



**LIGHTHOUSE
COMMUNITY
CHARTER
PUBLIC
SCHOOLS**

Lighthouse Community Charter School
Renewal Charter

CDS Code: 01-61259-0130633

Charter Number: 413

Respectfully Submitted

27 April 2016

To: Oakland Unified School District

1000 Broadway Suite 680

Oakland, CA 94607

From: Lighthouse Community Charter School

Paul Koh, Head of School

444 Hegenberger Road

Oakland, CA 94621

510-562-8801

www.lighthousecharter.org

STATEMENT OF ASSURANCES

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

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

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupils last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
- 29 . Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

Signature

Date

D’Lonra Ellis, LCCPS School Board President
Print Name

ELEMENT A. EDUCATIONAL PROGRAM

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

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

MISSION

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

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

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

Vision

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

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

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

TARGET POPULATION

Age, Grade, and Student Enrollment

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

Figure A.1: Student Enrollment

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

Desired Student Population and Need

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

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

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

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

Attendance

School Year

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

- For students in Kindergarten: 36,000 minutes
- For students in First through Third Grade: 50,4000 minutes
- For students in Fourth through Eighth Grade: 54,000 minutes

The proposed calendar for 2016-2017 will include 178 instructional days, 2 more than the required 175 days for charter schools. Teachers of LCCS will have an additional 22 days of professional development and 6 days of conferences built into the school year on an annual basis, for a total of 200 contracted days. There will be an additional five days of stipended professional development for all teachers and five more additional stipended days for teachers new to the school on an annual basis. **Figure A.2** provides the proposed school calendar, which LCCS intends to adhere to as state and federal funding allows. LCCS

retains the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Figure A.2 2016-17 Proposed School Calendar



School Day

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

What it Means to “Be an Educated Person in the 21st Century”

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

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

- Academic Content, and Performance Standards
- Core Values that Emphasize Moral and Social Responsibility

Academic Content and Performance Standards

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

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

Core Values that Emphasize Social and Moral Responsibility

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

students for their own personal gain. We aim for our students to graduate prepared to give back to their community in a way that is meaningful to them.

The Core Values are:

COMMUNITY

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

INTEGRITY

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

LOVE

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

SOCIAL JUSTICE

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

AGENCY

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

How Learning Best Occurs

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

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

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

EDUCATIONAL PHILOSOPHY AND PRACTICES

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

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

Tenet 1 - High Expectations

Philosophy

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

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

Core Practices

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

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

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

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

Tenet 2 - Rigorous Curriculum

Philosophy

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

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

- **Inquiry-Rich** - LCCS curriculum development focuses upon being inquiry rich and including rigorous questions, experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCS curriculum integrates fieldwork, experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Community Involvement** - Students at Lighthouse Community Charter School are actively involved in their communities through fieldwork, internships, and service learning opportunities. Often, these experiences are coordinated by students and integrated into academic classes, crew, and extracurricular activities. These experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
- **Authentic Assessments** - Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter School's assessment systems. Additionally, the products of curriculum will often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.
- **Literacy** – LCCS uses a balanced literacy approach to support students in becoming independent readers, writers, listeners and speakers. Literacy instruction occurs independently, through reading workshops, writing workshops, word and language study, and author and genre studies. LCCS currently employs the Comprehensive Literacy Model as the framework for its balanced literacy program. Literacy is also infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners.
- **Numeracy** – At LCCS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into

investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.

- **Arts** – At LCCS, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.
- **Fitness and Wellness** – At LCCS, students are supported in improving their physical fitness and making informed choices about their personal wellness.

Tenet 3 - Serving the Whole Child

Philosophy

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

Core Practices

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

- **Family Involvement** – Students are viewed within the context of their families and LCCS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children's education. Families are also encouraged to actively participate as community members through Crew Parents, Coffee Tuesdays, and other family-led events.
- **Character Development** – Students' emotional and social growth is supported through the teaching of the LCCS Guiding Principles, as well as through the use and teaching of Restorative Justice practices. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and restorative practices, and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a "part of a community," student achievement rises.
- **Crew** – In our Kindergarten to Eighth grades, Crew (commonly known as home room or advisory) exists to ensure that each LCCS student continues to have a strong relationship with at least one caring adult at the school. The crew leader (Core Teacher in K-4) is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as

maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCS's culture, specifically the Guiding Principles, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCS staff in K-8 assume the role of Crew Leader in addition to their core responsibilities.

