



Lighthouse Community Charter Public Schools

LCPS Board of Directors Special Meeting

Amended on September 23, 2020 at 9:57 AM PDT

Date and Time

Wednesday September 23, 2020 at 10:00 AM PDT

Location

Topic: LCPS Board of Directors Meeting

Time: Aug 26, 2020 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NNTVmVnQT09>

Meeting ID: 843 2260 5337

One tap mobile

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Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
A. Record Attendance			1 m
B. Call the Meeting to Order		Kimi Kean	
C. Public Comment			
II. Discussion Items			10:01 AM

	Purpose	Presenter	Time
A. Charter Element 10 - Discipline Policy	Vote	Rich Harrison	5 m
B. Resolution #20200923a Submission of Charter Renewal for Lighthouse Community Charter School	Vote	Rich Harrison	10 m
C. Resolution #20200918b Material Revisions for Lighthouse Community Charter School	Vote	Rich Harrison	5 m
D. Resolution #20200918c Submission of Charter Renewal for Lodestar: A Lighthouse Community Charter Public School	Vote	Rich Harrison	10 m
E. Resolution #20200918d Material Revisions for Lodestar: A Lighthouse Community Charter Public School			5 m
F. Learning Continuity & Attendance Plans (all LCPS charters)	Vote	Rich Harrison	10 m
G. Declaration of Need (all LCPS charters)	Vote	Rich Harrison	5 m
For all three charters			
H. Discussion of OUSD Site Visit - Board of Directors Focus Group	Discuss	Rich Harrison	10 m
III. Closing Items			11:01 AM
A. Adjourn Meeting	Vote		

Coversheet

Charter Element 10 - Discipline Policy

Section: II. Discussion Items
Item: A. Charter Element 10 - Discipline Policy
Purpose: Vote
Submitted by: Rich Harrison
Related Material: 10. Suspension & Expulsion Procedures _ 2020 Lighthouse Charter.pdf
10. Suspension & Expulsion Procedures _ 2020 Lodestar Charter.pdf

BACKGROUND:

There were changes made to Charter Element 10 - LCPS's Disciplinary Policy.

Due to changes in the law effective July 1, 2020, there are some changes made to our suspension/expulsion policies. Most significantly, the change is that defiance is no longer an allowable suspendible offense for grades K - 8, only 9 - 12. It also is much clearer on what infractions for which we must suspend or expel a student . Also, the language was edited to ungender certain statements.

RECOMMENDATION:

CEO recommends approval of Charter Element 10 (Discipline Policy) by the LCPS Board

10. SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(I) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(II) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

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(i) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(ii) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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OVERALL VISION OF DISCIPLINE

The overall goal of discipline at Lighthouse K-8 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, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lighthouse K-8's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The Lighthouse K-8 Student and Family Handbook is included in the Appendix.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

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

SUSPENSION AND EXPULSION PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student

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suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily

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remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

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- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. For grades 9 - 12 only: 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.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

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- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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- ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee’s concurrence.

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2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

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educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with their academic performance.
 - iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i) A message, text, sound, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii) An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

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been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from

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removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of

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serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

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O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**1. Notification of SELPA**

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

2. Services During Suspension

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

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3. Procedural Safeguards/Manifestation Determination

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

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10. SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(I) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(II) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

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(i) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(ii) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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OVERALL VISION OF DISCIPLINE

The overall goal of discipline at Lodestar 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, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lodestar's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The Lodestar Student and Family Handbook is included in the Appendix.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

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

SUSPENSION AND EXPULSION PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student

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suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily

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remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

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- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. For grades 9 - 12 only: 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.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

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- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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- ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee’s concurrence.

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2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

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educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with their academic performance.
 - iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i) A message, text, sound, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii) An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

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been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from

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removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of

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serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

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O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**1. Notification of SELPA**

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

2. Services During Suspension

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

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3. Procedural Safeguards/Manifestation Determination

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Coversheet

Resolution #20200923a Submission of Charter Renewal for Lighthouse Community Charter School

Section: II. Discussion Items
Item: B. Resolution #20200923a Submission of Charter Renewal for Lighthouse
Community Charter School
Purpose: Vote
Submitted by: Rich Harrison

Related Material:

Lighthouse Renewal PIP draft 9.18.20.docx.pdf
Lighthouse Charter Renewal 2020 00. Assurances.pdf
2020_09_23_A - Lighthouse K - 8 Charter Renewal Submission.pdf
16. Miscellaneous Elements _ 2020 Lighthouse K-8 Charter.pdf
02. Measurable Student Outcomes _ 2020 Lighthouse Charter.pdf
LIGHTHOUSE K-8 PERFORMANCE REPORT 2020 .pdf
0413 - Lighthouse - Charter Renewal Budget - DRAFT 2020_09_03.pdf
03. Methods of Measuring Student Outcomes _ 2020 Lighthouse Charter.pdf
13. Employee Return Rights _ 2020 Lighthouse K-8 Charter.pdf
01. Educational Program _ 2020 Lighthouse Charter.pdf
12. Pupil Attendance Alternatives _ 2020 Lighthouse K-8 Charter.pdf
0413 - Lighthouse - Charter Renewal Cash Flow - DRAFT 2020_09_03.pdf
11. Retirement System _ 2020 Lighthouse K-8 Charter.pdf
2020 - Lighthouse 0413 - Charter Renewal Budget Narrative - 2020_09_04.pdf
14. Dispute Resolution Process _ 2020 Lighthouse K-8 Charter.pdf
15. Closure Procedures _ 2020 Lighthouse K-8 Charter.pdf
09. Audit _ 2020 Lighthouse Charter.pdf
07. Means to Achieve Racial & Ethnic Balance _ 2020 Lighthouse K8 Charter.pdf
08. Admissions Requirements _ 2020 Lighthouse Charter.pdf
06. Health & Safety _ 2020 Lighthouse Charter.pdf
10. Suspension & Expulsion Procedures _ 2020 Lighthouse Charter (1).pdf
05. Employee Qualifications _ 2020 Lighthouse K8 Charter.pdf
04. Governance _ 2020 Lighthouse K8 Charter.pdf

BACKGROUND:

The Lighthouse Community Charter School (K-8)'s Charter Renewal consists of the following parts:

- Lighthouse Performance Report
- Lighthouse Performance Improvement Plan
- Lighthouse Assurances
- Lighthouse Elements 1-15
- Lighthouse Misc. Required Elements
- Lighthouse Financial Statement

RECOMMENDATION:

CEO recommends approval of Lighthouse's Charter Renewal Application by the LCPS Board

Performance Improvement Plan: Template for Charter Renewal, Fall 2020

Instructions: Charter schools in the low renewal tier must complete a Performance Improvement Plan (PIP) for each growth area as described below. Schools in the middle tier or schools that qualify for the Dashboard Alternative School Status (DASS) program may choose to complete a PIP as well. Improvement plan responses for performance indicators should be anchored in the [OUSD School Quality Review \(SQR\) rubric](#) where appropriate. Baseline should be based on 2019 Dashboard results for performance indicators.

Growth Areas:

Performance/State Dashboard: Address all Red and Orange State Dashboard indicators (including school-wide and individual student group indicators) from either of the most recent two years of State Dashboard data.

Operations: Identify and address all necessary areas for growth:

- Finances
- Enrollment and/or ADA
- Demographics of student population
- Board health and effectiveness

PIP Template

Please complete the below table for each indicator/growth area, following the sample on the next page.

Lighthouse K-8 Data Summary



Criteria 1 | Dashboard Indicators

CAASPP (ELA & Math), Suspensions, English Learning Progress Indicator, Chronic Absenteeism (K-8 only)
Graduation rate & College & Career Index (HS only)

School Year	English Language Arts	Math	English Learner Progress	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate	Criteria 1 Summary
2017-18	Yellow	Yellow	-	-	Yellow	-	Orange	Middle
2018-19	Orange	Yellow	Orange	-	Orange	-	Red	Middle

Criteria 2 | Academic Performance

CAASPP (ELA & Math), English Learning Progress Indicator/College & Career Index (HS only)

Student Group	2017-18				2018-19			
	English Language Arts	Math	English Learner Progress	Criteria 2 Summary	English Language Arts	Math	English Learner Progress	Criteria 2 Summary
All Students	Below	Below	-	Low	Below	Below	Below	Low
African American	Above	Above	-	Middle	Below	Above	-	Middle
Hispanic	Below	Above	-	Middle	Below	Above	-	Middle
Socioeconomically Disadvantaged	Below	Above	-	Middle	Below	Above	-	Middle
English Learners	Below	Above	-	Middle	Below	Above	-	Middle
Students with Disabilities	Below	Above	-	Middle	Below	Above	-	Middle

Category (Performance or Operations)	Performance
Specific Growth Area	English Language Arts
Baseline	<p>Percent Proficient: 35%</p> <p>Distance From Standard: All Students: 34.4</p> <ul style="list-style-type: none"> ● African American: 56.6 ● Hispanic: 38 ● Socioeconomically Disadvantaged: 39.4 ● English Learners: 52.4 ● Students with Disabilities: 92.6
Year 1 goal (Spring 2022)	<p>Year 1 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 40% Proficient - 5% improvement from baseline ● All students: 29.4 Distance from Standard (5 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard <p>Other verifiable data: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lighthouse plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.</p>
Year 4 goal (Spring 2025)	<p>Year 4 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 45% Proficient - 5% improvement from baseline ● All students: 24.4 Distance from Standard (10 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
Year 1 improvement plan	<p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lighthouse students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards.

	<ul style="list-style-type: none"> ● Project Owner: Chief Academic Officer, Director of Elementary Academics , Director of Secondary Academics ● Key Participants: Literacy Interventionists, , APs, Principals ● Reporting: 4 times each year after each assessment to students, parents, teachers, schools, and board ● Tools: ANET assessments, ANET data dashboard, Relay Data Protocols. ● SQR Connection - 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lighthouse Literacy teachers will be observed and be given feedback through consistent coaching cycles every two weeks. ● Project Owner: Chief Academic Officer, Director of Talent and HR, Director of Elementary Academics Director of Secondary Academics ● Key Participants: Literacy Specialists, APs, Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board ● Tools: LCPS Framework for Transformative Teaching Rubric, TeachBoost, Relay Observation and Feedback Protocols. ● SQR Connection - 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like,
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	<p>and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)</p> <p>Implementation of EL Literacy Curriculum Modules:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lighthouse Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy ● Project Owner: Chief Academic Officer, Director of Elementary Academics,, Director of Secondary Academics ● Key Participants: Literacy Teachers, APs, Principals ● Tools: EL Literacy Curriculum - student and teacher resources. ● SQR Connection - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● 3B.3 Data-Driven Instructional Decision-Making: Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers reflect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:</p>

	<ul style="list-style-type: none"> ● 2B.1 Consistent Tier One Instruction: All students receive high quality, differentiated core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Implementation of EL Literacy Curriculum Modules:</p> <ul style="list-style-type: none"> ● 5A.1 Essential Content: Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).
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Category (Performance or Operations)	Performance
Specific Growth Area	English Learner Progress
Baseline	42.9% Making progress toward English Language Proficiency
Year 1 goal (Spring 2022)	<p>Year 1 Goal: 52.9% (10 point increase from baseline)</p> <p>Other verifiable data: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lighthouse plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.</p>
Year 4 goal (Spring 2025)	Year 4 Goal: 62.9% (20 point increase from baseline)
Year 1 improvement plan	<p>Design a strong designated/integrated ELD program:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lighthouse teachers and ELD teachers will work alongside school and shared service leadership to redesign a strong

	<p>designated/integrated ELD program to launch at the start of the 2021-22 school year</p> <ul style="list-style-type: none"> ● Project Owner: Chief Academic Officer, Director of Elementary Programs, Director of Secondary Programs ● Key Participants: Teachers, APs, Principals ● Tools: EL Literacy Curriculum - student and teacher resources. Select ELD curriculum (TBD). ● SQR Connection -5B.2 Literacy Structures and Schedules: Site has clear structures, expectations, and support for a balance of literacy experiences across the curriculum, as well as designated/integrated ELD. <p>Provide all teachers with professional development focused on practices aligned to our designated/integrated ELD program:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lighthouse Literacy teachers will be explicitly trained on instructional practices aligned to the redesign of designated/integrated ELD program ● Project Owner: Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● Key Participants: Literacy Teachers, APs, Principals ● Tools: EL Literacy Curriculum - student and teacher resources. Select ELD curriculum (TBD) ● SQR Connection -3B.1 Professional Development: Teachers participate in ongoing, well planned, high quality professional development that is clearly aligned to school priorities, is committed to improving teaching and learning, and provides clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Design and execute a strong designated/integrated ELD program:</p> <ul style="list-style-type: none"> ● 5B.1 Language and Literacy Focus in Instructional Planning: Educators collaboratively analyze the content, language, and literacy demands of complex texts and tasks in order to plan effective instruction. Language objectives are evident. Scaffolds (word walls, sentence frames, graphic organizers, etc.) support students' acquisition of academic language. (OETF 3C.1)

