquiry: Investigating, analyzing, and presenting information 	<ul style="list-style-type: none"> • CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures • PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems • COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions
5th		<ul style="list-style-type: none"> • CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures • PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems
6th		<ul style="list-style-type: none"> • CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures
7th	<ul style="list-style-type: none"> • Reading: Demonstrating understanding of literary and non-fictional texts 	<ul style="list-style-type: none"> • CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

In addition to the SBAC Areas, we see through our SRI results (Figure 7a) that increasing reading proficiency is another growth opportunity for LCCS. The focus of our work in the next charter term will continue to be about the transition to CCSS and the NGSS with a focus on reading proficiency. Our underlying theory of action is that if we work to increase the reading proficiency of all of our students, our students' abilities to access content knowledge will increase exponentially to show growth in the SBAC Areas and in the thinking strategies put forth in the CCSS and NGSS. During the 2015-2016 school year, we are engaging students in independent reading practice, whole class approaches to complex texts, and multiple representations of reading in math.

We are staffed with four Reading Interventionists who give intensive support to our students around reading both in-class and during independent reading times. In addition, we are implementing our own Interim Assessments through Amplify to measure how well our students are mastering our CCSS and NGSS aligned learning targets twice during the 2015-2016 school year.

In our Professional Development Institutes, we have designed conference-style learning experiences for our staff in topics such as Assessing Understanding of Reading, Building Academic Vocabulary Across Content Areas, Deep Understanding of Complex Texts, Student Ownership of Learning, and Language Development led by our teachers and staff to provide time and space for adult learning around the topic of reading and the classroom structures supporting success for all students.

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

In our SBAC results, we see that in our ELA results, African-American students (33 percent Met/Exceeded) outperformed our K-8 student body (29 percent Met/Exceeded), and saw similar results in our Math scores, where African-American students (23 percent Met/Exceeded) outperformed our K-8 student body (21 percent Met/Exceeded). The

subgroups of students underperforming compared to our K-8 student body were as follows:

- Latino students in ELA (24 percent Met/Exceeded) and Math (16 percent Met/Exceeded)
- Economically Disadvantaged students in ELA (27% Met/Exceeded) and Math (18 percent Met/Exceeded)
- English Learners in ELA (16 percent Met/Exceeded) and Math (10 percent Met/Exceeded)

Also, in our SRI results, we see the following results from our major racial subgroups of students in our September and December 2015 results:

- Latino Students - Average of 44 percent met growth targets
- African-American Students - Average of 31 percent met growth targets
- All K-8 Students - Average of 42 percent met growth targets
- English Learners - Average of 38 percent met growth targets

In addition to the strategies noted above (Item 4), we are continuing our implementation of a school wide RTI approach to identify our Tier I, Tier II, and Tier III strategies as a staff, in partnership with our Interventionists (Reading and Special Education) and more is mentioned about this strategy in Item 12.

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

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

One of the strongest features of teaching and learning at Lighthouse is the collaboration of teachers around student engagement and inclusion. We believe this model of actively engaging our students in taking ownership over their learning is the best way to guide students to success in the 21st century. Our staff continue to develop their practice around student-driven projects, incorporating technology in the classroom, and Making across K-8 classrooms in partnership with our Creativity Lab. Whether in grade level teams to discuss supporting specific students, content area teams to discuss curriculum and instructional practice, or as a whole school to analyze areas of strength and areas of need, Lighthouse teachers demonstrate a high level of collaboration about student engagement and inclusion. It is through these multiple collaborative experiences, which are detailed in Item Six below,

that our staff continue to drive the development and refinement of our teaching, learning, and curriculum.

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

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

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

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

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
X				

How do you know?

As discussed in Item Two, Lighthouse has spent the last three years evaluating its program to inform the development of its next strategic plan. Teachers have been an integral part of this process, through one-on-one conferences, professional development, teacher surveys, and our distributed leadership teams including the Instructional Leadership Team, Visionkeepers, and Mission Team.

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

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

- **Common Planning Time** - Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Professional Learning Communities (PLCs)** - Teachers investigate instructional practices which yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)** - Teachers are given time to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the

academic, social, and emotional needs are taken into account across the school community.

- **Wednesday Professional Development** - For all staff, early release days are in place for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Collaboration** - Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
- **Mentoring** - Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
- **Expeditionary Learning (EL) Partnership** - Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

How are professional development activities selected and evaluated?

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

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

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

Supporting our Professional Learning Community is one of Lighthouse's five core tenets.

Within this area, we have identified outcomes, actions, and measures for our next charter term. These five goals are listed in their entirety under Item Two above, with the specific actions we are engaged in to improve practice repeated below.

- Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June).
- Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.
- The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.
- The retirement contribution matching was increased from 4% to 8%, returning to pre-recessions rates.

7. How effective is the assessment of student learning?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

What are the strongest features of assessment?

