

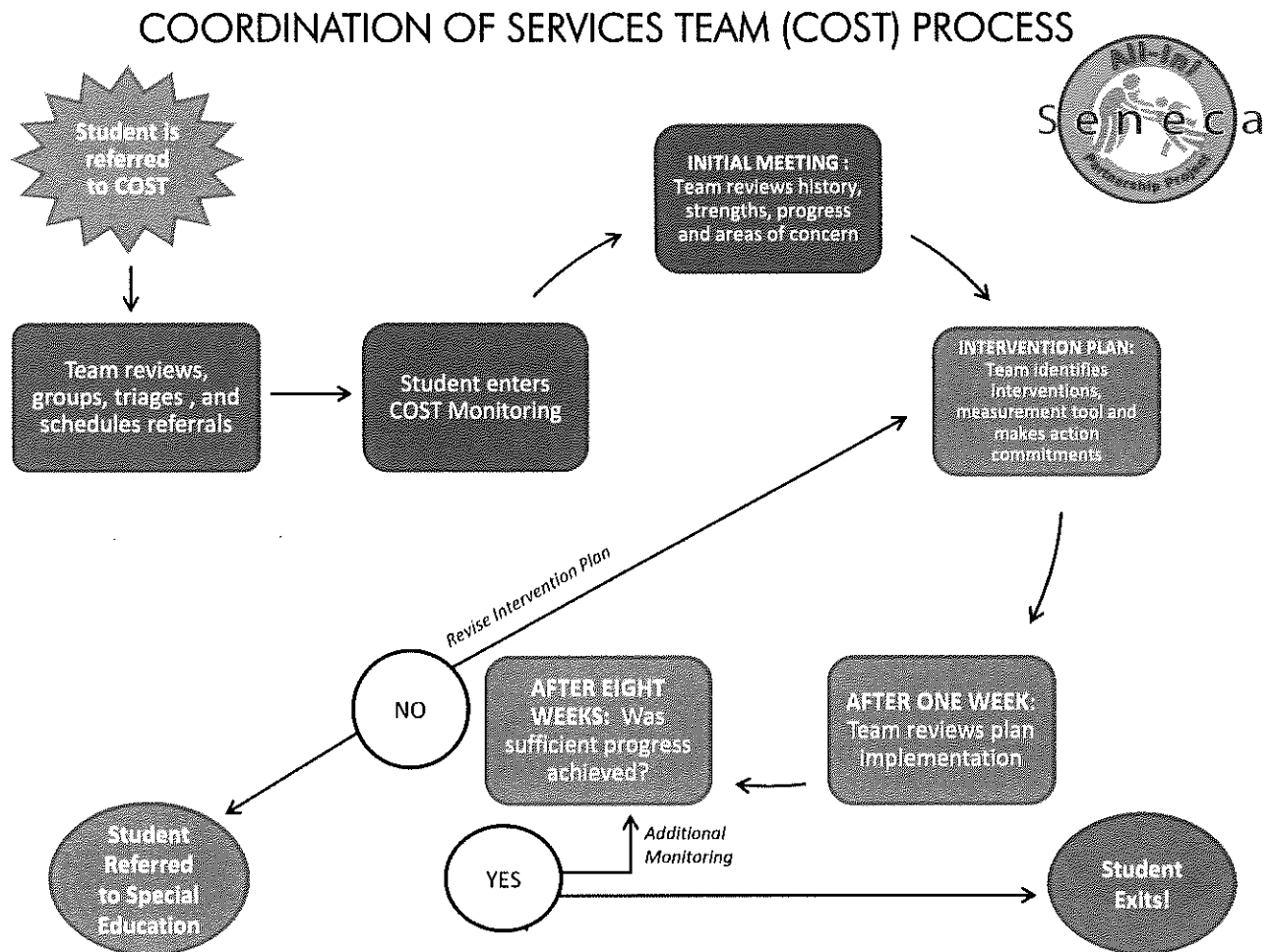
Lighthouse Community Charter School
Submitted to the School Board of the Oakland Unified School District
On April 27, 2016