	<p>Provide all teachers with professional development focused on practices aligned to our designated/integrated ELD program:</p> <ul style="list-style-type: none"> ● 4A.3 Culturally & Linguistically Responsive Practices: Students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices. Teachers use Culturally Responsive Teaching Practices to ensure the cognitive and emotional development of all students (OETF 2A.2). (LGDS Dimension VI: Leadership for Instruction and Learning)
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Category (Performance or Operations)	Performance
Specific Growth Area	Chronic Absenteeism
Baseline	<p>11% Chronically Absent African American: 14.3% Students with Disabilities: 14% English Learners: 10.1% Hispanic: 10.7% Socioeconomically Disadvantaged: 11.4%</p>
Year 1 goal (Spring 2022)	9% Chronically Absent across all student subgroups (2% improvement from baseline)
Year 4 goal (Spring 2025)	7% Chronically Absent across all student subgroups (4% improvement from baseline)
Year 1 improvement plan	<p>Implement our Attendance Playbook with fidelity with regular communication with chronically absent students and families, with specific focus to our African American students and families and students with disabilities:</p> <ul style="list-style-type: none"> ● Context and Frequency: We will review identify and support all students who are trending toward being chronically absent per our policies and procedures in our Attendance Playbook ● Project Owner: Chief Academic Officer, Director of Operations, Data Analyst

	<ul style="list-style-type: none"> ● Key Participants: Office Managers, Family Engagement Coordinators, APs, Principals ● Reporting: Daily attendance reporting, Weekly review of Tableau dashboard, Monthly to leadership teams; Bi-Monthly to CEO and Board ● Tools: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting, ● SQR Connection - 1B.3 Communication Structures: School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization) <p>Train and leverage our Office Managers, Deans, and Family Engagement Coordinators to support chronically absent students and families:</p> <ul style="list-style-type: none"> ● Context and Frequency: We will provide professional development for Office Managers, Deans, and Family Engagement Coordinators on specific strategies, tools, and resources to support chronically absent students and families per our policies and procedures in our Attendance Playbook. ● Project Owner: Chief Academic Officer, Director of Special Education and Student Services ● Key Participants: Office Managers, Family Engagement Coordinators, APs, Principals ● Reporting: Weekly Meetings for Office Managers, Deans, and Family Engagement Coordinators where data, specific strategies, and tools will be shared with clear action steps for specific students and families. ● Tools: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting. ● 1B.5 Resource Management: Effective resource allocation and management support the site vision and students' success. (LGDS Dimension V: Leadership for Effective Operations and Organization)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Continue Implementation of our Attendance Playbook with fidelity with regular communication with chronically absent students and families:</p> <ul style="list-style-type: none"> ● 1B.3 Communication Structures: School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School

	<p>communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization)</p> <p>Design and implement engagement strategies chronically absent students and families</p> <ul style="list-style-type: none"> ● 2A.4 Families Engaged in Student: Families are informed and engaged to be active participants and contributors to their child’s education. Family members are well informed about their children’s progress and play an authentic role in supporting their children’s learning. (OETF 5B) (LGDS Dimension IV: Leadership for Community and Family Partnerships).
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Category (Performance or Operations)	Performance
Specific Growth Area	Suspension Rates
Baseline	<p>11.2% Suspended at least once African American: 21.4% English Learners: 10.7% Hispanic: 10.4% Socioeconomically Disadvantaged: 11.8 Student with Disabilities: 15.3%</p>
Year 1 goal (Spring 2022)	2% Suspended at least once across all student subgroups (9.2% improvement from baseline)
Year 4 goal (Spring 2025)	2% Suspended at least once across all student subgroups (9.2% improvement from baseline)
Year 1 improvement plan	<p>Implement Restorative Justice across all grades, with specific focus to eliminate overrepresentation among our African American students and students with disabilities:</p> <ul style="list-style-type: none"> ● Context and Frequency: All teachers receive professional development in Restorative Justice from their Deans at the beginning of the school year; Deans also support individual teachers with culturally

	<p>responsible practices, mediation, and conflict resolution.</p> <ul style="list-style-type: none"> ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● SQR Connection - 1A.1 Equity-centered Mission & Vision: The school has a clear mission and vision that inspires its leaders, school staff, students, and families to take collective action in service of educational equity. (LGDS Dimension I: Leadership for Equity) The school’s clear, compelling vision for school change provides direction for collaboratively implementing and sustaining school improvement. (LGDS Dimension II: Leadership for Visionary Change) <ul style="list-style-type: none"> ● ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● SQR Connection - 1A.1 Equity-centered Mission & Vision: The school has a clear mission and vision that inspires its leaders, school staff, students, and families to take collective action in service of educational equity. (LGDS Dimension I: Leadership for Equity) The school’s clear, compelling vision for school change provides direction for collaboratively implementing and sustaining school improvement. (LGDS Dimension II: Leadership for Visionary Change) <p>Focused professional learning on relationship building and equitable and responsive practices</p> <ul style="list-style-type: none"> ● Context and Frequency: All teachers will receive feedback from their deans, APs, and Principals on relationship building with students through culturally responsive practices in the classroom and our crew (advisory) structures ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. . ● SQR Connection - 3A.2 Collective Responsibility: Adults have interdependent, trusting relationships, and address conflict productively in the service of collective responsibility for outcomes. (LGDS Dimension III: Leadership for Healthy Relationships and Culture) (OETF 5C.1)
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<p>Years 2-4 improvement plan</p>	<p>Focus Area for Years 2-4: Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Focused professional learning on relationship building and equitable and responsive practices through joyful classroom learning environments:</p> <ul style="list-style-type: none">● 2A.1 Joyful Environment: School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. Teachers build a positive and respectful classroom community where all students are valued. (OETF 2A.1) (LGDS Dimension III: Leadership for Healthy Relationships and Culture) <p>Continue Implementation and systematize Restorative Justice practices across all grades:</p> <ul style="list-style-type: none">● 2B.2 Intervention Systems: Classroom and school-wide systems are in place to identify which students are struggling and why they are struggling; efficiently provide needed academic, social-emotional and/or behavioral supports; monitor their effectiveness; and adjust. (OETF 4A) (LGDS Dimension V: Leadership for Effective Operations and Organization)
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Affirmations, Declarations, and Assurances

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

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

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

Lighthouse 2020 Charter

Affirmations, Declarations, and Assurances

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

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

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

Lighthouse 2020 Charter

Affirmations, Declarations, and Assurances

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

Lighthouse 2020 Charter

Affirmations, Declarations, and Assurances

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes



Resolution of the Board of Directors of Lighthouse Community Public Schools (LCPS)

**Resolution # 20200923-A
Submission of Lighthouse K - 8 Charter Renewal Package**

WHEREAS, the term for Lighthouse Community Charter School (K - 8) expires on June 30, 2021;

WHEREAS, Lighthouse Community Charter School (K - 8) seeks to continue to serve the children and youth for generations to come, especially for students who may be low-income, African-American, Latinx, unsheltered, English Learners; have disabilities; and/or first-generation college going;

WHEREAS, Lighthouse Community Public Schools will submit a renewal application to Oakland Unified School District to renew the charter term for five years. The package will contain:

1. Required Assurances, Affirmations, Declarations and District Required Language
2. A Performance Report
3. A Performance Improvement Plan (not required)
4. Charter Elements 1 - 15, plus miscellaneous required elements
5. Required Financial Statements
6. Red-Lined Charter, comparing expiring charter to new charter
7. Public Hearing Powerpoint (placeholder will be submitted, as edits can be made 11 days prior to public hearing)

BE IT RESOLVED, The Board of Lighthouse Community Public Schools approves the charter renewal package and gives the CEO the authority to revise and submit these materials, as long as no substantial changes are made.

The above resolution was passed by the Board of Directors of LCPS at an authorized meeting where a quorum was present on _____.

Yeas:

Nays:

Abstentions:

Signed: _____ Date _____

Lighthouse 2020 Charter
Additional Information Required

ADDITIONAL INFORMATION REQUIRED

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

Lighthouse 2020 Charter
Additional Information Required

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent

Lighthouse 2020 Charter
Additional Information Required

involvement practices,

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, the Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

ADMINISTRATIVE SERVICES

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

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Lighthouse 2020 Charter
Additional Information Required

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

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

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

FINANCIAL PLAN

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

As detailed in Element 9, the Charter School practices sound financial planning, as see in the following documents attached in the Appendix (Financial Documents) which reflect the best data available to the Charter School at the time of submission:

- Annual operating budget
- 3-year cash flow statement and financial projections
- Backup and supporting documents and budget assumptions

The Charter School understands its responsibility to, and therefore shall, provide financial reports to the Authorizer and the County Superintendent of Schools, in accordance with Education Code Section 47604.33.

Lighthouse 2020 Charter
Additional Information Required

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide additional fiscal reports as requested by the Authorizer and/or as required by law, including but not limited to the following:

- California Basic Educational Data System (CBEDS)
- Actual Average Daily Attendance reports
- All financial reports required by Education Code Sections 47604.33 and 47605(m)
- The School Accountability Report Card (SARC)
- The Local Control and Accountability Plan (LCAP)

EXCLUSIVE PUBLIC EMPLOYER

Lighthouse Community Public Schools (LCPS) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"), Government Code 3540 through 3540.2. LCPS shall comply with the EERA. Employees are not required to engage in collective bargaining, but they have that right if they choose to do so.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.

Lighthouse 2020 Charter
Additional Information Required

2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. California Education Code Section 47605(h)

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

Lighthouse will be located at 444 Hegenberger Road in Oakland, California. As stated above, the school will hold and maintain appropriate certificates of occupancy.

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations.

CHARTER TERM

By approving the renewal of this charter, Lighthouse Community Charter School, OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Furthermore, the renewal of Lighthouse Community Charter School is in the best interest of its students and families.

The Charter School is eager to continue working independently, yet cooperatively with OUSD to establish the highest bar for what a charter school can and should be. The term of the charter renewal shall be July 1, 2021 through June 30, 2026.

02. Measurable Student Outcomes

District Required Language

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

Increases in Student Academic Achievement, Overall and by Subgroup

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

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

Application of Education Code section 47607.3

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

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting

Lighthouse 2020 Charter
Measurable Student Outcomes

with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS OUTCOMES

LCPS Organizational Objectives and Key Results (OKR) drive long and short term goals for continuous improvement at LCPS and at Lighthouse K-8.

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

B.2

Lighthouse 2020 Charter
Measurable Student Outcomes

		E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx
IMPACT	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lighthouse K-8. B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day. B) Finish 2020-21 with a 3.2% contribution to reserves.

Lighthouse K-8 OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES

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

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

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

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

Furthermore, Lighthouse K-8 acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Lighthouse K-8 will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

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

Lighthouse K-8 reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

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

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

Goal 1: Lighthouse K-8 Students are academically proficient.

This work is aligned to state priorities 1, 2, 4 and 8 and LCPS OKRs Objectives 1 and 2.

Lighthouse 2020 Charter
 Measurable Student Outcomes

Measures	Growth Goals
<ul style="list-style-type: none"> ● 75% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups. ● 75% of students meet grade level proficiency in Math as measured by the SBAC, overall and in each of the significant subgroups. ● The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard. 	<ul style="list-style-type: none"> ● Percent of students who are level 3 or 4 in ELA will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● Percent of students who are level 3 or 4 in math will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are high achieving or high growth on the ELA NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of students who are high achieving or high growth on the Math NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of English Learners making annual progress toward fluency will increase by 10% annually.
Actions	
<ul style="list-style-type: none"> a. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms a. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement. b. Provide targeted interventions for students identified as needing additional support through MTSS c. Develop individual student schedules that allow for grade-level ELA and math instruction, high-quality learning expeditions, and targeted interventions. d. Action not continuing e. Leverage technology to provide additional student math and reading practice. 	