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

- Backwards designed from Common Core State Standards
- Collaboratively designed across content areas
- Assessed against a rubric (also an area for growth, see below)
- Reflect college-preparatory standard of rigor, in line with our K-12 school mission.

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

A robust suite of assessments and consistent use of data to inform instruction have traditionally been areas of excellence for Lighthouse. As we completed our first year implementing the SBAC, LCCS is adjusting the internal benchmark assessment practice to align to the SBAC. This has been difficult as we await more clarity on these tools, what the changes will entail, and the timeline for feasible public use of the SBAC benchmark and interims. We are actively working on new benchmark assessments through Fountas and Pinnell Reading Assessment (FPRA), Scholastic Reading Inventory (SRI), and creating our own standards-aligned interim assessments through Amplify, which are all aligned to the

CCSS and NGSS standards. We continue to norm our use of rubrics on our existing writing and unit assessments to further develop consistency of expectations and grading of student work.

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
X				

How do you know?

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

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

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

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Small advisory groups, called Crew, ensure that each student has a strong relationship with at least one caring adult at the school
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis
- Curriculum designed to meet the needs of Language Learners, both in the sheltered mainstream classroom and in systematic ELD classes.
- Extensive college and career planning, to support students who will be first in family to attend college
- Individual Learning Plans (ILP) and one-on-one ILP meetings with teachers three times a year to discuss progress and individual goals for their child
- A “Creativity Lab” that integrates making into the school program, and is constantly evolving as it models a “growth-mindset” in its very design. Through the Creativity Lab, design, making, and inquiry learning processes build student ownership of learning and lead to higher engagement, deeper understanding, and stronger character development. In our making elective program during the school day and in our Afterschool Program, students engage in projects ranging from creating cardboard hands capable of grasping objects, to programming in Scratch, to creating mini-makerspaces for our kindergarten classrooms.
- A “Home Language” program serving grades K - 4, to support language learners

through the study of complementary content to the core classroom and to continue to develop their academic vocabulary and cognitive skills in their primary language.

- Time, energy, and resources used to “build character” in students
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students
- Active support and a welcoming community for LGBTQ youth
- Purposeful family learning courses, with curriculum ranging from adolescent development and how to raise a healthy teenager to new trends in STEM education.
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- Crew Parent - Family Liaison works with Crew Parents to engage and involve families in the life of the school.

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

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

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

Key features of this shift include the following:

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

The Senior Management Team of Lighthouse brings a wealth of experience in urban education reform, across the sectors of educational program, development and fundraising, finance, and student services. Together, these members have a proven track record of

operating Lighthouse Community Charter School in a way that accelerates academic achievement for students, is fiscally and organizationally sound, and serves the unique needs of all learners including students from low-income families, students with special needs and English Language Learners. These members include:

- **Paul Koh, Head of School**

Paul Koh is Lighthouse's new Head of School beginning the 2015-16 school year. Paul is a first-generation Korean-American immigrant who moved to the United States when he was six years old. Growing up in Cupertino and San Jose, he was afforded the gifts of high quality public education, learned English as a Second Language, and after a short stint in the corporate world, discovered that his life's calling was to give back to the community through education. After doing his student teaching in Fremont Unified, Mr. Koh accrued four years of high school humanities teaching experience at Oakland School for the Arts and the Envision Schools. At City Arts and Technology (CAT) High School, Paul taught using project-based pedagogy, wrote curriculum, led professional development for his peers, developed the school's first graduation portfolio process, and piloted a new internship program. In 2008, he became Vice Principal of Student Support at CAT and has since served as Assistant Principal at SFUSD's Raoul Wallenberg Traditional High School and Principal at the International Studies Academy in Bay View Hunters Point (serving grades 6 - 12th grade) since 2011. Mr. Koh has a B.A. in Political Science from UC Davis, a teaching credential from San Francisco State University, and an administrative credential and Masters Degree in Education from UC Berkeley's Principal Leadership Institute. He has grown as a professional and contributed to the education profession by being a contributor to the Buck Institute for Education and serving as a Stanford Principal Fellow, deepening his practice to bring innovation in schools. Mr. Koh is married to Jessica Wang and has enjoyed living in Oakland since 2012. He enjoys backpacking, cave trekking, playing guitar and ukelele, live music, exploring Oakland, road biking, and snowboarding.

- **Tina Hernandez, Director of Instruction K-4**

Tina Hernandez rejoined Lighthouse as the K-4 Director of Instruction in 2014. Tina was a teacher at Lighthouse from 2005-2010, after which she went on to become a Founding Principal at Aspire College Academy. She has additional teaching experience from her time as an ELA/Math Teacher in Hayward, has been a teacher coach and PD facilitator at California Tomorrow, and served as a College Instructor at CSU-East Bay, Heald Business College, and Chabot. She received her BA in English at CSU-Chico, and a Master's degree in English at CSU-East Bay.