Appendices for Charter Renewal Petition

APPENDIX 1. COST PROCESS FLOW CHART

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APPENDIX 1. COST PROCESS FLOW CHART



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APPENDIX 2. SAMPLE COST FORM

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APPENDIX 2. SAMPLE COST FORM



SCHOOL NAME

Coordination of Services Team (COST) Referral

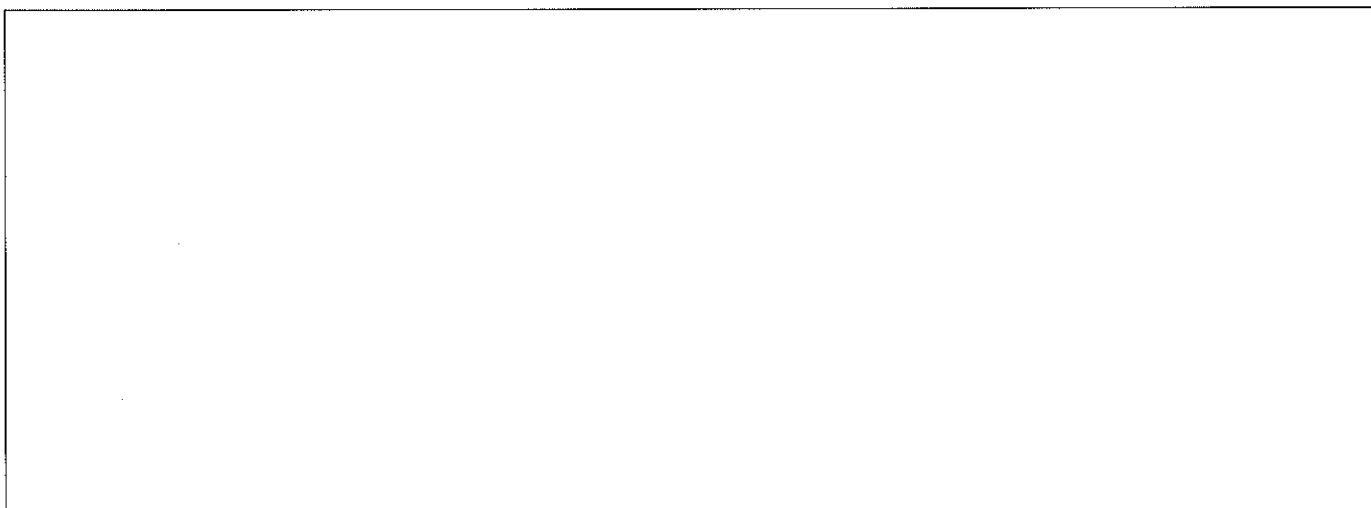
STUDENT INFORMATION				
Student Name:		Age:	Date of Birth:	Grade Level:
Classroom Teacher:	Referred By:	Previously Retained?: <input type="checkbox"/> YES <input type="checkbox"/> NO	Special Ed. IEP?: If yes, please see Case Manager with these concerns. <input type="checkbox"/> YES <input type="checkbox"/> 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

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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

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<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: _____
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APPENDIX 3. MENU OF ACADEMIC INTERVENTIONS

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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 		

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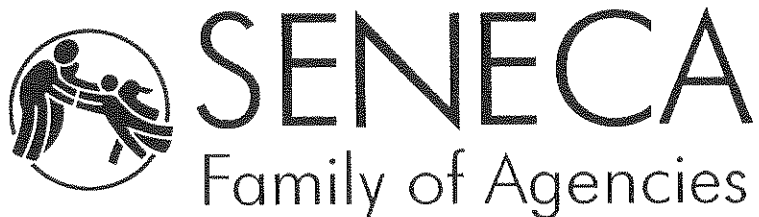
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APPENDIX 4. FUNCTIONAL BEHAVIOR ANALYSIS FORM

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APPENDIX 4. FUNCTIONAL BEHAVIOR ANALYSIS FORM



FUNCTIONAL BEHAVIORAL ASSESSMENT

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

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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	

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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	

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Home Language	
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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	

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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*

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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

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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.