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- f. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.
- g. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
- h. Implement interim assessments and bi-weekly data meetings to assess student mastery of CCSS in ELA and math.
- i. Roll-out modified MTSS structures in order to identify students in need of additional academic supports
- j. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- k. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.
- l. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.
- m. Use growth targets for English Language Proficiency that lead to reclassification
- n. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth
- o. Develop and implement a portfolio assessment system.
- p. Align passage structures to Graduate Profile
- q. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups
- r. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.
- s. Support student academic proficiency through increased Instructional Aide support.
- t. Closely monitor SBAC test completion to ensure all students take the test.

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

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

Measures	Growth Goals
<ul style="list-style-type: none"> ● 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. ● Fewer than 5% of students are Chronically Absent, according to state definitions, overall and within each of the significant subgroups. ● 70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the SCAI, overall and in each of the significant subgroups. 	<ul style="list-style-type: none"> ● Reduce suspension by 1% during the school year, overall and within the significant subgroups. ● Reduce chronic absenteeism by 2% every year from baseline, overall and within each subgroups until 5% CA rate is attained. ● Increase student positive responses on the SI and AC SCAI Dimensions by 5% each year until goal is attained.

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Actions	
<ul style="list-style-type: none"> a. Utilize crew as a venue in which students are supported socially, academically, and emotionally b. Incorporate community fieldwork and service learning into the curriculum. c. Develop opportunities for student leadership d. Provide healthful universal breakfast e. Refine and utilize data management systems to track student culture and behavioral data f. Utilize a Restorative Justice model to provide social, emotional and behavioral support through Deans of Students. g. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS, including an expansion of counseling services. h. Train all teachers in the use of Restorative Justice practices in the classroom. i. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions. j. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports 	
Goal 3: Lighthouse K-8 Families are connected to the school and each other as partners in their children’s education. <i>This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.</i>	
Measures	Growth Goals
Annual growth toward the following targets: <ul style="list-style-type: none"> ● 95% of families participate in their child’s Student-Led Conferences at least one time during the school year. ● 70% positive responses to Winter Family Survey connection questions. ● 70% positive responses to family partnership questions on Winter Family Survey. 	<ul style="list-style-type: none"> ● Increase positive responses on family survey by 5% annually until goal is attained
Actions	
<ul style="list-style-type: none"> a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically b. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals a. Provide opportunities for families to advise school through formal and informal leadership structures. 	

B.7

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<p>b. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.</p> <p>c. Hold parent learning events based on parent interest, need, and school goals.</p> <p>d. Provide Spanish translation at all parent meetings and Student-Led Conferences.</p> <p>e. Utilize family portal to better keep families informed of student progress and school events.</p>	
<p>Goal 4: Lighthouse K-8 Staff are engaged members of the school community. <i>This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.</i></p>	
Measures	Growth
<p>Annual growth toward the following targets:</p> <ul style="list-style-type: none"> 75% of LCPS staff are engaged on the Q12. 85% of LCPS staff are satisfied with their total compensation package. 	<ul style="list-style-type: none"> Increase staff engagement on the Q12 by 3% each year
<p>Actions</p>	
<p>a. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices</p> <p>b. Teachers are regularly observed and provided feedback to continually improve practice.</p> <p>c. Provide teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of licensure.</p> <p>d. Continue to implement a new compensation model, including retention bonuses for staff at key retention points.</p> <p>e. Provide 8% matching retirement contribution for all staff.</p> <p>f. Support Diversity, Equity and Inclusion work through quarterly professional development.</p> <p>g. Review and refine Teacher Growth and Development framework.</p>	
<p>Goal 5: Lighthouse K-8 students develop the mindsets to be successful in college and the career of their choice <i>This work is aligned to state priorities 4,5,8 and LCPS OKRs Objectives 4.</i></p>	
<p>Measures</p>	
<ul style="list-style-type: none"> The percentage of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met. 	
<p>Actions</p>	

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Measurable Student Outcomes

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

Collective MPOs

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

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

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 70% percent of students positively rate school safety.	Growth target 3%
3. Each year, at least 70% percent of students positively rate academic instruction.	Growth target 3%

Lighthouse 2020 Charter
 Measurable Student Outcomes

4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	Growth target 3%
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Additional Site Based MPOs	
MPO	Target (%)
Each year, 95% of families will attend their child’s student led conference meetings.	95%
Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community.	90%

Student Outcomes

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

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

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

Lighthouse Community Charter School Performance Report

DRAFT: September 17, 2020 A FINAL DRAFT WILL BE SUBMITTED ON 9/24/20

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Lighthouse Community Charter School is a well-established charter school in Oakland, having just launched its 19th year of service to Oakland students and families. Chartered in 2001 by Oakland Unified School District, the school opened in 2002, growing from 92 students to 510 students in grades K - 8. Co-located with its sister school, Lighthouse High, Lighthouse has been a steadfast educational institution in East Oakland since 2009, when it moved to its permanent location on Hegenberger Road.

Lighthouse K - 8 has been reauthorized by Oakland Unified in 2006, 2011, 2016 and is ready to embark on a new term with renewed energy to sustain and improve our anti-racist school community rooted in our core values of Love, Social Justice, Community, and Integrity, all in service to our enduring mission of preparing students for college and a career of their choice. As we reflect on what we have accomplished in the last five years and what our hopes are for the future, we are proud of what we have accomplished and acknowledge that we still have considerable work to do to attain the levels of excellence that we seek and that our students deserve. The work of creating and maintaining equitable and excellent schools is never done. We have always looked deeply in the mirror at our results and continuously seek to improve our practices in order to achieve these desired outcomes.

With the passage of AB1505, charter schools are placed into three tracks (Low, Medium, and High) based on two criteria: 1) overall performance of students on the state dashboard, and 2a) overall performance compared to state averages, and 2b) subgroup performance of students compared to state averages for those subgroups on the state dashboard. **As clearly demonstrated by the evidence in this report, Lighthouse Community Charter School meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 - June 30, 2026.**

We believe Lighthouse is well-poised and deserves to be renewed for five years so that we can continue to get academic results for our students. In this report, we offer data that makes our case, with particular bright spots in *****. In addition, we are a part of a strong organization: Lighthouse Community Public Schools and have a strong financial track record, transparent governance, robust stakeholder engagement, and a permanent facility.

Like our sister schools, Lodestar & Lighthouse High, we remain dedicated to serving all students in Oakland, but place an intentional attention on recruiting and serving African American students, special education students, and are making a new commitment to recruiting and serving Oakland’s unsheltered students. Our pandemic response has reminded us of our community's dedication and resilience and commitment to our core values of Love, Social Justice, Agency, Community, and Integrity.

Charter Renewal Performance Report – Open Responses

1. Instruction
<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes.</p> <p>Through an ongoing and deep relationship with EL Education, Lighthouse employs many unique school wide instructional practices that positively impact student outcomes. EL Education is a proven national model of school reform that has had proven results in schools across the country. Lighthouse is one of a few EL schools in Oakland and has been a proud partner since opening in 2002. EL Education has five key Core</p>

Practices: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. These form the backbone of Lighthouse's instructional practices. Together, these practices weave into a school culture and academic program in which a K - 12 student population will be prepared for college and a career of their choice.

Curriculum

The Lighthouse curriculum is built on Common Core standards and follows a K - 12 trajectory of Knowledge, Skills, and Habits of Character.

- ELA
 - EL Education K-5 Language Arts (2017) is a comprehensive, standards-based literacy program that engages teachers and students through compelling, real-world content. This curriculum meets expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://edreports.org)).
 - EL Education 6-8 Language Arts (2020) Modules are used to maintain instructional rigor and alignment with Lighthouse K-5, while preparing our middle schoolers the academic and social rigors of high school (rated by [EdReports.org](https://edreports.org)).
- Math
 - Eureka Math K-5 (2015) is a comprehensive, standards-based math program written to ensure alignment to CCRS standards. This curriculum meets expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://edreports.org)).
 - Open-Up Resources (2017), published by Illustrative Mathematics serves as the 6 -8th grade math curriculum and meet expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://edreports.org))
- Science
 - The school has also adopted Project Based Inquiry Science (PBIS) published by Activate Learning for our middle school science, which is aligned to the 3 dimensions of NGSS.

Focus on Early Literacy

- **K-2 Skills Blocks**
 - [The EL Reading Foundations Skills Block](#) is a dedicated one-hour block that uses a structured phonics approach. Grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. This chunk of time is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standard to navigate grade-level texts independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation.
- **3-5 ALL Block**
 - Our 3-5 ELA curriculum consists of two hours per day of content-based literacy: module lessons and the Additional Language and Literacy (ALL) Block. Since certain aspects of the literacy work in each module require that students get more practice in order to achieve mastery, ALL Block exists to give students designated time to practice these skills deeply. The block also responds to upper elementary students' need for more independence and mastery

as learners. During this time, students are asked to work with texts, ideas, and skills that are initially introduced in the module lessons.

Lighthouse also participates in CORE Learning, the Consortium on Reaching Excellence in Education, to build reading instruction expertise of leaders, reading interventionists, and teacher leaders.

Learning Expeditions

This is the signature of our EL Education curricular structure, where standards come alive for students. The curriculum offers long-term, in-depth studies and real-world connections meant to inspire students to engage in original research, critical thinking, problem solving, while building character along with academic skills. All expeditions focus on building literacy skills particularly in reading and writing nonfiction text and writing from evidence. They integrate standards, as well as build character and support students in seeing interdisciplinary connections and require students to demonstrate their learning with completion of complex tasks. Finally, learning expeditions situate the student in the real-world and real-life issues - oftentimes exploring complex issues that center justice and equity. Some excellent examples of learning expeditions at Lighthouse are:

2nd Grade: Pollinators. *What is a pollinator? Why do pollinators matter? Are there pollinators in Oakland? What can we do to help them?* are some of the guiding questions that our 2nd grade students ask as part of their pollinators expeditions. Students do research about pollinators and why they matter by reading a wide range of grade-level informational texts. They also become experts on Oakland pollinators and identify ways to support these creatures in thriving in Oakland. This expedition is an exemplary Lighthouse K-5 expedition because of its combination of rigorous ELA (built off of an EL Education Module), strong development of scientific concepts around ecosystems and interdependence, and local relevance. Lighthouse is on the cutting edge of “expeditionizing” modules – taking high-quality ELA modules and localizing them for our East Oakland Context.

4th Grade: Animal Defenses. *How do animals’ bodies and behaviors help them survive? How can writers use knowledge from their research to inform and entertain?* Are the guiding questions that our 4th graders ask as part of their Animal Defenses expedition. In order to build proficiency in writing an informative piece, while examining the defense mechanisms of one specific animal about which they build expertise. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. With their new knowledge about animal defenses, students apply their research to write a narrative piece about their animal that incorporates their research. The narrative takes the format of a choose-your-own-adventure book. 4th graders plan, draft, and revise the introduction and two choice endings of their narrative with the support of peer and teacher feedback. Families are invited to the school at the end of each semester for a Celebration of Learning Expedition, where students present their work and showcase the multi-step process of scientific learning.

7th Grade: The Impact of Gun Violence. In 2016, when one of Lighthouse’s students was shot, middle school teachers responded with a three month integrated study of gun violence in our community. The study has expanded and now become an anchor expedition at Lighthouse. In Humanities, students study the Second Amendment, Bill of Rights, and modern-day gun control arguments. Anchoring in a variety of grade level texts, the expedition culminates with students writing a narrative of their experience with gun violence, and participating in Socratic Seminars arguing opposing viewpoints on gun laws. In Math and Science, the

study continues with an examination of the changes in gun technology over time and dive deeply into proportional relationships and algebraic concepts. The expedition includes multiple guest speakers, including victims paralyzed by gun violence and a mother that lost her young son. In partnership with [Vision Quilt](#), a national organization dedicated to the ending of gun violence, students prepare for and participate in an art show that brings attention to gun violence in our community. The long-standing nature of this critical expedition has resulted in teens (now enrolled at Lighthouse High) representing Lighthouse in a national forum on gun violence. Most recently, a Lighthouse 10th grader was featured at the online Mayor's Town Hall on Youth Activism in Oakland in August 2020.

Student Engaged Assessments

Students become leaders of their own learning by tracking progress towards standards-based learning and character targets, setting goals, revising, and reflecting on growth and challenges. Together with their teachers, students regularly analyze data and present evidence of their achievement through Celebrations of Learning and Student Led Conferences.