- **Individual Learning Plans** – Every student at LCCS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create the ILP are typically student-driven, as early as Kindergarten. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers and students refer to the ILPs on a consistent basis throughout the school year to assess progress toward a student's goals. Students revisit their ILP goals on a regular basis.
- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building. A school garden, as resources and space allow, will help connect students to the food they eat, while instilling a sense of service to the environment.
- **Counseling** – Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Family Support Services** – As needed to support our at-risk students, LCCS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Anne Martin Center, Alameda County Mental Health, and the Seneca Family of Agencies.
- **Coordination of Services Team (COST)** – When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed in depth further in Element A.

Tenet 4 - Family Involvement

Philosophy

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

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

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

Core Practices

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

Expected Family Involvement

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

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

Optional Family Involvement

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

- **Home visits (First through Eighth Grade Optional)** - Teachers are encouraged to conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- **First Fridays, Performances, Publishing Parties, and Potlucks** - Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- **Coffee Tuesdays** - On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **Family Learning Nights** - The school administration with the help of the Crew Parents hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- **Crew Parent Representatives** - Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
- **Work Days** - Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Tenet 5 - Teachers as Learners

Philosophy

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

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

Core Practices

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

- **Common Planning Time** - Teachers have weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Professional Learning Communities (PLCs)** – Teachers investigate instructional practices which yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) and Grade Level Meetings (5-8)** – Teachers are given time to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** – For all staff, early release days are in place for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes (PDI)** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.

- **Instructional Collaboration** – Teacher Leaders, in partnership with Directors of Instruction, and Instructional Coaches, work to develop effective practice in Loop Level and Grade Level Teams, PLCs, during PDI, and with teachers in cycles to support them in an area of their instruction. This work is focused on reading, instruction, and student support systems through RTI.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse through Grade Level Teams and via our BTSA support structures to develop them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, Progress Reports, grading, and communication systems.
- **Creativity Lab** - To support our teacher practices of project-based and student-centered learning curriculum, our Creativity Lab integrates making to provide teachers with classroom structures and routines which: develop a growth-mindset, design-thinking, making, and inquiry-based knowledge for students. This work fosters higher engagement, deeper understanding, and stronger character development. In addition, we provide professional development to our staff for classroom integration of this approach to learning and provide opportunities for staff to engage with educators from around the world who attend our Creativity Lab PD sessions.
- **Expeditionary Learning (EL) Partnership** - Teachers and staff are provided a framework of core principles and external PD opportunities through our partnership with EL. This partnership will support our efforts to supplement and amplify our efforts in our shift to Common Core State Standards.
- **Outside Professional Development** - As appropriate, in alignment with areas of school need.

Educational Practices of the Lighthouse Community Charter School

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

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

Each strategy is explained below.

1. Low Student to Teacher Ratio at all Grade Levels

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

2. Mixed-Ability, “Looped” Classrooms

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

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

3. Extended Day

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

4. Differentiated Instruction

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

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

5. Project-Based Learning

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

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

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

6. Home Language Program

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

7. Individualized Learning Plans

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

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

8. Middle School Crews

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

Strategies to Support Targeted Student Groups

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

The primary vehicle for support is our robust Response to Intervention program (RTI), which is used with all students. This program is detailed in depth below, under “Strategies to Support Students Not Meeting Pupil

Outcomes.” The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students with Special Needs, English Language Learners, Socio-economically Disadvantaged Students, and Students Achieving Above Grade Level/Gifted Students.

Strategies to Support Students Not Meeting Pupil Outcomes

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

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

Response to Intervention

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

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

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

All-In! Partnership with the Seneca Center

LCCS has partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for Intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being.

Figure A.11 provides an illustration of this model. All-In! utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.