- **Oscar Bermeo, Case Manager K-4**

Mr. Bermeo has been with the LCCS community for ten years. Mr. Bermeo was born in Ecuador, raised in the Bronx, and has made his home in Oakland. He is also an accomplished poet teacher who has taught creative writing workshops to inmates in Rikers Island Penitentiary, at-risk youth in New York City, foster teens in San Jose, bilingual students in Oakland, adults through the Oakland Public Library's Oakland Word program, and in many universities across the United States. He views his work at Lighthouse as an extension of his poetic commitment to bringing the tools of voice and perspective to the students and families of our school.

- **Kate Bowman, Director of Instruction 5-8**

Ms. Bowman started her teaching experience as the Program Leader for the Lower East Side Girls' Club in New York. Since then she has accrued six years of teaching

experience from grades four to eight. She has been an integral Lighthouse community member over the past seven years. Kate has served as the 5th - 8th Grade Instructional Coach and Interventionist over her last four years at Lighthouse. Kate has continued to develop her leadership and coaching craft through the REACH Institute's Instructional Leadership Academy. She has been indispensable in starting the process of aligning practices through the 5-8 band. Kate both embodies the Guiding Principles and tirelessly works to ensure that we are developing teachers, students, and family relationships the Lighthouse way. Kate's skillful leadership combined with her institutional knowledge are a recipe for a cohesive and successful 5-8 band.

- **Adam Kupersztach, Case Manager 5-8**

Mr. Kupersztach grew up in Mexico City and Dallas, TX. He attended the University of Michigan, graduated in 2000 Summa Cum Laude with a degree in American Culture: Society and Politics. Mr. Kupersztach moved to Oakland, CA to teach as a part of Teach For America. Placed at Roosevelt Middle School, he taught 6th grade and 8th grade English and History for 7 years. Following his time at Roosevelt, he took a position with the East Bay Asian Youth Center as a Managing Director, overseeing the after school program at Manzanita Elementary School. In the fall of 2010, he began working at Lighthouse Community Charter as a jack-of-all-trades, substituting classes from Kindergarten to 12th Grade Science, covering a 9th grade crew and case-managing high school students that were struggling either academically, social/emotionally, or behaviorally. In 2013, Mr. Kupersztach was formally named the Case Manager for 5th-8th grade band. He lives in Oakland with his wife and two young daughters.

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

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

- **Brandon Paige, Director of Finance**

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

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

Tamarah received her BA in Community Studies from the University of California, Santa Cruz. She has since completed her Ed. Specialist Credential, received a Master's in Special Education, and is working toward an Ed.D in Organizational

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

- **Jeannie Bruland, Director of Language Programs**

Ms. Bruland was a founding teacher at Lighthouse Community Charter School, beginning the Home Language Program and teaching middle school Spanish. She is currently the Director of Language Programs. At Lighthouse, she has supported the development of programs for English Learners, providing professional development and coaching for teachers K-12 to support teachers in providing quality instruction for English Learners. She has been a Guided Language Acquisition Design and Systematic ELD trainer. Prior to joining Lighthouse, Ms. Bruland was an elementary Spanish bilingual teacher in San Leandro and San Mateo school districts. She earned her Spanish BCLAD Multiple Subject credential from San Francisco State University, and her administrative credential and Master's in School Leadership from the Reach Institute for School Leadership.

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

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

- Regular content area, grade level, and band (K-4, 5-8) meetings to develop alignment and data-based practice, led by teacher leaders and Directors of Instruction. Agendas for these meetings are reviewed by the Director of Instruction prior to each meeting, and notes from the meeting are reviewed following each session.
- Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- Quarterly conferences between the Director of Instruction and each teacher, to review instructional plans, student achievement data, and instructional practice.
- In depth coaching cycles twice yearly between the Director of Instruction and each teacher, to hone in on a particular facet of instructional practice.
- Teachers are expected to turn in weekly lesson plans and posting learning targets in our grading system to ensure that our classes are standards and practice aligned.
- Instructional walk-throughs conducted regularly by the Lighthouse Director of Instruction Team (K-4, 5-8) to evaluate consistency of implementation across classrooms, identifying areas of strength and need.
- In our partnership with Expeditionary Learning (EL), we partner with a school designer to support our Professional Development planning and execution. Also, EL provides a Mid-Year Review through classroom observations and an Implementation Review to determine our level of efficacy with EL's Core Principles. In addition, staff have the opportunity to attend Site Seminars and National Institutes across the country to engage with the larger nationwide network.