The process of involving students to be engaged in their assessments begins with specific lesson elements that all teachers include in their lessons. First, learning targets are written in kid-friendly language and unpacked at the start of each lesson. This way, students begin to grapple with what they are learning and answer questions about how they will learn it. Next, teachers are asked to include daily checks for understanding that ensure students are working towards standards mastery.

In addition to traditional methods of assessment such as the SBAC, students and teachers track progress on standards-based learning targets, as well as regularly analyze qualitative and quantitative achievement data that demonstrate mastery of skills and knowledge. A few examples of student engaged assessment at Lighthouse include:

- Student led conferences during which students reflect on their quarter's growth on standards and set goals for the next quarter
- End of Year Passage during which students demonstrate their readiness for the next grade level through a complex presentation of student work
- Weekly academic/Habits of Work and Learning (HOWL) reflections
- Daily exit tickets to check for understanding

Making, Arts, and Design

This class is one of the founding pillars and most unique elements of our K-12 program. Students have an opportunity to think and design like Makers, and engage in design thinking by engaging in various projects that include exploration with motion in marble mazes, circuits and LEDs, to origami radial symmetry designs. MAD learning is almost always integrated with the learning expedition of the grade level at the same, deepening student connection to the content and expanding how they can demonstrate their mastery of the skills and knowledge. Before SIP, students created portraits based on their identities using multiple media.

Culture & Character

Crew

The heart and soul of Lighthouse's culture is found in our school's Crew (Advisory) model. School leaders and teachers deeply engage in the vision of Crew as the key driver for our school's community. Crew is the

structure - K - 12 - in which students are known well. It is their “home base” for school - the classroom structure in which they build community, set goals, and share who they are. Crew is often a student driven structure, giving students a great deal of agency in the life of the school. Crew leaders are the primary liaison to family members, creating an important family-school bridge.

Our primary goal is that all students at Lighthouse are known and well supported by at least one caring adult. Our structure for developing and supporting this relationship, and supporting students socially, emotionally, and academically, is crew. At crew, teachers plan for intentional academic progress monitoring and character development by encouraging students to build positive connections with their peers and their crew leader.

Crew leaders also strategically plan crew to address and assess these multiple goals. Crew is a required class where students meet for a minimum of 30 minutes each day.

At Lighthouse, we also provide students with targeted Social-Emotional Learning (SEL) curriculum that’s developmentally appropriate. Our team of teacher leaders have used Toolbox, Second Step, and Zones of Regulation to develop a SEL curriculum that is tailored to teach students conflict resolution, self-regulation, and prosocial behaviors.

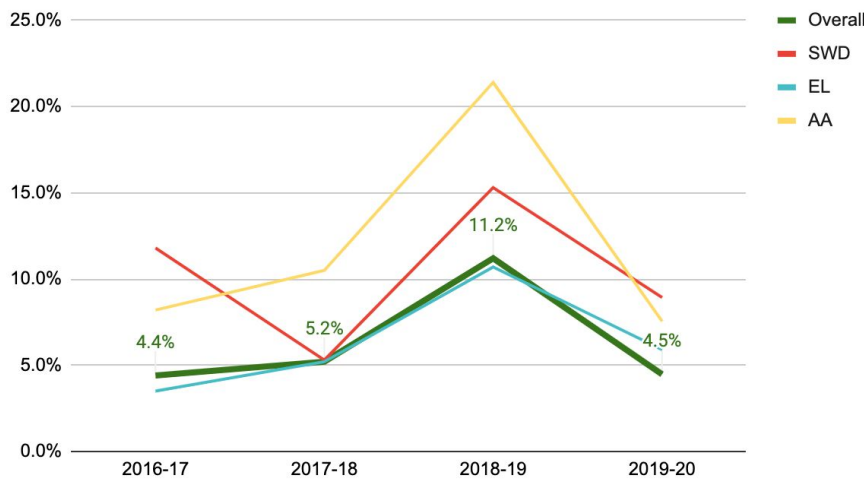
Other examples of important lessons and activities that take place in crew:

- Preparing for student-led conferences and Expos of student work
- Goal setting and reflection on Habits of Work and Learning (HoWLs)
- Explicit Social-Emotional Learning such as how to have restorative conversations, how to regulate one’s emotions
- Explicit cultural and antiracist learning, such as how to connect across difference, how to use anti-racist frames, and identity work celebrating Black and Brown excellence (crew focus on Latinx Heritage Month, Black History Month)

Restorative Justice

In alignment with our core values of love, social justice, agency, community, and integrity, Lighthouse seeks to support students in peaceful resolution of conflict and harm through the use of Restorative Justice. We believe that simply punishing students for conflicts or harm is only paving the way to the school to prison pipeline. Rather, we spend time giving students the agency, words, and tools to solve their own problems. Restorative Justice is used with all stakeholders, including families and adults within the school. The Lighthouse commitment to Restorative Justice is paying off with a sharp decline in suspension rates overall, but we know we must do more to counter the disproportionality of suspensions that we see for African-American students and Students with Disabilities. Our commitment to naming patterns of disproportionality in student referrals, coaching and feedback for teachers who need support with discipline, and increased home-school connection with students who are being referred for behavior in class are a part of the solution of addressing this issue.

Suspension Rates



Professional Development to Support Quality Instruction

A key tenet of our school model is ensuring our teachers have the skills, resources, and time to grow in their practice. There are several ways in which we develop our teachers and staff. The responsibility of growing teachers is shared among all leaders.

- **Weekly Professional Development.** Led by school principals and Instructional Leadership Team (ILT) members, weekly PD follows an arc that supports teachers to internalize curriculum, look at student work, dive into data, and plan for quality instruction that is differentiated for students.
- **Instructional Rounds,** led by the Instructional Leadership Team, Grade Level Leads. Monthly rounds inform and support the PD of leaders and teachers by identifying areas of strength and growth across the school.
- **Inquiry Cycles.** The inquiry cycle is a research-based framework that effectively informs our approach to developing our teachers' instructional practices and/or pedagogy. The phases of this cycle are: Analyze Evidence, Determine A Focus, Implement & Support, and Analyze Impact.
- **Coaching.** Principals and Assistant Principals meet with teachers regularly to support their development as practitioners. They may debrief observations, watch videos, plan lessons, look at data, and create action plans for continuous improvement of teaching practice.
- **System-wide Professional Development.** Across LCPS, quarterly PD focuses on curriculum internalization, expeditionary learning practices, and anti-racist education practices.

Other Notable Instructional Model Elements

K - 12 Continuum

Lighthouse K8, in partnership with Lighthouse High School, offers students and families a unique K-12 model that provides consistency, community, and care throughout a student's educational career. Coupled with our status as an EL Education school system, students become leaders of their own learning throughout their K-12 experience. Lighthouse K8 is able to redefine student achievement in diverse communities like East Oakland because of its K-12 model, fulfilling our school goal that LCPS graduates are lifelong changemakers

who realize their unique vision—rooted in their identity, knowledge, and skills—to create equity in their own lives and in the world.

Extended Learning & Enrichment Programs

Students at Lighthouse are able to engage in enriching and supportive after school programs that are a combination of homework help and enrichments, such as sports, cooking, making and the arts. It provides a safe place for students to be after school and is staffed by graduates of Lighthouse High, Oakland Natives, and BIPOC.

2. Areas of Success

Describe any unique areas of success beyond traditional academic measures.

At Lighthouse K8, our student body has demonstrated success in unique areas that are beyond traditional academic measures. As an EL Education School, we have embraced an expanded definition of student achievement that includes

- Mastery of knowledge and skills (standards-based mastery)
- Crew which intentionally creates a community of learners focused on both increased student belonging and development of college-ready academic skills
- High quality work, which is a focus on creating masterpieces that are reflective of the structures, content, and content expertise of professionals in the field.

These dimensions of student achievement allow us to gain a fuller picture of our students' readiness for entering the 21st century workplace in which intellect, collaboration, and quality work are the hallmarks of success.

Student led conferences, EXPO and Passage are just a few ways that students demonstrate mastery of knowledge and skills beyond what schools traditionally expect for students. In student led conferences, students lead their family and teacher through a portfolio of high quality work in order to discuss growth and goals for the remainder of the school year. Unlike traditional parent-teacher conferences, students facilitate the meeting from start to finish, giving students ownership over their learning, as evidenced by deep understanding of content standards, awareness of performance relative to state standards, metacognition about learning processes, and speaking skills to engage families and community members. Using their ever-deepening self-awareness, students set goals in all three dimensions of student achievement.

During EXPO, Lighthouse students participate in a culminating classroom experience that is a celebration of their learning, which offers students an opportunity to share their knowledge and skills; and present their high quality work as a community of learners. Students present high quality work that has gone through multiple revisions, and EXPO serves as a public exhibition of student learning in academics and the arts that feature student work and students reflection on learning. Every two years, our scholars engage with a process called Passage, where students present portfolios of their growth

over time to a group of community stakeholders. These processes go hand in hand with Lighthouse's mission, which is to prepare a diverse K-12 student population for college and a career of their choice. Foundational experiences that build community and character among students, teachers, and families are another key component of the Lighthouse educational experience. Each year, fifth graders embark on an overnight camping trip to begin their middle school experience. In other grades, students participate in fieldwork that is closely connected to the learning that is occurring in classrooms and rooted in the Oakland community. Each unique experience creates space for students to apply knowledge they gain in class to their community context, which enriches and deepens the learning inside the classroom.

Expanding Enrichment Programs

We strive to provide students access to enriching experiences that expand their minds and hearts, challenge them to pursue their passions, and support their self-discovery. To that end, we have maintained several partnerships and programs that meet that goal.

Growing Sports Program: Lighthouse K8 offers middle school students an afterschool sports program that enriches their social emotional experience, while supporting their physical health. Our student athletes demonstrate increased attendance, attend team tutoring programs for extra support in academics, and develop impactful relationships with staff and fellow student athletes.

Black Male Mentor Project: Brother-to-Brother is a nonprofit 501-c (3) organization and a community self-help program of Black men who are highly successful in their own right, having navigated and succeeded in the education systems at all levels. These mentors are partnered with Black male middle-school students to increase their sense of belonging in academia and provide them with tutoring and activities to support their well being and development.

Girls Who Code: Encouraging our girls and young women across K-8 to become future engineers, the Girls Who Code program provides a safe place for our female students to develop sisterhood around a love for math and science.

Vision Quilt: Lighthouse Middle School has a multi-year partnership with Vision Quilt that, in conjunction with our Gun Violence Expedition in 7th grade, empowers our scholars to create their own solutions to gun violence in Oakland. The outlet of art, combined with dialogue about the impact of gun violence, has been a unique annual experience in our 7th grade classrooms.

Vida Verde: Lighthouse has a long history of partnership with Vida Verde, an overnight outdoor education camp. As a cornerstone community building excursion for our 5th grade students, Vida Verde gives our students a three day, overnight outdoor education experience that builds character, camaraderie, and independence. Students discover their courage and practice leadership skills as they hike through California's redwood forests, milk goats, and cook meals as a team.

Challenge Day: Annually, our middle school students participate in Challenge Day, a day-long interactive program that challenges students to build connection through vulnerability, and supports resiliency and healing. Students report that Challenge Day gives them a deeper understanding of who their peers are and forges connections and a sense of belonging in their grade level community.

Increasing Teacher Diversity

Lighthouse has made a concerted effort to diversify its teacher and administrative teams, to reflect the students it serves. Through more inclusive and intentional recruiting and hiring practices, Lighthouse's teacher diversity has increased from 23% Black and Latinx (35% overall teachers who identify as People of Color compared to 65% White) in 2016 to 32% Black and Latinx (58% overall teachers who identify as People of Color compared to 42% White; note that all staff who are currently in the "Other Race or Missing" category identify as Mixed Race and as a person of color) in 2020. Our administrative team including our principal, assistant principals, and dean of students is composed of 75% Black and Latinx leaders and 50% are also Spanish bilingual. A partnership with the Alder Graduate School of Education that started in 2019 has created a robust pipeline of teachers of color who represent the students and communities we serve and are readying for the classroom in an innovative residency model. Of Lighthouse's 2020 Alder residents, 100% (4 total) are Black and Latinx and 50% are Spanish-bilingual. One particularly beautiful story is that of Sam Carter, a current Alder resident. Having grown up in foster care, Sam came to Lighthouse when he was 17, but only had enough credits for 9th grade. Sam persisted, graduated from Lighthouse in 2012, graduated from CSU Northridge with a BA in Africana Studies. Now, Sam is back in Oakland, earning his teaching credential and Master's Degree with plans to teach at Lighthouse upon completion of his Alder residency this year.