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

All-In! Multi-Tiered Model for Intervention



TIER 3 • INTENSIVE:

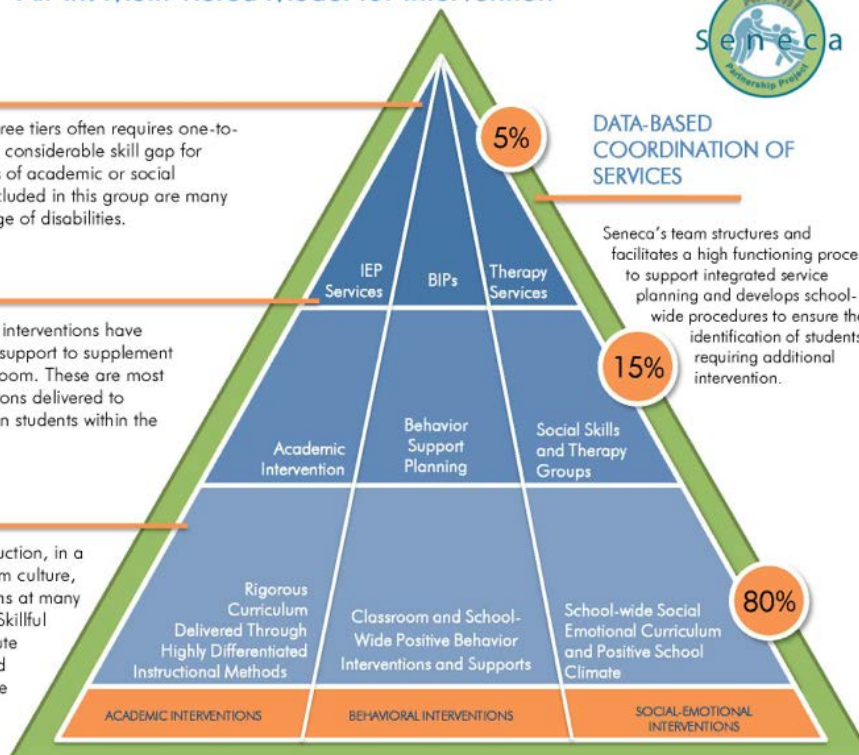
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



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

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

committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement.

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

Systemic Planning

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

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

Coordination of Services Team (COST)

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

Cross-System Collaboration

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

Tiered Services in the All In! Program

An Overview of How RTI Works

Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data (see Element C for a discussion of tools), or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include changing in seat assignments, implementing strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below. The family is informed of these concerns and interventions via the classroom teacher.

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

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

Tiered Services

The All-in! Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social emotional curricula. Tier two and Tier three services are provided by a team of credentialed and licensed service

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

Tiered Academic Services

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

Tiered Behavioral Services

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

- **Tier One** - The SWPIBS team plays a key role in the development and implementation of Tier one practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPIBS school team is to review the

school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.

- **Tier Two** - The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Collaborative Problem Solving (CPS)*. This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to Tier one levels of support, or if they may be candidates for Tier three services.
- **Tier Three** - These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. **Appendix 05** provides an example of the Functional Behavioral Analysis Form.

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

Tiered Social-Emotional Services

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

determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. **Appendix 06** provides an example of a Social-Emotional Support Plan.

- **Tier Three** - These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

Serving Students with Special Needs

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

Assurances

State and Federal Law

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

SELPA

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

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

Facilities

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

Services

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

LCCS makes the following assurances:

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

Response to Intervention and Strategic Partnership

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

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

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

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

Search & Serve Process

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

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

Referral for Assessment Process

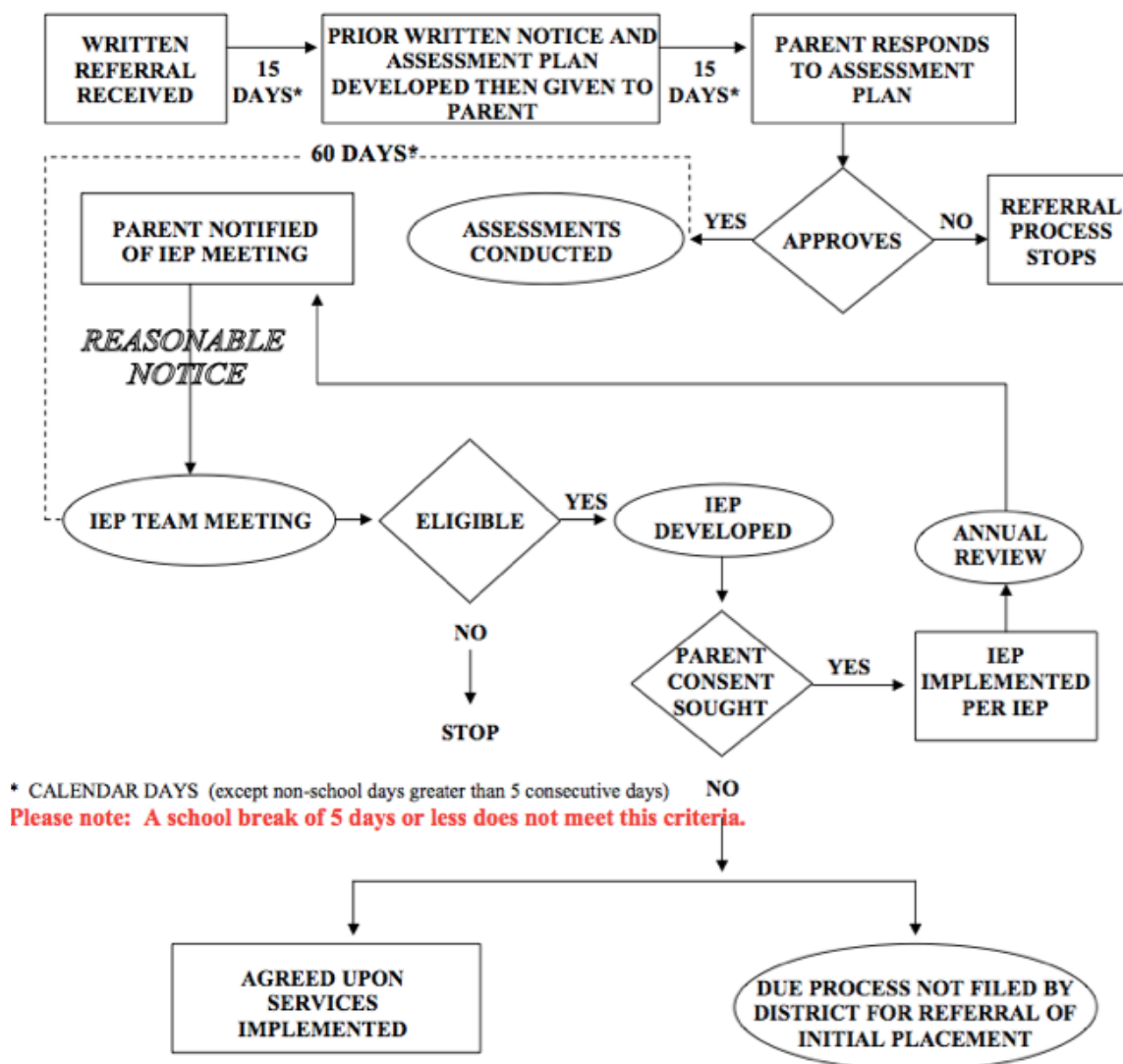
A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. The referral process is a formal, ongoing review of information related to students who are suspected of having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

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

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

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

Figure A.12 Referral Process



Assessment Process

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

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

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

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

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The charter school will ensure that all aspects of the IEP and school site implementation are maintained. The charter school will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Director of Intervention Services, with the Director of Instruction as needed;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

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

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

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

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

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

IEP Review Process & Reporting

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

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

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

Professional Development for All Staff

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

Staffing

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

Due Process, Procedural Safeguards, & Reporting

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

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

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

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

Dispute Resolution & Complaint Procedures

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

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

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

Section 504 Services

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

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

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

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

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

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

Please see [Appendix 08](#) for LCCPS's 504 Board Policy, [Appendix 09](#) for LCCPS's 504 Administrative Regulation, and [Appendix 10](#) for LCCPS's 504 Parents' Rights Statement.