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

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

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

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

- **Common Planning Time** - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Professional Learning Communities (PLCs)** - Groups where teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Grade Level Meetings (K-8)** - Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** - Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Collaboration** - Directors of Instruction, Instructional Coaches, and Teacher Leaders work to develop effective facilitation in Grade Level Teams, PLCs, and during PDI with teachers in cycles, to support them in an area of their instruction. This work is focused on reading, instructional, and student support systems through RTI.
- **Mentoring** - Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - The Lighthouse Creativity Lab is integrating making into the Lighthouse Community Charter School program. We approach this work with a

growth-mindset, so it is constantly evolving. We have seen that design, making, and inquiry build student ownership of learning, and lead to higher engagement, deeper understanding, stronger character development. We provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend these sessions.

- **Expeditionary Learning (EL) Partnership** - in our efforts to amplify the shifts to Common Core State Standards in our school community, we have re-partnered with Expeditionary Learning in order to continue our work to create classrooms where hands-on, in-depth, and inquiry-based learning experiences are a significant part of our students' learning process. This partnership provides core principles as guidance, and external PD opportunities nationwide for Site Seminars, and National Conferences to give additional learning experiences with EL Network schools.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

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

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

A major focal point of our strategic planning is increasing coherence of the vision of what makes good teaching at Lighthouse from one grade to another as well as across bands.

As discussed in Item Five, we are currently using the Professional Development structures detailed above to address these areas of need. For example, we have looked at research-based methodologies for lesson design through our participation in a Teacher Incentive Fund grant and are now developing a common understanding of what makes strong lesson design. In addition, for our efforts to amplify the shifts to Common Core State Standards in our school community, we have re-partnered with Expeditionary Learning in order to continue our work to create classrooms where hands-on, in-depth, and inquiry-based learning experiences are a significant part of our students' learning process. This partnership provides core principles as guidance, and external PD opportunities nationwide for Site Seminars, and National Conferences to give additional learning experiences with EL Network schools.

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

10. How well does the charter school collaborate with parents to encourage active

participation in their student's education?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

Which are the strongest features, and why?

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

- Individual Learning Plan (ILP) meetings with students, parents, and teachers three times a year to discuss student progress and to co-construct ILP goals for each student
- Community Meetings where families are invited to engage in student culture-building activities. One example is what we call Fabulous Fridays for our K-4 band, where students engage in community building (e.g. dance contests) and a specific class plans a way to share the Guiding Principles of the school in creative ways for all students and families to learn.
- Purposeful family learning courses, with curriculum ranging from adolescent development and how to raise a healthy teenager to new trends in STEM education.
- Regular "Crew Parent" meetings, in which parents work together and mobilize other parents to be involved, informing and working toward the strategic planning of the school and creating a positive school culture
- Weekly "Coffee Tuesdays" that serve as a forum for family learning/discussion
- One-on-one meetings with teachers three times a year to discuss progress and individual goals for their child
- Two expos of student work annually for parents to connect with the learning their children have done over the course of a semester
- Regular opportunities for families to provide input into key decision making

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

We continue our work to ensure parents feel ownership at LCCS beyond just feeling welcome through creating additional opportunities beyond our current structures. With this ideal, supporting Family Involvement is one of Lighthouse's five core tenets and we have identified outcomes, actions, and measures for our next charter term:

Outcomes	Measures
3a. LCCS Families know how to and are	Each year, at least 60 percent of students

inspired to actively participate in the school and their children's education.

3b. Families feel connected with each other, their child's teacher, and the Lighthouse community.

and families positively rate their voice in school decision-making and/or opportunity for feedback: LCCS' internal survey for students (OUSD K-8 MPO #12).¹

Each year, 95 percent of families will attend their child's Individualized Learning Plan meetings (Site MPO #1).

Actions

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

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Student, Teacher and School Use of Data

Through data-based inquiry and guided reflection, assessment practices and outcomes at the charter school are used to maximize student learning, inform teacher practice, and

¹For 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.

improve the educational program at the school. To achieve this goal, LCCS collects, analyzes and disseminates data to students, teachers, families, and our community so that we may work together to achieve our mission.

Data is used to:

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

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

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

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

To what extent are parents and students informed of student performance data individually and schoolwide?

School and Family Use of Data - Reporting to Caretakers

Lighthouse strives to continuously inform families about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Expositions of Student Work as detailed in

Figure 8 below. Reports are user-friendly and provided in the families' native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings and EXPOs of student work.

Figure 8 Formal Reporting to Caretakers

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

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

specific assessment information.

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

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

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

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

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

As discussed in Item Two, Lighthouse has spent the last three years evaluating its program to inform the development of its next strategic plan. Ensuring that we meet the needs of our students with special needs has been an area of focus, resulting in a switch to the EDCOE SELPA, a partnership with Seneca Family of Agencies, and participation in an i3 grant focused on Response to Intervention. Likewise, Lighthouse is fully committed to an instructional design that meets the needs of its English Language Learners. To this end, we trained teachers in Systematic ELD and Constructing Meaning as well as Guided Language Acquisition Design and internal Professional Development tailored specifically to supporting English Learners within our program

Which are the strongest features, and why?