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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.

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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:										

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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:

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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

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FERBS.

FERBs:

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

POTENTIAL REINFORCERS

Primaries:

Passive Leisure:

Active Leisure:

Social:

Tangible:

Generalized:

Other:

Note:

Recommendations:

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Name

Title

Seneca Family of Agencies

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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):

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APPENDIX 6. SOCIAL EMOTIONAL SUPPORT PLAN

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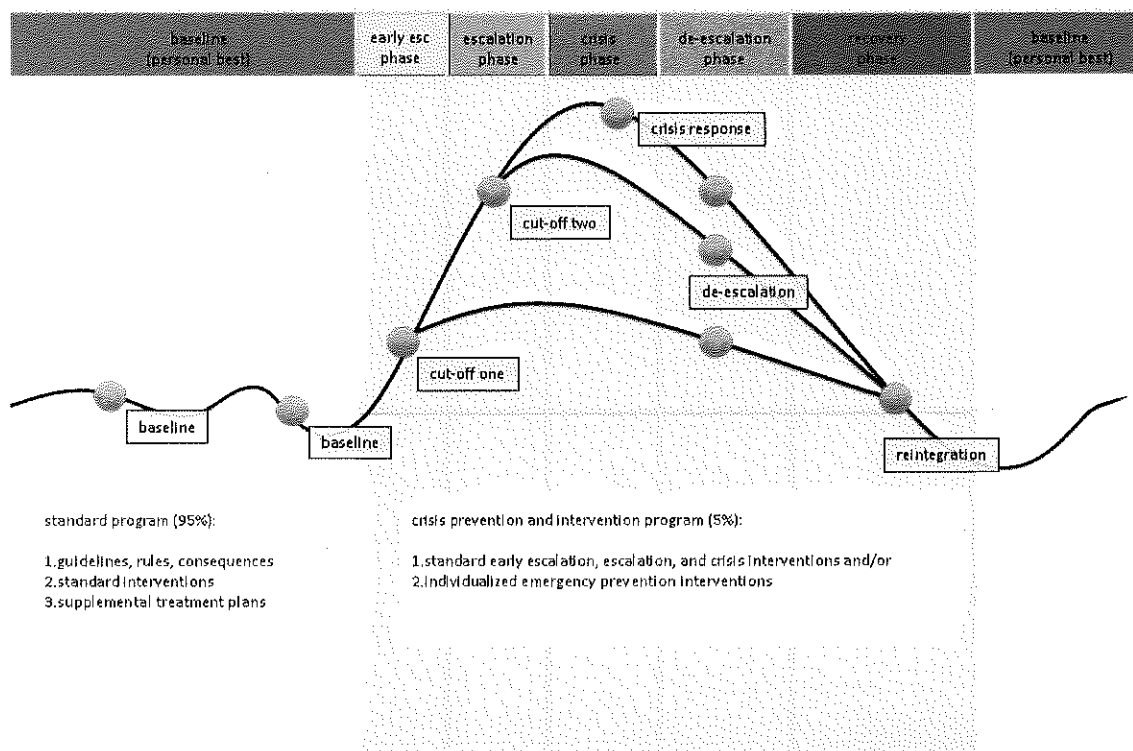
APPENDIX 6. SOCIAL EMOTIONAL SUPPORT PLAN



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.

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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

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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”

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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

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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).

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

APPENDIX 8. 504 BOARD POLICY

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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.

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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

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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.

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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.

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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

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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.

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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.

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- 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

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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.

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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

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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.

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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.