Serving English Language Learners

LCCS is committed to supporting English Language Learners (ELL), who comprise 53% of the K-8 student population. LCCS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

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

Identification, Designation & Notification

As required by Education Code Section 52164.1, LCCS will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for

Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

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

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

Figure A.13 Designation Criteria

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

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

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

Figure A.14 Reclassification Criteria

	CELDT	Other
K-8	Overall CELDT Proficiency Level = Early Advanced or Higher AND Listening= Intermediate or higher Speaking = Intermediate or higher Reading = Intermediate or higher Writing = Intermediate or higher	Teacher Assessment SBAC in ELA, as applicable

Strategies for English Language Learners

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

in homogenous groupings by language level. Also, our Home Language program for Grades K – 4, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language. Students whose home language is Spanish will receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K – 4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language. In addition, students who are non-native Spanish speakers in grades K-4 will receive instruction in Spanish as a Second Language (approximately 135 minutes per week).

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

Systematic Language Development

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

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

Within K-4, this class is provided within the core classroom, with teachers working with small groups to provide leveled language development instruction. Within 5-8, there are specific classes targeted at Long-Term English Learners not making progress toward reclassification designed to accelerate their progress and support the development of academic language.

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

ELAC

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

Teacher Qualifications and Professional Development

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

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

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

Program Assessment

Metrics to assess the progress of our ELL students include:

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

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

Supporting Socio-economically Disadvantaged Students

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

Holding Every Student to High Expectations

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

Delivering Rigorous, High Quality Curriculum

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

Serving the Whole Child

- Cultivation of a caring school culture that includes restorative justice practices where every child is known well
- Coordination of Services Teams (COST) align school services and interventions on an individual student basis
- Time, energy, and resources used to “build character” in students
- Individual Learning Plans for each student
- Core values that create a school culture that integrates community, love, agency, integrity, and social justice.
- Social and emotional counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods served daily to all students

Involving Families

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

Cultivating Teaching Excellence

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

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

Supporting Students Achieving Above Grade Level/Gifted Students

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

Professional Development

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

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

ELEMENT B. MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter*

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

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

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

STUDENT OUTCOMES

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

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

“Core” Academic Content and Performance Standards

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

Language Arts Literacy

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

Mathematical Literacy

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

Historical and Civic Literacy

- Students will be able to analyze past and present events through multiple perspectives.

- Students will demonstrate an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Scientific Literacy

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

“Non-Core” Academic Content and Performance Standards

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

Artistic Literacy

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

Technological Literacy

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

Environmental Literacy

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

Home Language Literacy

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

Making

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

Core Values

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

The Core Values are:

COMMUNITY

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

INTEGRITY

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

LOVE

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

SOCIAL JUSTICE

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

AGENCY

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

CLASSROOM STANDARDS

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

Learning Targets for students with special needs will be aligned with the goals stated in each child’s IEP. Each identified student will have an individual passage plan developed and shared with classroom teachers. Classroom level standards for English Language Learners will be aligned the California English Language Development standards and goals set forth in each child’s Individualized Learning Plan. In order to best serve our students and community, the charter school will continue to examine and refine the list of student outcomes over time to reflect the school’s mission and any changes to state or school standards that support this mission. The charter school will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board at any time prior to expiration. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605 (b).

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH STATE PRIORITIES

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

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

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

LCCS Five Tenets	State Priorities
Tenet #1: High Expectations for All Students	SP #1: Quality Teachers, Curriculum, and Facilities (Basic Services) SP #2: Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
Tenet #2: Rigorous Curriculum	SP #3: Parental Involvement SP #4: Student Achievement
Tenet #3: Serving the Whole Child	SP #5: Student Engagement SP #6: School Climate

<p>Tenet #4: Family Involvement Tenet #5: Professional Learning Community</p>	<p>SP #7: Course Access and Enrollment SP #8: Student Outcomes</p>
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Figure B.1a. - Outcomes Aligned with LCCS Tenets and State Priorities

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

1d. Teachers are regularly coached by coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.
 1e. Teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the clearing of their credential within the term of licensure.