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

Serving Students with Special Needs

Response to Intervention

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

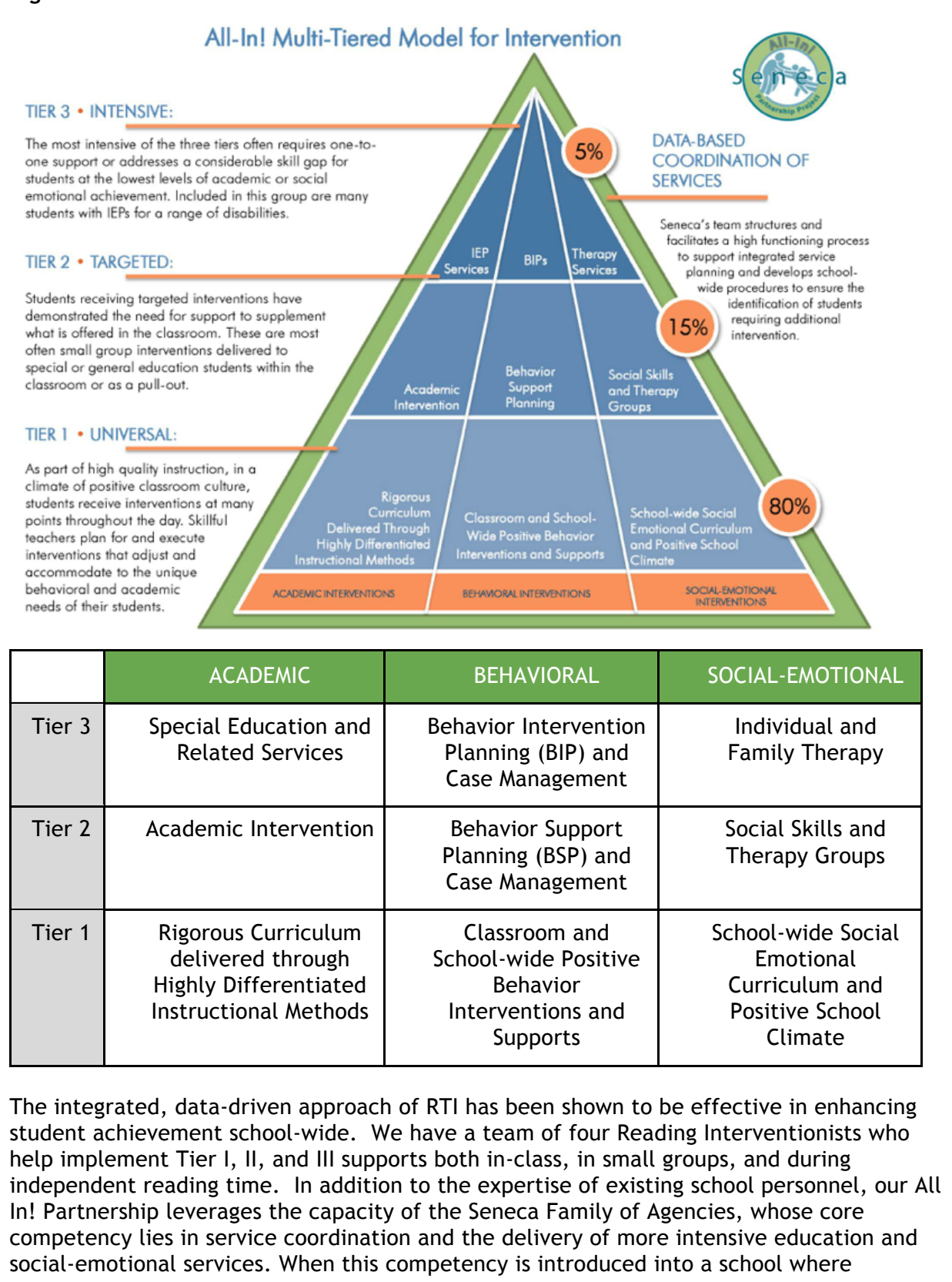
This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

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

All-In! Partnership with the Seneca Center

LCCS has partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for Intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being. Figure 9 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 9 All-In! Multi-Tiered Model for Intervention



leadership and staff are committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement.

Coordination of Services Team (COST)

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

Strategies for English Language Learners

Academically, Lighthouse meets the needs of its English Language Learners through a combination of a Sheltered English Immersion Program in an inclusion setting and a dedicated Systematic English Language Development course in homogenous groupings by language level. Also, our Home Language program for Grades K - 4, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language.

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

Systematic Language Development

English Language Learners at LCCS receive Systematic English Language Development (SELD) tailored to their proficiency level. Also, students are taught through model ELD Workshop in grades K-2, ELD embedded in grades 3-8. Systematic ELD is a dedicated class focused explicitly on teaching language that English learners:

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

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

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

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

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

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

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

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

Which are the strongest features, and why?