Pandemic Response

When the pandemic required schools to be closed, Lighthouse went into high gear ensuring student learning would not be disrupted. A few highlights of spring include:

- Distributing chromebooks to ensure 1:1 technology at home
- Purchasing and distributing hotspots to ensure every student had access to the internet
- Distributing about 5000 meals weekly to our students
- Redistributing \$130,000 of donations to over 450 LCPS families to support those with lost wages
- Distributing weekly work packets
- Setting up a tech hotline of support and office hours for families in need
- Getting classes online for synchronous learning
- Hosting drive-through step-up ceremonies to support continuity of joy and accomplishment
- Frequent surveying of families to understand their needs and get their input on return to school

Now, in the new school year, even more distance learning supports are in place including:

- Use of the innovative, mastery-based learning management system, [Altitude](#) to monitor work completion of grade level standards work
- Age-appropriate schedules for students that allow for synchronous and asynchronous learning in small and large groups. Minutes of instruction per day range from 210 minutes across grades K - 5 to 240 minutes for grades 6 - 8.
- Daily crew meetings via zoom to provide connection and community building
- Weekly teacher/family check-ins via text, call, or zoom
- Home delivery of technology and food as needed, as well as weekly meal distributions on site.

- Monthly town hall meetings for parents with above average attendance (last month, 85 parents participated when typically 20 - 25 parents would attend on-site meetings)
- Ed specialists are partnering with families to design supportive distance learning plans for their children with IEPs, including setting up visual schedules and co-writing social stories
- Mental health and counseling to 8.7% of our students

These supports have resulted in about 95.7% ADA across grades K - 8; More than 90% of students and families having a parent/teacher conference in the first two weeks of school.

3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

At Lighthouse, we believe that our schools must represent the rich diversity of Oakland’s East Region. To that end, we use several strategies to ensure we enroll a diverse student population, but have room to grow to ensure our students reflect the diversity of East Oakland. Over the course of the charter term, the K - 8 has averaged about 500 students per year. Each year, LCCS enrolls between 70 - 80 students: 52 in Kindergarten, about 8 in 6th grade, and 14 in 7th grade.

Recently we added a preference to our enrollment priorities to students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located. This preference will increase the chances of families who are living in the immediate areas of where we operate. It is also the two areas where the city population is diverse with different ethnic groups specifically Hispanics and African Americans families at the top of those groups.

Our commitment to East Oakland families is evident in our strategic outreach to local churches, libraries, community centers, and small businesses. Connecting them to our school and to the families we serve is emblematic of our commitment to building a stronger community together.

Student diversity of the past five years is below.

Ethnicity	16-17	17-18	18-19	19-20	20-21
Latino	84.2%	82.8%	82.9%	82.4%	83.5%
African-American	9.1%	8.9%	9.8%	10.3%	8.6%
Two or More	1.2%	1.8%	2.2%	1.8%	2.2%
API	1.9%	1.4%	1.3%	1.4%	1.2%
White	3.5%	3.2%	3.5%	3.8%	3.1%
American Indian	0.0%	0.0%	0.0%	0.2%	0.2%
Unknown	0.0%	1.8%	0.2%	0.2%	0.9%

Of those reporting, “two or more races,” most of them are Black/AA + another race, putting students that identify as Black/AA at 9.6% for 2020-21.

If we compare ethnicity data¹ of Lighthouse to 18 comparison schools², Lighthouse has room to grow in reflecting the Latinx and African-American populations.

In 2019-20, we made a bolder effort to ensure that we serve African-American students by changing our admission preferences. While we were able to get those preferences changed in time for our lottery, because most Lighthouse students enter in Kindergarten, we know it may take up to five years for that preference change to make a significant difference across the entire school’s demographics.

Ethnicity	Lighthouse 19-20	Avg Comparison 19-20
Latino	82.4%	75.2%
African-American	10.3%	15.8%

Over the course of the charter term, other notables in our student diversity³ include:

- Increase in percent of English Learners from 45.5% to 50.2%
- Increase percent of Students with Disabilities at 11.1 to 12.2%
- Increase in percent of low-income students from 81.9% to **%

Recruitment Strategies

Because we are committed to continuing to ensure that our student population reflects the community in which we are located. We take a very grassroots approach to recruitment which means walking the neighborhood, recruiting from locations where families are, home visits, and supporting families through the application process with technical and relational support from our family liaisons and front desk staff.

Lighthouse has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Distribution of enrollment and recruiting information in local newspapers, online news sources, and social media.

¹ CDE Dataquest

² Brookfield, Madison Park TK - 5, Madison Park 6 - 12, Greenleaf, Global Family, Reach, Elmhurst, New Highland, Esperanza, East Oakland Pride, Encompass, Korematsu, Acorn, Frick, Coliseum College Prep, Urban Promise Academy, United for Success Academy, Markham Elementary

³ CDE Dataquest

- 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 mosques, laundromats, community centers, grocery stores, and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies such as clinics and mental health providers that serve the various racial, ethnic, and interest groups of the district.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Future Plans to Serve Special Populations

Lighthouse is a willing player in the effort to serve every student in Oakland. We will do our part to recruit and retain a student population that requires more services and resources. We are all in, in Oakland.

A Focus on Unsheltered and Housing Insecure Students

Oakland's homeless population and families facing housing insecurity was already on the rise. The pandemic and economic crisis it has created has only exacerbated the issues of homelessness in our town. In Oakland, since 2015, the homeless population, many with families, has doubled.⁴ To that end, Lighthouse is committed to seeking out and wrapping around homeless and housing insecure families. In partnership with local community organizations, we will target families who are housing insecure in our recruitment efforts. We are proposing a change to our admissions process to accommodate unsheltered families outside of the typical admission process requirements. We will be building out and bolstering our current infrastructure to provide additional mental health and basic needs support to our unsheltered students, as well as improve the services we provide to unsheltered families. We are exploring partnerships with the OUSD McKinney Vento office, the East Oakland Collective, Moms 4 Housing, and Community Education Partnerships to expand our services to unsheltered and housing insecure families and students.

Increasing AA Student Population

At Lighthouse, our current African American student population is 8.6%. According to the East Oakland Initiative's Community Plan, Lighthouse's neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35% and we must do more to increase our African-American student population. As stated above, we've made changes to our admissions preferences that will allow more black students to be admitted. While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lighthouse is a place where they feel a sense of belonging. Over the past few years, we have increased affinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. These will support students' sense of belonging. In addition, a critical area of focus has been on the hiring and retaining teachers of color, particularly black teachers and leaders. We are proud that we have increased our overall teacher diversity.

Students With Disabilities (SWDs)

⁴ <https://www.salon.com/2020/06/14/with-affordable-housing-already-scarce-oakland-is-poised-for-a-post-pandemic-homelessness-boom/>

Since opening, we have grown the special education population we serve from 11.1% in 2016 to 12.2% in 2020. 76% of our students qualify with mild-moderate disabilities and 14% of our students qualify with moderate-severe disabilities. We continue to increase our enrollment of students with disabilities and now have a higher percentage of students with disabilities enrolled at Lighthouse than our surrounding district, which as of December 2018, OUSD's SPED school-aged population was 13.5%.⁵ See below (serving special populations section) for a more thorough breakdown of the types of special education students we currently serve.

English Learners

Over the course of our charter, the percentage of English Learners has increased from 45.5% to 50.2%. We will continue to strengthen our EL Learning program so that the progress our students make attracts English Learner Families. As always, we will continue to publish our recruitment materials, as well as host recruitment meetings, in both English and Spanish.

4. Student Engagement

Are there opportunities for students to be involved in decision-making and the governance of the school?

Student Council is a structure that holds space for student voice and decision-making. Students identify needs that will support them to have a greater sense of belonging, increased academic engagement, and elevating more joy in the classroom. These ideas are prompted by our organizational commitment to position our students as changemakers. Over the past five years, our students have advocated for more culturally reflective uniforms and created and selected a new uniform shirt. They have designed engaging learning experiences that deepen student learning like Pi Day, and they have taken ownership for increasing student joy by surveying and designing student culture experiences like Middle School Madness and spirit week. Most importantly they have taken ownership for the student culture experience of our school and created action plans to respond to challenges like bathroom graffiti.

What is an example of a change you have made to the school based on student feedback?

Middle school students have a new uniform shirt design that we will launch when we return from distance learning giving students a sense of ownership and belonging at our school. We have included student voices in the design of all student culture events, and they are a part of our rituals and traditions. One of the most important was that we have involved students in decision-making through our cycle of student engagement survey, staff reflection, and community goal-setting. Through this process, students elevate for educators the presence and quality of creating a culture of academic excellence and support. Each teacher reflects and shares with students changes in practice they will make to increase engagement and academic performance, and these action plans are implemented in services of creating greater access to impactful instruction. Most recently, a focus group of middle schoolers were convened to give feedback on the proposed distance learning schedule. The input of the students informed a full day of synchronous work was the best approach for a return to school in August 2020.

⁵ CDE DataQuest, Special Education by Age & Disability for Oakland Unified

5. Family engagement

Family engagement is a cornerstone of Lighthouse’s design for several reasons. We believe that parents are the child/youth’s first teacher and know their child best. They are partners in the work of educating their child and we have several formal and informal ways to engage them. In addition, we believe that our school is strengthened by the diversity of voice and input that our families bring. Their input has made our school better over their years and whenever possible, we involve them in the decision making that affects their individual child and the school. Several staff members send their own children to Lighthouse, a testament to the quality and connection of our community. Engaging families is everyone’s job at the school, but Lighthouse also has a Family Engagement Coordinator who helps to coordinate and support parents from recruitment to leadership opportunities.

Lighthouse Families have several ways to get involved in school.

- **Engagement with Students Learning**
 - *Quarterly Student Led Conferences (SLC):* At the end of each quarter, students facilitate - from start to finish - a conference with their parent/guardian and their crew leader to review their progress. These conferences include the review of students grades and achievement, as well as reflection on goals for the quarter, as well as connect to their work habits and life interests. Preparation for a student-led conference creates an authentic purpose for good organizational and communication skills. The structure builds students’ sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets. SLCs are not only a key family engagement practice, but are also a key component of student engaged assessment.
 - *EXPO of Student Work:* Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester. Another form of authentic, student-engaged assessments, students prepare demonstrations, display process boards, give speeches and performances. Family members are the key audience for these energetic and lively displays of learning grades K - 12.
 - *Passage:* In Kinder, 2nd, 4th, 6th, 8th and soon to be 10th, and 12th grades, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers. Family members form a part of the “passage panel” that discuss, critique, and weigh the academic evidence the child’s performance on grade level standards. Students often discuss their standards-aligned portfolios of student work and their hopes for their future.

- **Engagement with School Leadership**
 - **Coffee Tuesdays:** Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including monthly updates from school leaders. Topics range from how to understand your child’s report card to the importance of attendance, to building community across difference.
 - **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as school culture, diversity and inclusion, and local political engagement.

- **Parent Leadership - Parents in Action**

- **Parents in Action** is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Parents can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

Family Monitoring of Student Progress

Lighthouse provides several ways for families to closely monitor students' progress.

- **Crew Leader** - The crew leader provides a primary point of contact for families; the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.
- **Parent View of Lodestar's Learning Management System.** Lighthouse uses Altitude, as its online Learning Management System (LMS). Altitude, originating from the innovative Alt School model, supports K - 12 students to complete work and master grade level standards. The parent portal will allow parents to see completion and mastery for their individual student. (in progress)
- **Quarterly Student Led Conferences** (See description above)
- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs.

Communication with Families

Communication with parents is essential. Information is like oxygen in a system. There are many ways we communicate with families so they have the information they need, when they need it. Formal and informal communication methods exist ranging from quarterly student led conferences, weekly coffees, to weekly newsletters, ongoing texts and messages via Aeries' SignalKit, and more informal methods like Facebook and Instagram.