Target 2: Deep Learning Through Rigorous Curriculum

Target	Measurable Pupil Outcomes
2. All Lighthouse students are deeply engaged in a vertically aligned standards based, Common Core, and NGSS curriculum that will prepare them for college success. LCCS Tenets: 2 State Priorities: 2, 4, 5, 8	Each year, at least 70 percent of students and families positively rate academic instruction: Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for students and Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for families (OUSD K-8 MPO #11).

Actions

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

Target 3: Family Involvement

Target	Measurable Pupil Outcomes
3a. LCCS Families know how to and are	Each year, at least 60 percent of students and families

<p>inspired to actively participate in the school and their children’s education.</p> <p>3b. Families feel connected with each other, their child’s teacher, and the Lighthouse community.</p> <p>LCCS Tenets: 3 State Priority: 3, 4, 5, 6, 8</p>	<p>positively rate their voice in school decision-making and/or opportunity for feedback: LCCS’ internal survey for students (OUSD K-8 MPO #12).</p> <p>Each year, 95 percent of families will attend their child’s Individualized Learning Plan meetings (Site MPO #1).</p>
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Actions

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

Target 4: Professional Learning Community

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

Actions

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

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

ELEMENT C. ASSESSMENT METHODS

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

Introduction

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

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

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

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

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

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

Forms of Assessments

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

Baseline and Summative Assessment

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

Coursework and Content Assessments

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

Portfolios

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

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

Formative Assessments

Interim Assessments

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

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

- Delineate content that needs to be retaught, and
- Identify specific students and groups of students who need academic intervention.

- Teachers and administrators consistently review interim assessment data to make thoughtful, data driven instructional modifications throughout the school year.

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

English Language Development

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

State Assessments

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

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

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

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

Assessment Continuum

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

Figure C.1 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
Scholastic Reading Inventory (SRI) Computer-adaptive assessment	K-8	Reading	Fall, Winter, Spring	Students meet growth targets as set by SRI

designed to measure how well students read literature and expository texts of varying difficulties.				
<u>Amplify</u> Interim Assessments to measure grade level proficiency in core academic subjects.	5-8	ELA Math	Fall, Winter, Spring	Students meet grade level learning targets
<u>FPRA</u> Measures reading levels of students and matches them to appropriate texts and small group Guide Reading instruction	K-4	Reading	Quarterly	Students grow at least one year in reading levels
<u>CELDT (ELPAC)</u> Measure students mastery of grade level ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	K-8	ELD Across Subject Area Settings	Upon enrollment Annually until exited	Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
<u>Coursework & Content Assessments</u> Measure standards mastery	K-8	ELA Math Science Social Studies Art Making Music Physical Education	Ongoing and at the end of each unit of study	60% mastery
<u>Student Work and Portfolio</u> Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	K-8	ELD ELA Math Science Social Studies Art Physical Education Personal	Ongoing	70% of standards to date have evidence of mastery

		Qualities		
Individual Learning Plan Meetings Reflect on student strengths and areas for growth Identify specific goals and strategies to achieve goals Measure growth on goals	K-8	ELD ELA Math Science Social Studies Art Physical Education Personal Qualities	Triennial	Mastery of at least one goal
Expositions of Student Work Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	K-8	ELD ELA Math Science Social Studies Art Physical Education	Biennial	Project, product, or performance task at mastery level displayed
Passage Presentations Demonstrate student mastery of grade level standards Provide evidence of student mastery in the form of authentic projects, products, and performance tasks	K, 2, 4, 6, 8	ELD ELA Math Science Social Studies Art Physical Education	Annual	70% of standards have evidence of mastery
Smarter Balanced Assessment Continuum (SBAC) Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard	3-8	ELA Math	Triennially (Interims and Final Summative)	Proficient and categorical growth
Physical Fitness Test (PFT) Measure student's physical fitness	5, 7	Physical Education	Annually	Physically fit in at least 4 of 6 areas

Student, Teacher and School Use of Data

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

Data is used to:

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

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

School and Family Use of Data – Reporting to Caretakers

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

Figure C.2 Formal Reporting to Caretakers

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

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

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

School, District and State Use of Data

Local Control Accountability Plan (“LCAP”)

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

School Accountability Report Card (SARC)

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

STUDENT RETENTION AND PROMOTION

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

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

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

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

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

In grades 5 and 7

- The student is more than one semester behind in all academic areas (does not meet previous semester benchmarks; receives an overall grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
- Student is more than one year behind in one or more academic areas (does not meet benchmarks for end-of-previous-grade; receives an overall grade of JB or JB/AP), and has not made at least one year's progress in this area.