As discussed in Item 12, our Response to Intervention (RTI) framework enables us to diagnose and address the needs of English Language Learners, students with disabilities, gifted students, and students in need of remediation. In addition, our variety of assessments - including the CELDT - are used to hone in on specific needs and form intervention plans and differentiated instruction to meet student needs. In addition, our Individualized Learning Plans and the student, parent, teacher meetings to set goals and monitor progress helps differentiate goals and strategies for students. Our partnership with Expeditionary Learning (EL) allows our staff opportunities for deep learning for all students through EL's robust professional learning experiences.

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

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

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

Target 2: Deep Learning Through Rigorous Curriculum	
Target	Measurable Pupil Outcomes
2. All Lighthouse students are deeply engaged in a vertically aligned standards based, Common Core, and NGSS curriculum that will prepare them for college success.	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

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

LCCS Tenets: 2 State Priorities: 2, 4, 5, 8	(Learning and Assessment) of School Climate Assessment Instrument for families ³ (OUSD K-8 MPO #11).
Actions	
<ul style="list-style-type: none"> • 2a (also 1c). Professional development supports practice through weekly Professional Learning Community (PLCs) focused on reading strategies and week-long Professional Development Institutes (August, October, January, April, June). • 2b (also 1d). Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement. • 2c. English Learners who speak Spanish as their primary language will be supported with continued primary language development as they acquire English. • 2d. All English Learners will receive designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency. • 2e. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification. • 2f. Better align and leverage data management systems to track student progress toward proficiency in relation to growth targets and reclassification criteria. • 2g. Review existing curriculum to identify gaps and overlaps with Common Core Standards, California ELD Standards, and Next Generation Science Standards. • 2h. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards. • 2i. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps to increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards. 	

14. How effective is the governing board of the school?				
Evaluation:				
5 Excellent	4	3	2	1 Unsatisfactory
X				

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.

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

Selection Process

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

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

Board of Directors

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

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

Melissa Barnes Dholakia is founder of MBD Partners, supporting new and existing charter schools in the areas of school design, 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. During this time, she joined the original founders in year two to grow Lighthouse into an exemplary, urban charter school from 4 grades serving 184 students to a K-12 program serving 720 students and graduating five classes of students, 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. Prior to entering administration, Melissa spent four years as a Content Producer for Online MEd programs for Canter & Associates and Walden University. She taught for two 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. 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.

- **Sarah Chavez - Executive Director, East Oakland Boxing Association**

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

- **Wayne Delker - Senior Vice president and Chief Innovation Officer, Clorox**

Wayne L. Delker was promoted to senior vice president - chief innovation officer and 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, serves as the company's chief technical and innovation executive. He leads worldwide R&D for all of the company's products, provides technical and scientific guidance within the operating divisions and other staff functions, and oversees the company's stewardship activities, ensuring the health, safety and environmental benefits of our products. He also leads Clorox's multifunctional innovation process for developing new products and improving existing products. 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. 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.

- **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

endeavors, JB re-located and incubated Toronto-based startup Peerset to San Francisco (housed in his basement) and launched display ad targeting and brand insights products leveraging big data sourced through a network of social media publishers. Peerset was sold to KIT Digital, a publicly traded video SAAS company and the technology is now the core recommendation engine for IP-based online video streaming deployments around the world. JB spent the first 12 years of his career as a software and digital media banker, followed by various senior roles leading Business Development and Partnerships for a wide range of technology-based businesses both private and publicly-traded. JB has served on the board since 2005.

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

- **Soo Zee Park - Director of Real Estate Development, Community Housing Opportunities Corporation**
Soo Zee Park is the Director of Real Estate Development for Community Housing Opportunities Corporation (CHOC). CHOC develops and operates multiple affordable housing communities in Northern California. Soo Zee has over 20 years of experience in development, construction management and architecture. Prior to joining CHOC, she was COO of Leadership Public Schools, a charter management organization operating innovative high-performing high school charters in the Bay Area. Soo Zee has also worked with the non-profit Unity Council and Fruitvale Development Corporation as the project manager for the \$68MM mixed-use Fruitvale Transit Village and a \$2MM Fruitvale Streetscape Project with the City of Oakland. Soo Zee holds a Bachelor degree in architecture from North Carolina State University and a MBA from John E. Anderson Graduate School of Management at UCLA. Soo Zee has recently joined the board of LPS and has served on the board of Lighthouse since 2004 and chairs the Facilities and Governance Committees.

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

- **Ingrid Roberson - Professional Expert, Assessment, Alameda County Office of Education**
Dr. Ingrid Roberson supports 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 - Chief of Staff & Senior Advisor, New Teacher Center**

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

- **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 nonprofit 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.