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On April 27, 2016

APPENDIX 10. 504 PARENTS' RIGHTS STATEMENT

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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
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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

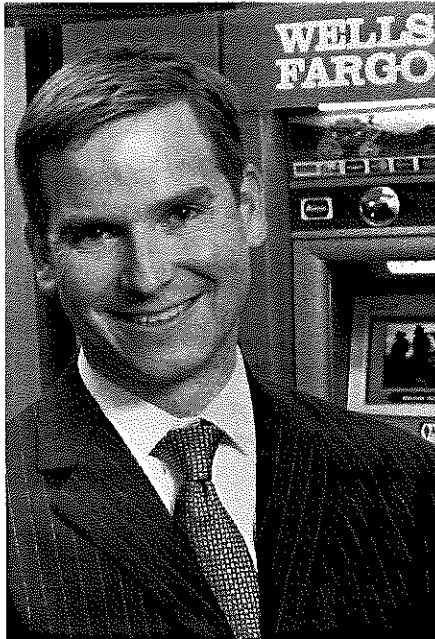
CHARTERSAFE; charter school insurance and safety program
Board Member, January 2013 - present

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

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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).

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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

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- 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
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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

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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).

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SECTION ONE

ADMINISTRATION

PURPOSE AND SCOPE

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

DISTRIBUTION AND TRAINING

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

PLAN FORMAT

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

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

PLAN REVISIONS AND MAINTENANCE

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

Review/ Change No.	Date Entered	Description of Change	By

LINES OF SUCCESSION

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

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

APPROVAL STATEMENT

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

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

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

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

Oakland Police Department

Oakland Fire Department

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

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

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

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

State Codes

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

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

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

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

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

The Field Act (Garrison Act and Riley Act)

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

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

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

The Katz Act

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

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

Disaster Service Workers

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

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

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

Post – Disaster Shelters

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

The Petris Bill

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

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

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

Homeland Security Presidential Directive 5 (HSPD-5)

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

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

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

VITAL RECORD PROTECTION

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

AMERICANS WITH DISABILITIES ACT

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

SECTION TWO

CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

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

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

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

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

Standardized Emergency Management System (SEMS)

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

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

National Incident Management System (NIMS)

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

Mutual Aid

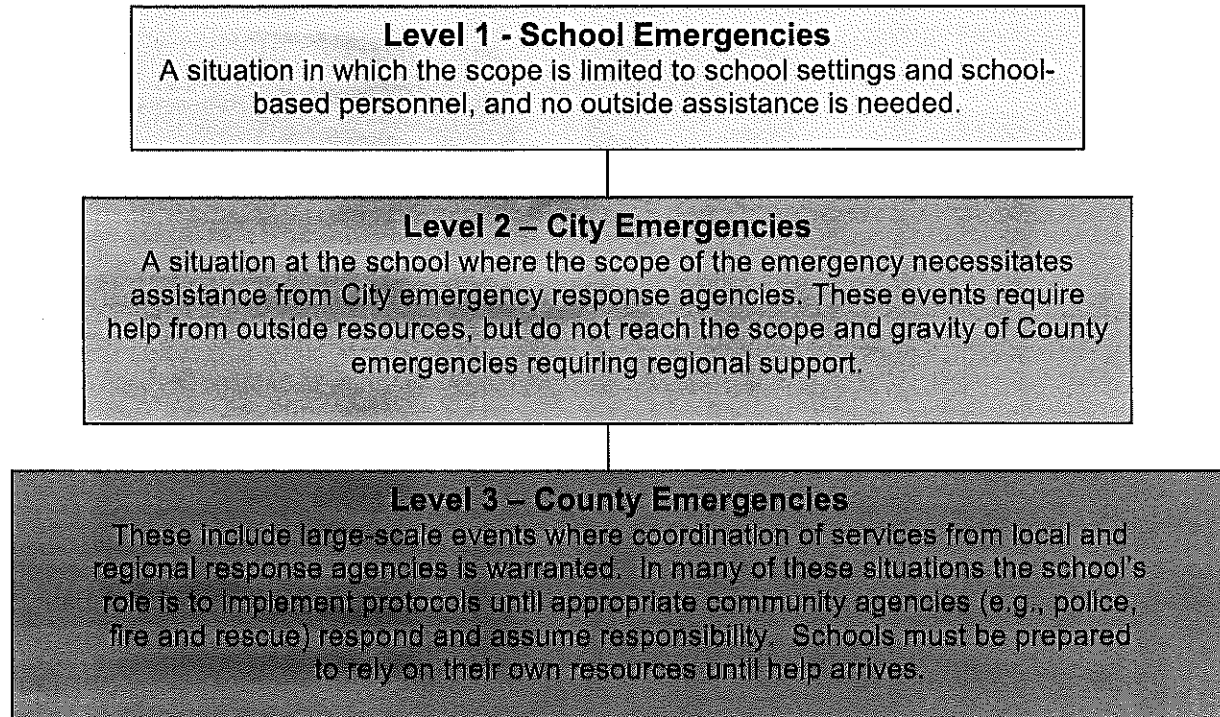
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure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