Family Voice

Family voice, perspective and leadership is critical to having a strong school community. At Lighthouse, we engage with families to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- **Annual Survey:** Parents complete an annual survey to provide feedback on our school community in the areas of Connection, Decision-Making, Family Participation, Learning and Assessment, and School Climate.
- **Coffee Tuesdays:** Each week parents during Coffee Tuesdays have an opportunity to connect with our family liaison and school representatives
- **CEO/CAO Listening Sessions:** The CEO and CAO conduct regular listening sessions pushing into Coffee Tuesdays to hear concerns, ideas, and accolades directly from families

Families have multiple ways to express concerns, too, when they arise. First, our leaders (including school site and systems level leaders) and teachers have an open door policy and respond to parent calls or emails within 24 hours. Also, they freely give out their cell numbers and text frequently with parents. Should parents still not feel comfortable expressing their concern directly to a leader or teacher, each campus has a Family Engagement Coordinator whose job it is to field and direct parent concerns as needed.

Family Decision Making & Governance

- **LCAP Feedback**

One way parents engage in decision making is through their contribution to the LCAP planning process. They provide feedback on areas for improvement and offer their assessment of our school's program.

- **Participation on hiring committees for school leaders**

Parents play a key role when we are hiring leaders for our school community. Parents provide key input on the qualities they would like to see in candidates that are used by the hiring committee during the hiring process. In addition, parents can be members of the hiring committee or participate in the day of hiring interviews.

- **School Committees**

Parent leaders participate in monthly meetings to build community and support the work of the school. Last year, a school culture team supported a model redesign in the K - 5 and a playground committee worked to host fundraisers to support the building of the playground.

Examples of Changes Made Based on Family Feedback

Parent feedback has resulted in many changes at Lighthouse including:

- Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.
- Parent Tech Workshop Classes as a response to parents' tech needs.
- Parent feedback via focus groups on the proposed "return to school" distance learning schedule led to important decisions about the synchronous vs. asynchronous schedules for grades K - 4
- As a part of our anti-racist commitment, Coffee Tuesdays last spring and this fall (online) are supporting a predominantly first-generation, immigrant parent population to explore and dive deeply into the Black Lives Matter movement. Parents have asked for more time to understand common anti-racist definitions and take action.

5. Teacher engagement

Sharing leadership and decision-making with teachers and staff is an integral part of the school's vision and is a core practice of exemplary EL Education schools. Teachers have several ways to be engaged and share their voice and perspective on issues that impact the school community. These opportunities are both formal and informal.

Formal Engagement

- **Instructional Leadership Team (ILT) & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community.
 - The Instructional Leadership Team (ILT) is comprised of departmental/instructional leaders. They plan PD, look at student data, and give voice to teacher concerns and ideas. The Culture Team which is composed of grade level leads and administrators designs crew lessons that include academic routines, habits of work and Learning, and Social Emotional learning experiences that help children develop a love of school and strong sense of belonging.

- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on their experience at Lighthouse. In January, teachers complete Gallup's Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete a survey that draws on the Insight Survey published by TNTP. They also provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school through the EL Education Implementation Review (IR) process.
- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are as an organization supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Leadership (Principals, Assistant Principals, Deans):** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development.

Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with their supervisor (Principal, Assistant Principal, Dean, Director) who supports them. These are opportunities that provide direct access to leaders and enable staff to raise concerns, get support and ensure their questions are answered. Teachers who are in their first year receive weekly coaching support.
- **Grade Level & Department Configurations:** Teachers meet weekly in grade level and departmental configurations to plan, collaborate, and problem solve.
- **CEO Office Hours:** On a quarterly basis the CEO holds an open office hours session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind. They are often where some of the best ideas for school improvement originate.
- **Teacher Focus Groups:** We've held scheduled teacher focus groups to provide teacher voice and input on changes in programs related to teacher compensation, our annual calendar, our teacher evaluation system, and other academic programs.

What is an example of a change you have made to the school based on teacher feedback?

Teacher feedback has contributed to several positive changes at Lighthouse. Most recently, teacher input was used to make the decision to shift away from a long-time practice of looping at Lighthouse. Teachers weighed the pros and cons of the shift and determined that mastering the curriculum of the grade level (as opposed to mastering two years of curriculum) outweighed the benefits of looping. A decision as significant as this can only work when teachers are behind the idea!

6. Performance of Key Student Groups

In this section of the performance report, we will address five key student groups.

1. English Learners
2. Students with Disabilities
3. Students in need of remediation
4. Advanced Students performing above grade level
5. Other Groups we are paying attention to: African American Students

In our next charter term, we will be deepening our commitment to serving unsheltered students. When we come before OUSD in 2025-26, we will have a section on their performance.

We will share data for these subgroups, as well as compare subgroup data performance to the attendance areas of the eighteen schools⁶ in which the vast majority of Lighthouse students live. This comparison is done in the spirit of collaboration with OUSD, showing how Lighthouse is contributing to the East Oakland landscape of school options for families. Lighthouse is in the “middle” track for purposes of renewal according to AB1505. We believe this evidence demonstrates we fully understand where we must improve, what are plans for doing so, and how it is in the best interest of Lighthouse students to renew the charter. Even though a Performance Improvement Plan is not required for schools in the middle track, we have developed one and will be working toward its outcomes in the spirit of continuous improvement.

The following tables show how Lighthouse students performed on the CAASPP compared to the neighboring school areas in which Lighthouse students live and the state, as well as how Lighthouse is trending on students scoring proficient on the CAASPP, as compared to the district and state, overall.

Percent of Students Scoring Proficient - ELA

- In ELA, Lighthouse outperforms Oakland Schools in our students' attendance areas - overall and by student subgroups, but performs below state averages for most subgroups
- Lighthouse’s African American subgroup performs at the same rate as the state for the same subgroup
- Lighthouse’s African American students proficiency rates are 18% higher than that of Oakland schools in our students attendance areas

	2019 ELA		
	Lighthouse	Average of OUSD Schools students might otherwise attend	State
Overall	35.1%	20.5%	51%
African-American	32.4%	14.0%	32%
Socio Economically	33.2%	20.2%	39%

⁶ When Lighthouse students are mapped across Oakland, the vast majority of students live in areas of these schools. Where we show comparisons, it is to these 18 schools: ACORN Woodland Elementary, Greenleaf Elementary, Esperanza Elementary, Madison Park TK - 5, Madison Park 6 - 12, East Oakland Pride Elementary, Brookfield Elementary, Fred T. Korematsu Discovery Academy, Encompass Academy, Elmhurst Community Prep, Global Family, New Highland Academy, Reach Academy, Frick Middle School, Coliseum College Prep, Urban Promise Academy, United for Success Academy, Markham Elementary

Disadvantaged			
English Learners	16.1%	6.8%	13%
Students with Disabilities	6.8%	3.9%	16%

Percent of Students Scoring Proficient - Math

- In Math, Lighthouse outperforms Oakland Schools in our students' attendance areas - overall and by student subgroups, with the exception of students with disabilities
- Lighthouse Socioeconomically disadvantaged and English Learners subgroups outperform the state rates for the same subgroups
- Lighthouse's socioeconomically disadvantaged students proficiency rates are 16% higher than that of Oakland schools in our students attendance areas

	2019 Math		
	Lighthouse	OUSD Schools students might otherwise attend	State
Overall	32.7%	15.3%	40%
African-American	14.7%	5.6%	21%
Socio Economically Disadvantaged	31.4%	15.4%	27%
English Learners	18.4%	7.5%	13%
Students with Disabilities	2.3%	4.9%	13%

Trends for Growth as Compared to the State from 2018 to 2019 - Students Proficient

- In ELA, Lighthouse **saw declines** in student proficiency on the CAASPP overall and in all subgroups from 2018 to 2019
- In Math, Lighthouse **saw increases** in student proficiency on the CAASPP overall and in 3 of 4 subgroups from 2018 to 2019

	ELA			Math		
	Lighthouse	OUSD	State	Lighthouse	OUSD	State
Overall	-2	0	+1		0	+1
African-American		0	+1		0	+1
Socioeconomically Disadvantaged		0	+1		0	+1

English Learners		+2	0		+2	0
Students with Disabilities		+2	+1		+1	+1

Distance From Met, by Cohort Over Time

The tables below show that our students are making progress in getting closer to standard over their time at Lighthouse.

Overall Grade Level Cohort Data

	ELA DFM							Math DFM					
	3	4	5	6	7	8		3	4	5	6	7	8
2019	-41	-48	-58	-65	-30	7		-11	-28	-72	-59	-50	-27
2018	-52	-39	-78	-50	4	-4		-43	-27	-76	-61	-30	-66
2017	-71	-103	-53	-11	-17	-45		-40	-92	-55	-29	-58	-75
2016	-92	-72	-24	-22	-29	-45		-54	-61	-68	-80	-86	-52

Distance From Met Comparisons - 2019

Below are several charts that visualize where Lighthouse student achievement falls in comparison to the schools they might otherwise attend in OUSD.

This table demonstrates that students who attend Lodestar are closer to meeting the standard than schools that they would otherwise attend, according to Live-Go Data. Across all grade levels, Lodestar is closer to meeting standard.

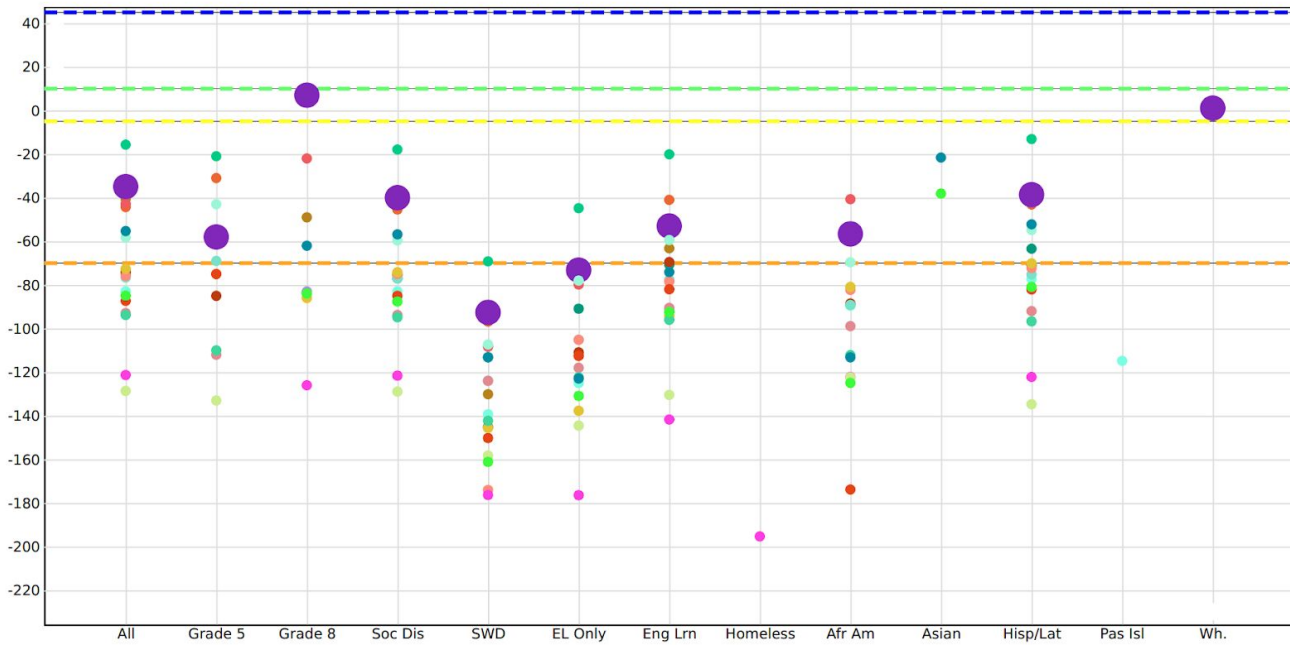
	ELA DFM 19							Math DFM 19					
	3	4	5	6	7	8		3	4	5	6	7	8
LH	-41	-48	-58	-65	-30	7		-11	-28	-72	-59	-50	-27
Live-go schools	-81	-79	-68	-79	-70	-67		-70	-77	-96	-113	-110	-116

Distance From Met, Comparisons by Subgroups, 2019

Key:

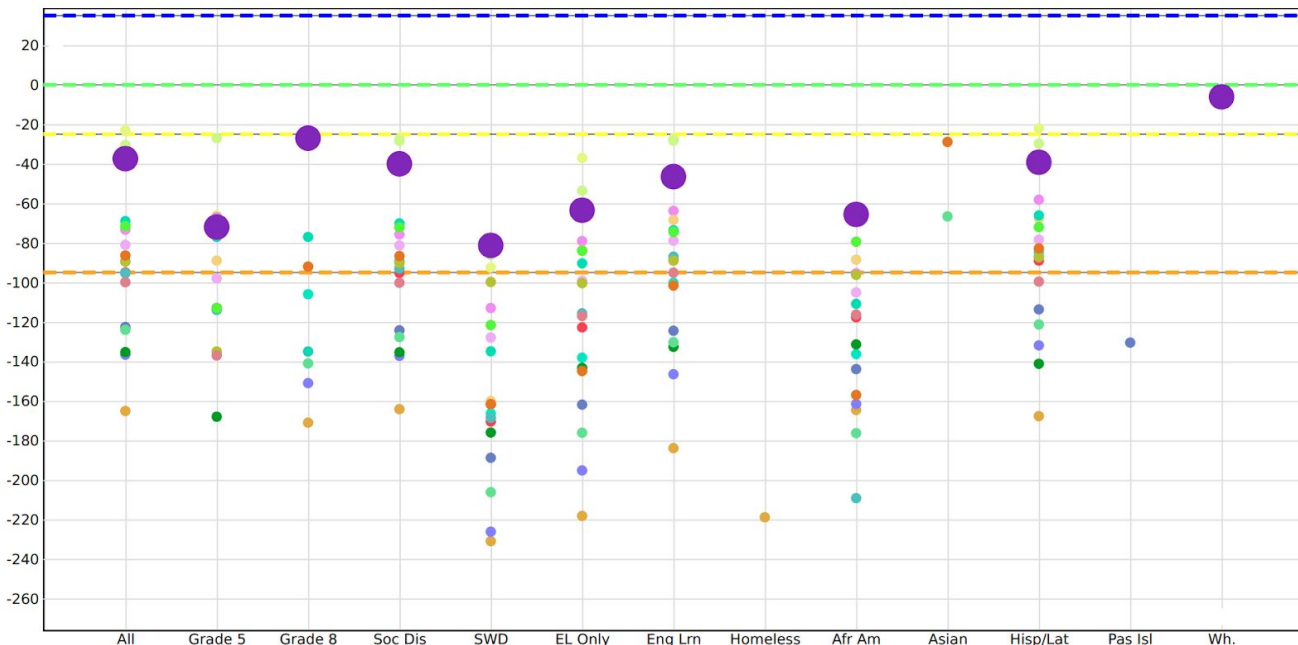
- X access is subgroups
- Y access is Distance from Met (DFM)
- Orange, yellow, and green dashed lines show Dashboard color cut points.
- The large purple dot represents Lighthouse. The other colored dots represent the 18 schools students would otherwise attend.

English Language Arts: Lighthouse Community Charter



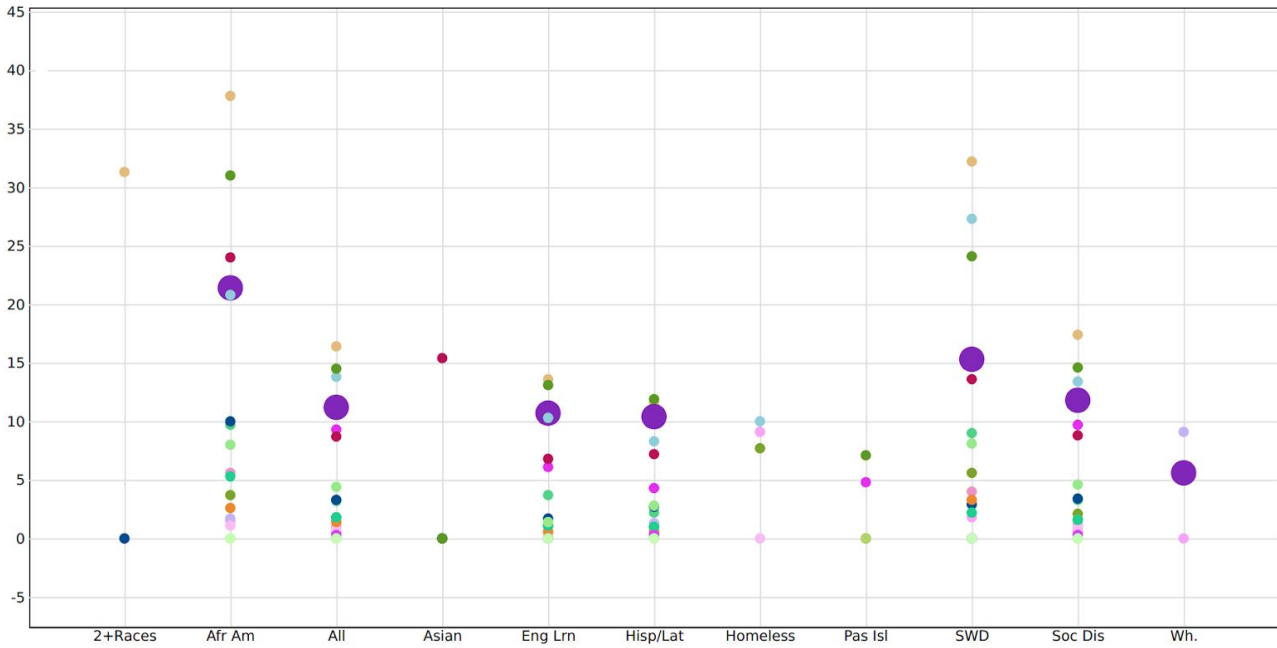
In 2019, Lighthouse was closer to meeting the standard than most other schools in ELA. Lighthouse 8th graders far surpassed other 8th graders; and for African American students and Hispanic students, Students with Disabilities, and socioeconomically disadvantaged students Lighthouse performed at the top or very near the top of the pack.

Mathematics: Lighthouse Community Charter



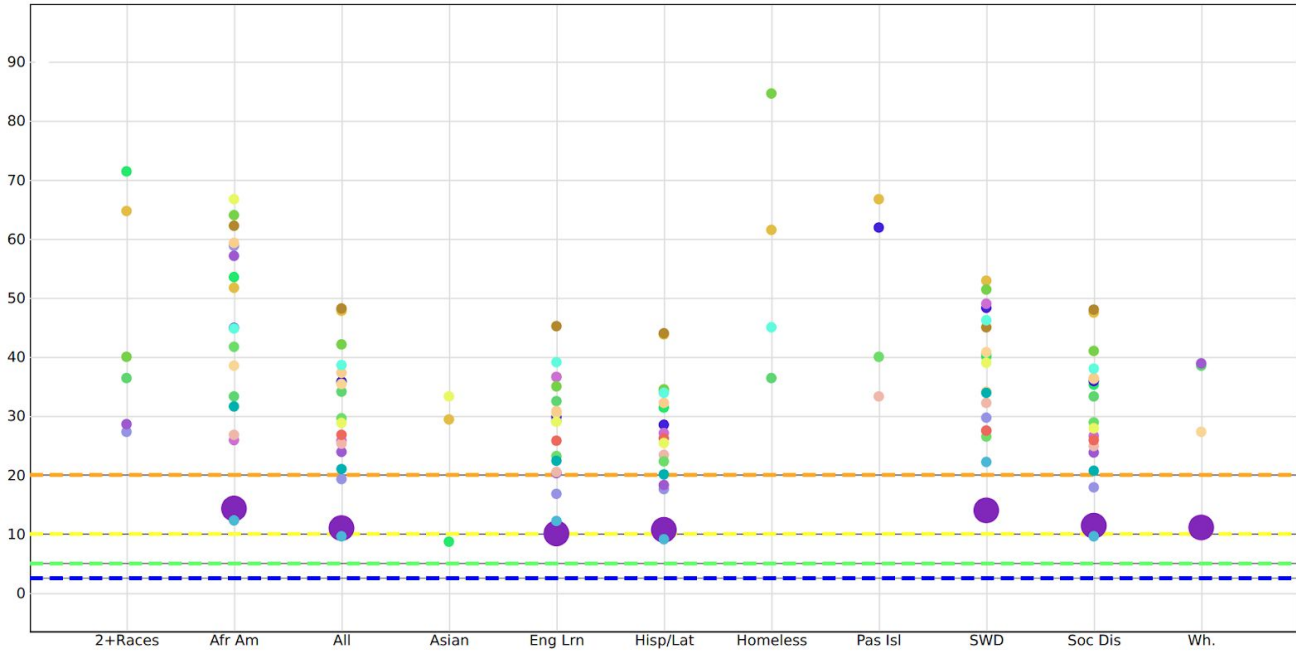
In 2019, Lighthouse was closer to meeting the standard than most other schools in Math. Overall, Lighthouse students far surpassed other schools; 5th and 8th graders far surpassed other 5th and 8th graders; and for nearly every subgroup, Lighthouse performed at the top or very near the top of the pack.

Suspension: Lighthouse Community Charter



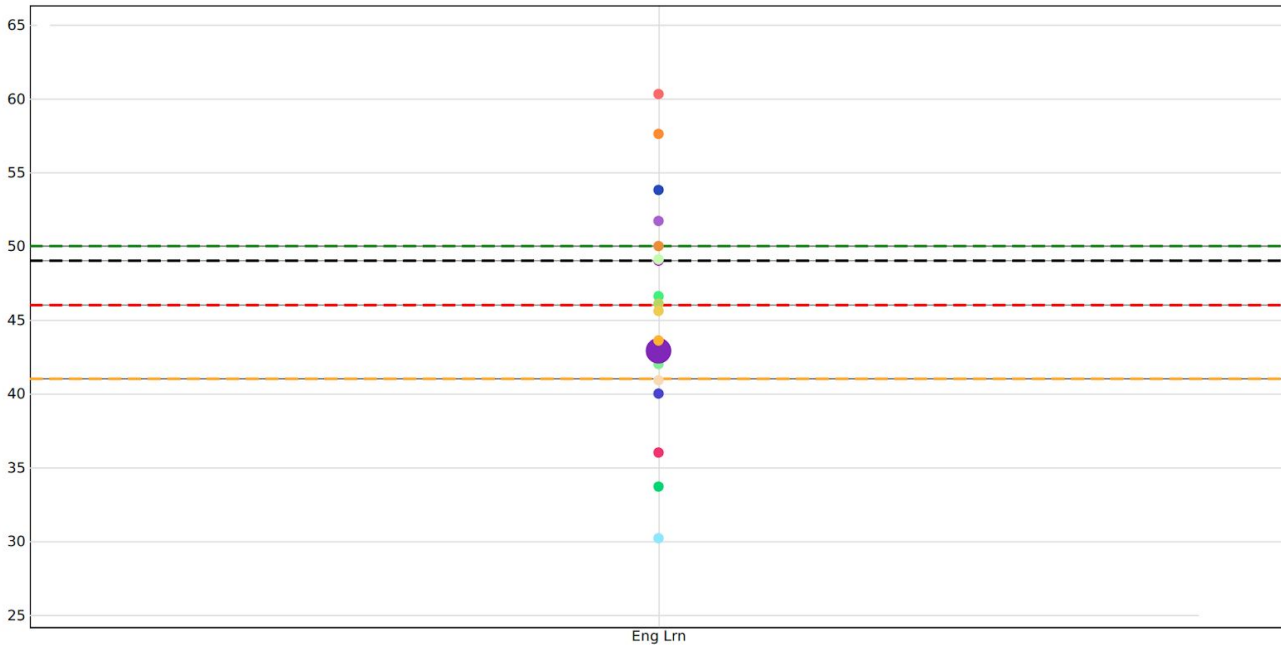
In 2019, suspension rates at Lighthouse were in the midrange of most schools and for some subgroups, suspension rates were higher. In the 19-20 school year, suspension rates plummeted to ** overall because of a concerted effort to drastically reduce suspension rates.

Chronic Absenteeism: Lighthouse Community Charter



In 2019, Lighthouse had the lowest chronic absenteeism rate overall and for all subgroups.

English Learner Progress: Lighthouse Community Charter



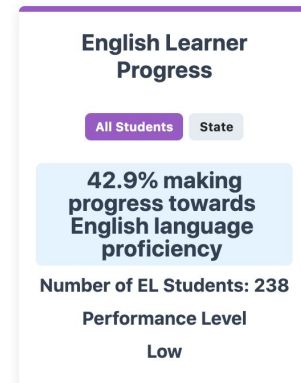
In 2019, Lighthouse English Learners performed in the middle of the pack of Live-go schools. We document below the work we are doing to improve their achievement.

English Learners

2019 CA Dashboard Status = ORANGE in ELA (Low performance, maintained) & YELLOW Math (Low performance, with Growth)

Lighthouse's English Learner population has slightly increased over the course of the charter term from 45.5% in 2016 to 50.2% in 2020.