In grades 6 and 8

- The student's passage portfolio does not meet loop-level passage requirements; and/
- The student is more than one semester behind in all academic areas (does not meet previous semester benchmarks and/or does not meet grade-level passage requirements; receives a grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
- Student is more than one year behind in one or more academic areas (does not meet benchmarks for end-of-previous-grade; receives a grade of JB), and has not made at least one year's progress in this area.

Acronym Key:

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

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

Retention Process

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

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

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

STUDENTS WHO ARE NOT MEETING THE STANDARDS

When a student consistently fails to meet the standards of LCCS, teachers consult with the student, family, school directors, other teachers, and community resources to develop a greater understanding of student needs and potential resources to address those needs. The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. Lighthouse has an intervention program that includes, but is not limited to:

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

ELEMENT D. GOVERNANCE

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

Governance Structure

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

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

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

California Non-Profit Public Benefit Corporation

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

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

Board of Directors

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

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

- Fiscal management
- Fundraising
- Facilities

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

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

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

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

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

Head of School

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

The Head of School must have the following core competencies:

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

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

Director of Instruction

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

Directors of Instruction must have the following core competencies:

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

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

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

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

Parent Advisory Committee

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

- Supporting the LCCPS Mission
- Providing families the opportunity to weigh in on critical school issues
- Bringing concerns and appreciations of the community to the Head of School, Directors of Instruction, and LCCPS Board of Directors
- Organizing family events
- Fundraising

English Language Advisory Committee

All families will have the opportunity to participate on the school's ELAC, to advise the Head of School, Directors of Instruction, and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's

needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

Parent, Staff, and Board Communication

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

Assurances

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

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

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

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

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

ELEMENT E. EMPLOYEE QUALIFICATIONS

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

Assurances

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

Selection Process

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

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

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

Employee Qualifications

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

- Met the expectations of state and federal requirements as they relate to their teaching position

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

Head of School Qualifications

The Board of Directors or designee will hire a Head of School with the following qualifications:

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

Director of Instruction Qualifications

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

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

Teaching Staff

Teachers for core classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(1). Teachers shall meet or exceed all “highly qualified requirements” under as applicable to the charter school. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by OUSD.

In accordance with Education Code Section 47605(1), the charter school may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

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

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

- BS/A or MS/A.
- A California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)).
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD.
- Previous teaching and/or relevant work experience for start-up years 1 - 5.

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

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

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

Instructional

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

Minimum Qualifications for After School Program Tutors are as follows:

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

Dean of Students

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

Core Competencies

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

Office Manager

Minimum Qualifications for the Office Manager:

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

- Strong Spanish speaker and writer.

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

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

ELEMENT F. HEALTH AND SAFETY REQUIREMENTS

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

Lighthouse Community Charter Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies attached as **Appendix 14**. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. The policy is distributed to all staff and families.

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

Student and Staff Health and Safety Provisions

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision/Hearing/Scoliosis

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

Blood-Borne Pathogens

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

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

Drug Free / Smoke Free Environment

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

Comprehensive Sexual Harassment Policies and Procedures

LCCPS and the charter school are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as **Appendix 16**.

Emergency Preparedness

LCCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies and is included as **Appendix 17**. LCCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

Facility Safety

Facility

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

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

Fire, Earthquake, and Lock-Down Drills

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

Procedures

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

ELEMENT G. RACIAL AND ETHNIC BALANCE

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

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

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

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

ELEMENT H. ADMISSIONS REQUIREMENTS

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

Assurances

LCCS makes the following assurances regarding admissions:

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

Admissions

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

It is LCCS's intent to align the schedule with the OUSD schedule for School Options. The final schedule and due dates will be communicated to interested parents and students on LCCPS's website, through the school newsletter, and through local publications and information sessions.