Unified Command

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

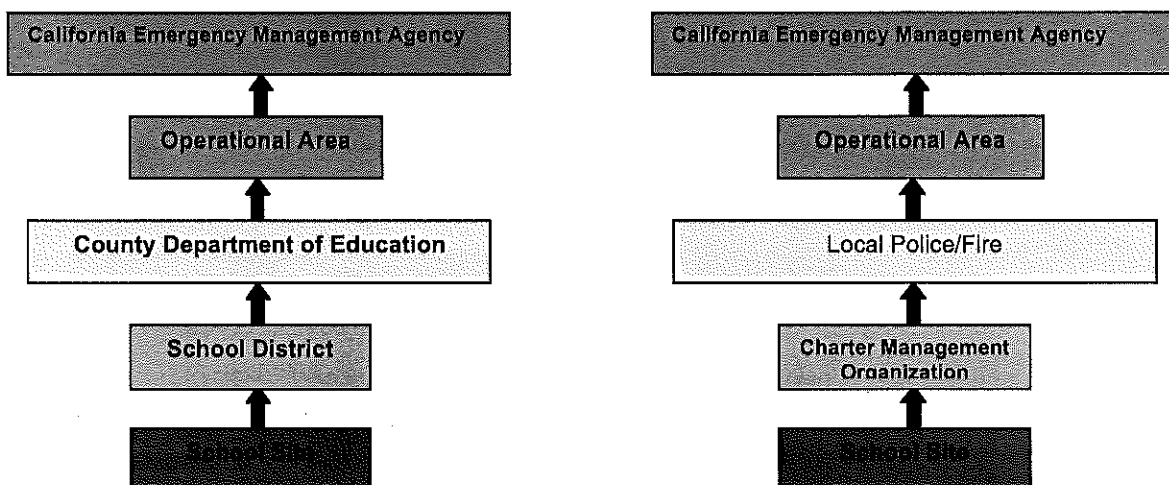
LEVELS OF EMERGENCIES

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



SEMS LEVELS OF EMERGENCY MANAGEMENT

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



Plan Activation

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

Incident Command Post

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

Emergency Operations Center

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

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

Note: Typically not activated by a Charter School

Situation and Assumptions

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

Communications

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

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS

INSERT YOUR SCHOOL MAP HERE

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

NOTE:

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

Include:

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

EMERGENCY TELEPHONE NUMBER DIRECTORY

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

Lighthouse Community Charter School

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

Other Important Numbers

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

INCIDENT COMMAND SYSTEM FUNCTIONS

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

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

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

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

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services,

timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may

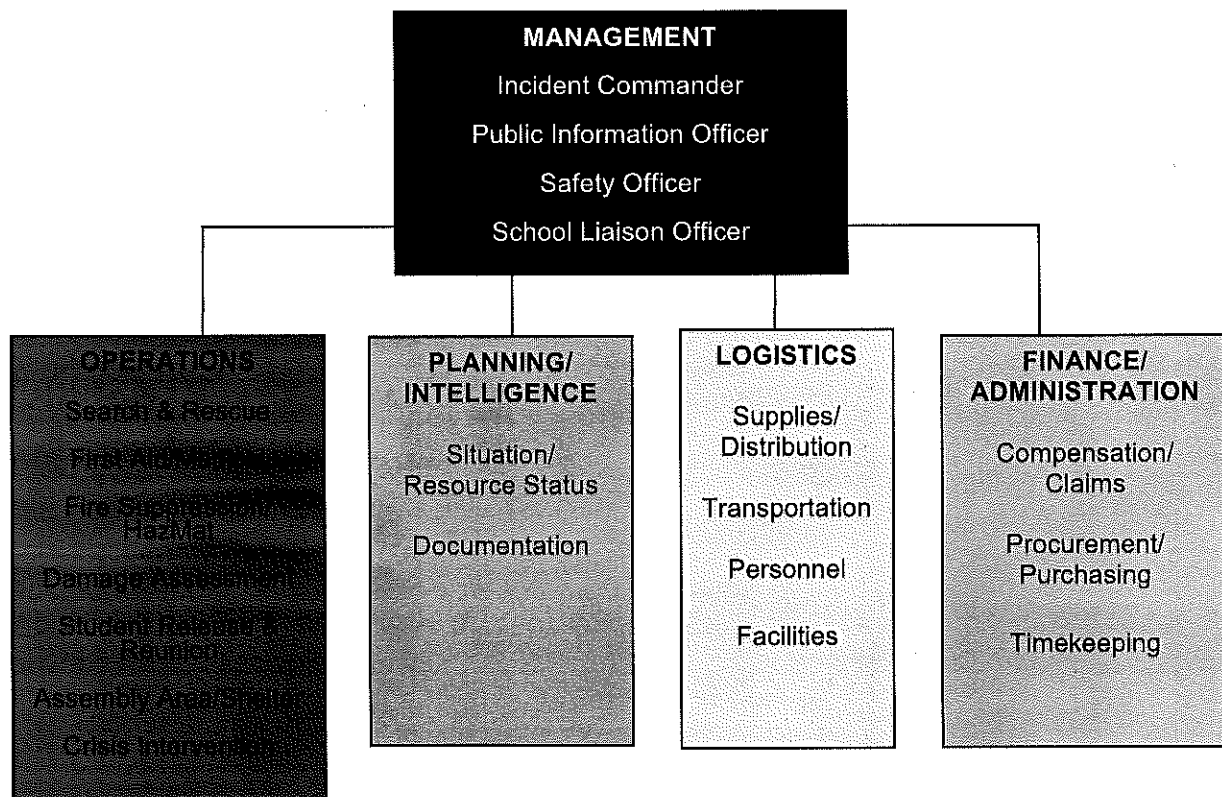
have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander	Jenna Stauffer	
Public Information Officer	Jenna Stauffer	
Safety Officer	Steve Sexton	
School Liaison	Melissa Barnes-Dholakia	
OPERATIONS SECTION		
Search & Rescue	Tony Cuevas and Joshua Weintraub	
First Aid/Medical	Kate Parman and Meg Stoehr	
Fire Suppression/Hazmat	Oscar Bermeo	
Damage Assessment	Jenna Stauffer	
Student Release/Reunion	Mona Lisa Trevino	
Assembly Area/Shelter	Arlene Aldrette	
Crisis Intervention	Courtney Cerefice	
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Melissa Barnes-Dholakia	
Documentation	Tammy White	
LOGISTICS SECTION		
Supplies/Distribution	Maritza Ortiz	
Transportation	Maritza Ortiz	
Personnel		
Facilities		
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Jenna Stauffer/Maritza Ortiz	
Purchasing/Procurement	Maritza Ortiz	

Timekeeping		
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SCHOOL EMERGENCY ORGANIZATION