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

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

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

Most recently, the Board has been working alongside the student, family, and staff communities in identifying and developing a "Theory of Change" for the Lighthouse Community Charter Public Schools organization. In this work, the collective community is working to identify a key problem statement, what the organization will do to address this problem, and what it will look like to achieve success. This Theory of Change will become an "overarching" umbrella for the organization, under which the LCAPs and SSD plans for each of its schools will rest.

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

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

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

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

- Finance

- Fundraising
- Academic Accountability

15. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

How do you know?

As discussed in Item Two, Lighthouse has spent the last three years evaluating its program to inform the development of its next strategic plan. The involvement of parents, teachers, and community members in this process has helped us to better involve these groups in the governance of the school. Data has been gathered via surveys, focus groups, and one-on-one interviews.

Which are the strongest features, and why?

This has been an area of growth, in which we are strengthening our efficacy. In alignment with our Local Control and Accountability Plan (LCAP), we are focused on a goal of ensuring parents actively participate in our school community, and that our families feel connected with each other through our school. This is in line with State Priorities 3, 4, 5, 6, and 8.

Our areas of strength include the following:

- Individual Learning Plan (ILP) meetings with students, parents, and teachers three times a year to discuss student progress and to co-construct ILP goals for each student
- Community Meetings where families are invited to engage in student culture-building activities. One example is what we call Fabulous Fridays for our K-4 band, where students engage in community building (e.g. dance contests) and a specific class plans a way to share the Guiding Principles of the school in creative ways for all students and families to learn.
- Purposeful family learning courses, with curriculum ranging from adolescent development and how to raise a healthy teenager to new trends in STEM education.
- Regular “Crew Parent” meetings, in which parents work together and mobilize other parents to be involved, informing and working toward the strategic planning of the school and creating a positive school culture
- Weekly “Coffee Tuesdays” that serve as a forum for family learning/discussion
- One-on-one meetings with teachers three times a year to discuss progress and individual goals for their child
- Two expos of student work annually for parents to connect with the learning their children have done over the course of a semester
- Regular opportunities for families to provide input into key decision making
- The shift to having a Head of School and three Directors of Instruction increases access points for families, to share input and concerns. The K-4 and 5-8 Directors of

Instruction are able to leverage parent representatives in a stronger way, given the increased time and focus allotted to this position.

What most needs improvement, and what action is being taken?

Lighthouse continues to seek ways to increase student involvement in school-level decision-making. Part of this work is happening with a student council established in grades 5-8 and student forums are regularly convened. In these forums, students rank issues that are important to them and that they want to work on. They develop action plans and then complete the work necessary.

16. How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
X				

How do you know?

As discussed in Item Two, Lighthouse has spent the last three years evaluating its program to inform the development of its next strategic plan. This has included an evaluation of the fiscal soundness and legal compliance, which is done on an annual basis by the Board of Directors.

Which are the strongest features, and why?

Evidence of an Effective and Viable Organization

Lighthouse Community Charter Public Schools (LCCPS), the operator of Lighthouse Community Charter School, has distinguished itself as an **effective and viable organization**, exercising fiscal accountability and responsible governance.

Fiscal Accountability

LCCPS has an exemplary track record in fiscal accountability. Highlights include:

- A 23% financial reserve between the two charters as of the end of last fiscal year (2012-13).
- A sound track record of cash management, including clean audits throughout our history.
- Strong enrollment and attendance, ensuring stable public revenue. Attendance in 2015-16 averaged 95%.
- Consistent demand, with an annual waiting list that has far exceeded the total number of spots available for the past five years. In 2015-16 alone, LCCS received 560 new applications with 401 students being waitlisted.
- Demonstrated support from the local, state and national community as evidenced in our annual fundraising, which has garnered an average of \$1.2M over each of the last

three years.

- Key partnerships to support our program, including competitively priced, grant-funded, and pro bono services. These include the REACH Institute, the Seneca Family of Agencies, Maker Education, Stanford University, Clorox Foundation, the Rogers Family Foundation, Glow Foundation, College Track, and Facing History and Ourselves, and Beyond 12.
- Being named in the top 7 of Guidestar/Philanthropedia's Bay Area Top Nonprofits in Education list in 2012.

Responsible Governance

Board of Directors

Lighthouse Community Charter School is operated by the LCCPS Board of Directors, which has demonstrated both long-standing commitment from its members and an ability to attract new talent. The LCCPS Board of Directors has a demonstrated capacity to maintain the fiscal and organizational strength of Lighthouse Community Charter School. Board Members, along with their professional experience and years of experience on our board, are listed in Item 14.

Lighthouse Community Charter Public Schools has strategically assembled this board to provide the expertise necessary to operate its schools. A matrix provides visual representation of this expertise:

Figure 10 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	
Wayne Delker							X	X
Mike "JB" John-Baptiste		X						
Christina Legg Greenberg			X				X	
Soo Zee Park				X	X		X	
Kristin Richmond				X			X	
Ingrid Roberson	X							

Brian Rogers		X			X	X		
Robert Schwartz	X						X	X
Delphine Sherman		X			X			
Lisa Zuffi		X						

What most needs improvement, and what action is being taken?