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

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

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

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

Admissions Preferences

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

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

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required. Should California adopt laws and regulations to support the lottery preference for students from low-income students in keeping with recent federal law, LCCS will add that preference and it shall not be considered a material revision of the charter.

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

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

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

In order to be admitted into the charter school, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies. Multiple orientation meetings will be held on different days of week and times of

day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

ELEMENT I. AUDIT – FINANCIAL AND PROGRAMMATIC

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

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

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

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

ELEMENT J. PUPIL SUSPENSION AND EXPULSION

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

Overview

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

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

LCCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in LCCS's student handbook and clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. The LCCPS Student and Family Handbook is attached as **Appendix 18**. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

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

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

Assurances

LCCS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves LCCS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. LCCS shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

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

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

Suspension and Expulsion Policies

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

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

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

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

LCCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Head of School's office.

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

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

Grounds for Suspension and Expulsion of Students

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

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

The following behaviors **may** result in immediate suspension:

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

Depending on the violation and situation, suspensions may be done **in school or at home**. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in- school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

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

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

Expulsion

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.

- Unlawfully possessed, used, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- Used hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc).

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

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

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

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

Expulsion Procedures

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

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

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

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

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

Presentation of Evidence

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

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

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

Written Notice to Expel

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

Notice of the specific offense committed by the student..

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

Disciplinary Records

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

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

No Right to Appeal

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

Special Procedures For Expulsion Hearings Involving Sexual Assault Or Battery Offences

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

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

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

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

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

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

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

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

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

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

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

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

Notification of District

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

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

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

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

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

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

Due Process Appeals

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

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

Special Circumstances

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this

administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

ELEMENT K. RETIREMENT SYSTEM

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

Compensation

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

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

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

This combination has allowed LCCPS to recruit and retain a highly-qualified staff. Specific salaries and stipends are identified within the individual work agreements. Please see [Appendix 19](#) for the current LCCPS Teacher Salary Schedule. _

Benefits

LCCPS provides health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see [Appendix 20](#) for a sample Teacher Contract, which includes information on current LCCPS Benefits.

Retirement

LCCPS has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies. Please see [Appendix 20](#) for a sample Teacher Contract, which includes information on current LCCPS Retirement.

ELEMENT L. ATTENDANCE ALTERNATIVES

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

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

ELEMENT M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

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

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

ELEMENT N. DISPUTE RESOLUTION

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

Intent

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

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

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

Public Comments

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

Internal Disputes

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

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

External Disputes

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

Disputes Not Leading to Revocation: Dispute Resolution

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

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

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

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

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

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the

controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

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

Actions that could lead to Revocation: Charter School Due Process

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

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

Oversight, Reporting, Revocation, and Renewal

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

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

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

Parent Complaints

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely. Please see **Appendix 16** for the LCCPS Uniform Complaint Procedures.

LCCPS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter School alleging its noncompliance with these laws or alleging any actions which would

be prohibited by these laws. Lighthouse Community Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

LCCPS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

LCCPS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

ELEMENT O. COLLECTIVE BARGAINING

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

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

ELEMENT P. SCHOOL CLOSURE PROCEDURES

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

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

Notification and Timeline

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

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

Management of Student Records

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

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

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

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

Financial Record, Final Audit, and Distribution of Assets

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

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

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

MISCELLANEOUS CHARTER TERMS

Budget and Financial Reporting

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

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

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

Insurance

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

Administrative Services

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

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

External Reporting

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

Public Records

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

Facilities

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

Facility Safety

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

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

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

District Fee for Oversight

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

Attendance Accounting

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

Reporting

LCCPS and LCCS will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Lighthouse Community Charter Public Schools and LCCS agree to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

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

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

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

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

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

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

Charter

Term

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

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

Renewal

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

Amendments

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

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

Communications

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

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

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