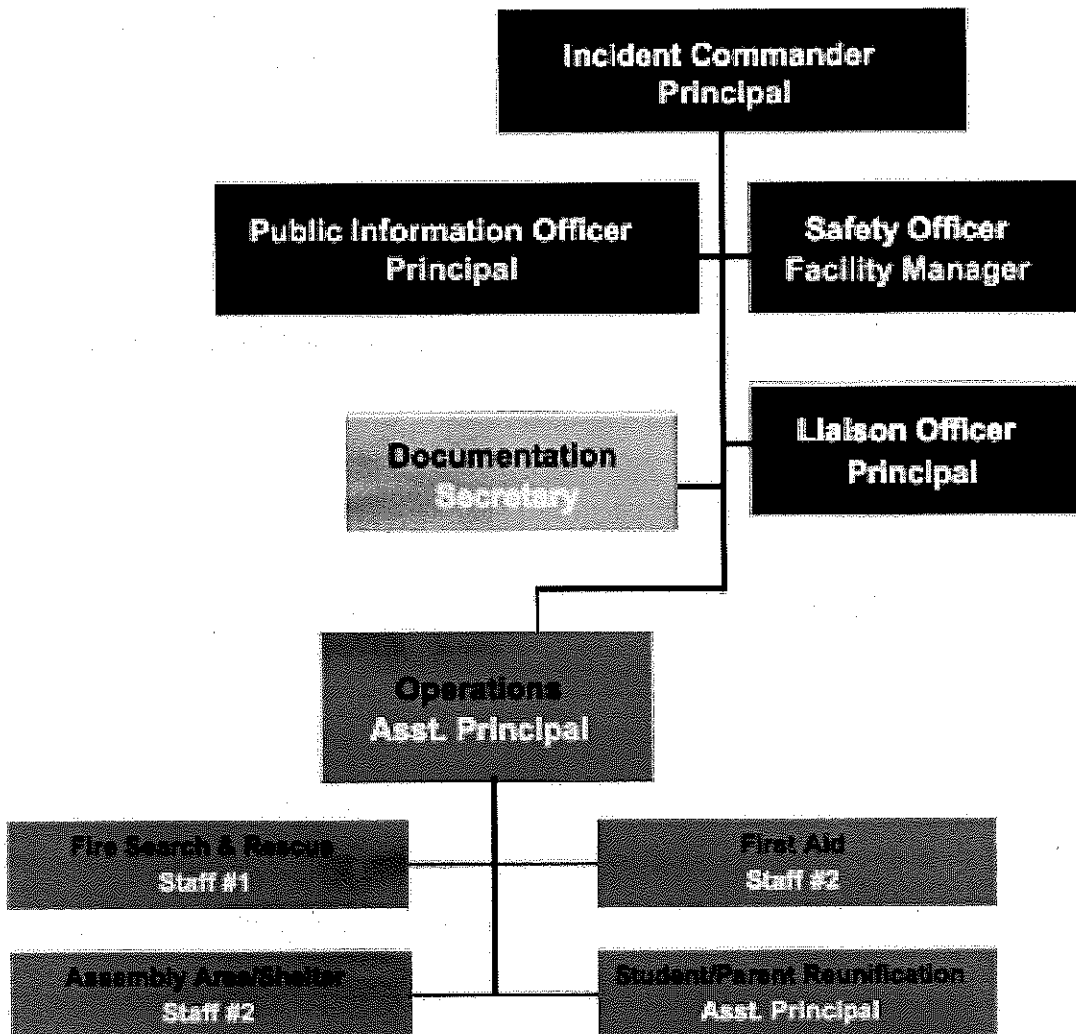
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying 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:

<u>Example:</u>	"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."
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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
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES 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.'

[illegible]

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			
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	Signature			
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	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) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO 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) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO 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]

Medical Treatment Log

[illegible]

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 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

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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	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Meet 2.0 GPA Requirements Complete Passage Requirements
11 th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Meet 2.0 GPA Requirements Complete Internship Requirements
12 th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Compete ALL A-G Requirements Meet GPA 2.0 Requirements Complete Senior Project Requirements

In all grades, retention/promotion decisions for students with IEPs will be made in accordance with the requirements laid out in that students' IEP.

RETENTION PROCESS

At each reporting period, teachers inform the Director of 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 IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the 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