Lighthouse would like to continue to increase the diversity of its Board, in particular, including more members who are Latino and Spanish language proficient to support the interface of the Board with the families they serve.

17. How effectively is the school managed fiscally?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
X				

How do you know?

As discussed in Item Two, Lighthouse has spent the last three years evaluating its program to inform the development of its next strategic plan. This has included an evaluation of our organizational structure, which has been refined to improve efficacy and target core areas of student and programmatic need.

Which aspects of the school's fiscal operations work best?

Lighthouse has several structures that support its fiscal excellence, which include but are not limited to the following:

- A longstanding partnership with edtec, to provide fiscal guidance and oversee financial health
- Addition of a Director of Finance to the Senior Management Team
- A Board of Directors with considerable experience in finance, including a Finance Committee that meets every other month with the Director of Finance

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

Lighthouse continually examines the effectiveness of its fiscal and operational systems, with staff members examining areas for growth on a continual basis. Weekly meetings between finance and operations staff support the timely meeting of compliance deadlines in line with local and state requirements, and afford staff the opportunity to refine its processes. During the current year, there is an operational focus on reviewing student classifications within the CALPADS system. This involves coordination with operational,

programmatic (language), and finance staff. These efforts are based on the misclassification of four students in the prior year, and follow-up action was made clear through Lighthouse's audit process.

Lighthouse's fiscal systems have been established to comply with local and state deadlines, and are implemented in line with the financial policies that are approved by Lighthouse's Board of Directors on an annual basis. Lighthouse has always maintained strong fiscal policies, as evidenced by clean financial audits throughout its history. In terms of areas for improvement, Lighthouse's Director of Finance is collaborating with Instructional leadership during the current year to better align Lighthouse's budget to the institutional priorities for the upcoming year. This includes a more thorough review of Lighthouse's programs and how those programs impact our students, along with an assessment of the cost-effectiveness of those programmatic elements.

18. What are the most significant aids and/or barriers to student achievement?

As discussed through this Performance Report, significant aids to student achievement are as follows:

- Professional development
- Knowing each student well
- Strong fiscal and organizational governance
- A belief widely held by students, families, and staff that every child can achieve college and career of their choice

Likewise, areas for continued improvement to support student achievement are as follows:

- Developing a cohesive vision for good teaching at Lighthouse to clearly articulate "the Lighthouse way."
- Refining suite of internal assessment tools to align with CAASPP and Strategic Plan, to provide a consistent data stream across goal areas
- Continuing to increase student and family participation in the governance of the school, in ways that are meaningful to these groups and leverage their expertise as a pool for future Board Membership
- Actively recruiting educators of different backgrounds to work toward a balance of gender, cultural backgrounds, and ethnic backgrounds in our core teaching staff.

Evidence that Lighthouse Has Been Faithful to the Terms of its Charter

Lighthouse has developed its program in strict adherence to the plan set forth in its last Charter Petition. In addition, as our school is focused on continuous improvement we have added further detail and delineation of practices in our Renewal Petition. We have also updated practices in alignment with the all newly enacted laws and regulations pertaining to charter schools since the previous authorization. As is evident in this Performance Report and our Renewal Petition, and will be evident in the Renewal Site Inspection and Review of Files on Record, Lighthouse has:

- Maintained adherence to our educational program, as detailed in our charter
- Actively pursued and achieved our “Measurable Pupil Outcomes”
- Complied with all regulatory elements

Evidence that Lighthouse Has Comprehensive Plans for Its Next Charter Term

In preparing for this cycle of charter renewal, Lighthouse did not take the “easy” path or the path “of least resistance.” To be certain, we added all revisions required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization. And we also added all revisions requested by OUSD in addition to those requirements. But we did not stop there. To ensure that our charter truly represented our latest and best practice, we completed a comprehensive revision of the Lighthouse Community Charter School charter petition, as we did last year for the Lighthouse Community Charter High School petition. While more difficult on our end, we have made these changes using a redline version to support transparency and ease of review for the OUSD Office of Charter Schools.

The Renewal Petition being submitted with the Performance Report represents our latest and best practice in providing an academically sound program and effective and viable organization that improved outcomes for the students of Oakland. In addition, it resoundingly meets the requirements put forth by the OUSD Office of Charter Schools as follows:

- A comprehensive description of the 16 elements
- All required signatures
- All required affirmations and assurances

In Conclusion

The Lighthouse Community Charter School educational model works as evidenced by the results we’ve produced year over year. The need for this high quality educational choice still exists in East Oakland, and our skilled and experienced team is committed to continuing to provide this service to our community. We are excited to submit this charter renewal petition to the Oakland Unified School District as we seek to continue the impact that Lighthouse Community Charter Public Schools has made in our remarkable city.