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate Change. Because only two years of ELPAC data are now available, only Status will be reported for the 2019 Dashboard. In 2019, 42.9% of students were making progress toward English Language Proficiency as reported on the California School Dashboard, putting Lighthouse in the "Low" progress category.



Over the past four years, on average, 10.4% of English Learners have been chronically absent, slightly more than the overall student population of Lighthouse, by 0.7%. In 2019, Lighthouse EL students have the lowest chronic absenteeism of the eighteen schools they might otherwise attend.⁷ Over the past four years, 6.3% of English Learners were suspended at least once, at the same rate as the overall student population.

Below is a summary of aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

What is working?

- We have developed a specific newcomer support plan to include written and verbal translations in all courses
- Teachers utilize a variety of classroom strategies to support language acquisition.
- LH K-8 has hired an ELD interventionist to support teachers and students using a new push in/pull out model.

What needs improvement?

- Providing a range of services to support different profiles of English Learners.
- Supporting the development of teacher knowledge of embedded supports for English Learners across content areas; establishing a consistency of approach across classrooms.
- Professional development for instructional leaders to leverage the California English Language Development Standards supporting teachers with differentiation.

What are our planned future actions?

- LH K-8 administrative team, along with colleagues at Lodestar, are participating in a year long coaching and change management partnership with Ensemble Learning to better support systematic and research-based ELD programming, which will lead to:
 - Creating a comprehensive, purposeful and systemic rollout of the components of a research-based integrated ELD program.

⁷ California Comparison School Report published by CSDC. Published August 18, 2020

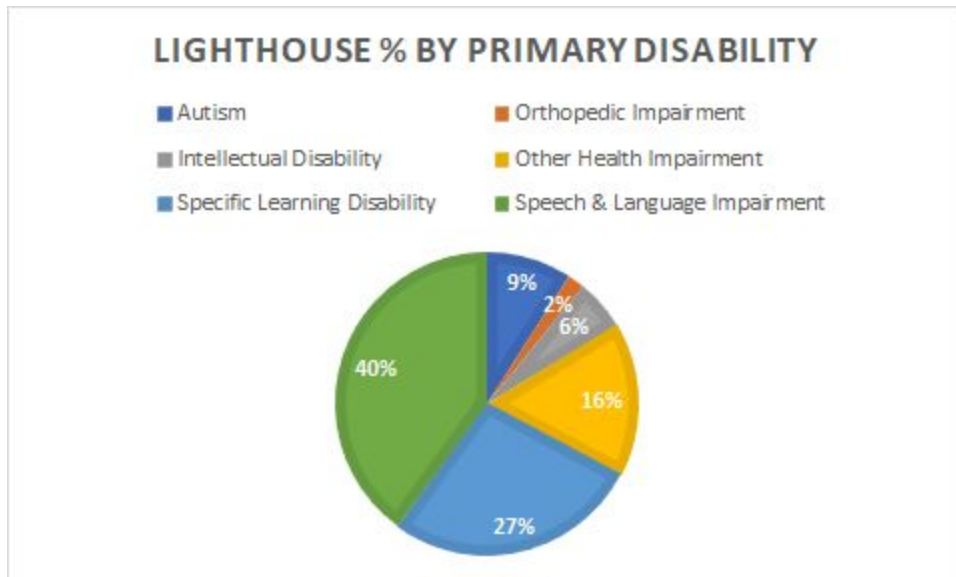
- Strengthening our professional learning on supporting English Language Learners to include coaching, observation, and inputs on research-based practices.
- Developing staff capacity to plan for diverse profiles of educational experience and English Language skills.
- Leveraging time, tools, talent, and technology to provide access to standards-based learning including curricular tools such as books on Audible or online language programs.

Students with Disabilities

2019 CA Dashboard Status = RED for ELA (very Low Performance and no growth) & YELLOW Math (Low performance, with Growth)

Since opening, we have grown the special education population we serve from 11.1% in 2016 to 12.2% in 2020. We continue to attract students with disabilities and encourage all students, including students with moderate-severe disabilities, that they have a place at Lighthouse. We have developed a range of service plans for the wide range of student needs from cerebral palsy to students and varying ranges on the spectrum. Each of these students have been met with a welcoming and caring staff, a thoughtful created and repeatedly refined individualized education plan, and a community that accepts and respects its diversity. While the culture of our school is supportive, it is hard fought, and we are intensely focused on the academic engagement and performance of our students with disabilities as we hold that this student group may learn differently, they indeed learn.

The following is our current distribution of students with disabilities by primary eligibility category:



There is often a misperception that charters do not serve the range of special education needs. When compared to the most recent OUSD data posted on Dataquest (December 2018), we can see that, overall, Lighthouse is serving a diverse special education population. At the start of the 2020 school year, Lighthouse experienced high enrollment numbers for kindergarteners with speech and language

impairments. This shifted the percentage of students with speech and language impairments significantly.

Disability Type	Lighthouse	OUSD
Intellectual Disability	6%	7%
Speech and Language Impairment	40%	19%
Autism	9%	16%
Orthopedic Impairment	2%	Unknown ⁸
Other Health Impairment	16%	11%
Specific Learning Disability	27%	35.8%

Over the past four years, on average 10.0% of students with disabilities have been chronically absent, 0.3% more than the four-year average of the overall student population at Lighthouse. In 2019, Lighthouse students have the lowest chronic absenteeism of the eighteen schools they might otherwise attend.⁹ Over the past four years, 10.3% of Students with Disabilities were suspended at least once, 4% more than the overall student population, although overall suspensions for SWDs and the overall population declined by 6.4% and 6.7%, respectively.

Below is a summary of aspects of our program that are currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

What is working?

- Over time, we have also transitioned from relying primarily on an external partnership (Seneca's All In Program) to bringing strategic services in house at Lighthouse, and we have developed our full-scale in-house model of push-in and pull-out supports to give them access to high quality education. Employing, training, and overseeing our Lighthouse staff has allowed for continuity in personnel for students, in program for our resource specialists, and in improved program conditions for all.
- We have continued to increase the enrollment of students with disabilities, in particular students that qualify with moderate-severe disabilities. We believe this in large part to families seeking an inclusive model of special education.
- Students with disabilities improved their performance on CAASP in math by 9.6 points from 2018 to 2019.
- Lighthouse has a collaboration/consultation model with Resource Specialists and General Education meeting on a weekly basis to discuss individual student's needs, accommodations and supports to ensure that teachers have the support they need to design an inclusive educational experience.

⁸ Most up to date OUSD Special Education data shows there are students with OI, but the number is too small to be publicly reported.

⁹ California Comparison School Report published by CSDC. Published August 18, 2020

- Lighthouse has designed a school schedule that allows for a more co-teaching and service provision inside of the general education classroom, which protects students' learning time in math and humanities and supports our mission of designing inclusive, accessible learning experiences.
- Lighthouse has strategically assigned students with disabilities to case managers with expertise in each student's areas of need, and leveraged instructional assistants to increase safety, access, and engagement for all.
- Lighthouse has a comprehensive mental health counseling program for students, including having a full time clinician dedicated to our school. Meeting the needs of the whole child is critical when ensuring that students are able to access their learning.

We know that we have continued work to do to better support our students with disabilities. What needs improvement?

- Students with disabilities did not show improvement on CAASPP in ELA from 2018 to 2019.
- Students with disabilities are suspended at higher rates than their peers without an IEP.

What are our planned future actions?

- To support general academic achievement and growth, we will continue to strengthen our collaboration model and design more in-depth professional development around understanding IEPs and implementation of accommodations and modifications in the classroom. We recognize that collaboration is a key lever to better integrating SWDs into the inclusive learning environment. Increased collaboration and professional development cycles will support teachers in integrating accommodations and modifications into their planning process and instructional delivery.
- To decrease the suspension rates of our SWDs, we will continue to build out our behavioral health programming. To support the systematic identification of students' needs, we will administer a universal screener. We will also facilitate student talks and opportunities for consultation with our clinical team to identify possible interventions and monitor student response. For SWDs who are not responding to these earlier interventions, we will conduct additional evaluations to identify their specific needs and design behavior intervention plans and offer educationally related mental health services as appropriate.
- To increase student attendance, we will engage students and families in discussion to learn more about what is impeding the students' attendance. Based on student and family responses, we will tailor appropriate interventions to increase the student's attendance. This may include strengthening the student's relationship with peers and teachers, supporting families in setting up visual schedules, or designing positive behavior incentive systems to reinforce student's attendance.
- To continue the momentum in overall math growth and achievement, we will ensure that math interventions and services prioritize essential prerequisite skills and focus on the major work of the content to increase students' ability to access the general education curriculum.
- To improve reading achievement, we will build out students' access to strong reading instruction both within tier 1 and as a part of their specialized academic instruction. This includes providing interventions in foundational reading skills and ensuring that students have the opportunity to receive pre-teaching and re-teaching on content and standards being introduced in the general education curriculum.

- To ensure early identification of reading challenges, Lighthouse will be partnering with the NAACP to implement a universal screener for dyslexia.
- We will also continue our expansion of in-house special education services to support deeper alignment and collaboration.

Students in Need of Remediation

At Lighthouse, students have a range of remediation needs. Our current focus is to improve Tier 1 supports for all students and continue to strengthen Tier 2. In addition, we are proud to say that in 2020, we are partnering with the Oakland Chapter of the NAACP to pilot the administration of a universal dyslexia screener for all of our students.

Our Multi-Tiered System of Support (MTSS) includes a Response to Intervention (RtI). Within RtI, all students receive Tier 1 supports as part of the core instruction. Tier 2 supports include additional reading and math intervention that is targeted to addressing unfinished learning. Tier 3 supports are the most intensive level of individualized support, most often reflected in a students' Individualized Education Plan (IEP).

Through our ongoing and consistent assessment practices, teachers can identify students who are in need of remediation. If necessary, students can be referred to reading intervention or other supports like after school tutoring and homework help.

What's working?

- A deep focus on rigorous tier 1 instruction, reduces the over-referral for Tier 2 and 3 supports.
- Learner-centered approaches to instruction that position students and teachers as learning partners, and increases the cognitive load of the students.
- Multiple opportunities for students to demonstrate current best understanding and get corrective and supportive feedback.
- Rubric-based revisions that support deeper understanding of content, rethinking of misconceptions, and refinement of skills.
- Increase in engagement and attendance in both in-person and distance learning.

Areas for Growth

- Student need for intervention outpaces the caseload of students that our interventionists can host (2.6 FTE Reading Interventionist, 1.0 FTE ELD Coordinator and Teacher).
- Onboarding new staff to the instructional model is a significant professional development lift. Continue professional development of Tier 1 strategies and supports in all content areas.

Planned Actions

- Interventionists both coach teachers in literacy practices during push-in and provide direct support to most high need tier 2 students.
- Interventionists use MAP as a diagnostic tool to ensure student growth as a result of tiered intervention.
- Interventionists encourage students' habits of work and learning through the use of goal setting toward growth in literacy.

- We have hired a Director of Student Services to help coordinate delivery and implementation of MTSS at our site.

Advanced students performing above grade level

Lighthouse believes in inclusive, heterogeneous learning environments, and so the key approach to supporting students who are achieving above grade level has been through differentiation of curriculum, ensuring rigorous experiences for all students, and providing opportunities for students to apply learning to projects that incorporate student choice and agency.

What is working?

- Student acceleration criteria and considerations based on NWEA MAP proficiency levels, in combination with other factors such as attendance and social emotional considerations, provide students with the opportunity to accelerate to the next grade level or in a specific content area.

Areas for Growth

- Beyond grade acceleration or taking a course above grade level, we need to more clearly define what “exceeding” options exist in all student work – how to make sure that students who have already demonstrated mastery of course learning targets have consistent opportunities to extend their learning.

Future plans

- Clearly articulating our program, approach, and vision for meeting the needs of advanced students performing beyond grade level.

African-American Students

2019 CA Dashboard Status = ORANGE for both ELA Low Performance and Declined by more than 15 points) & YELLOW Math (Low performance, with Growth)

Over the current charter term, Lighthouse has averaged about 9.3% African-American population. In 2020, 8.6% are African-American (9.6% if you include multiracial students who identify with being African-American). Lighthouse changed its admissions priorities in January 2020 to support the acceptance of more AA students.

Over the past four years, 11.7% of African American’s have been chronically absent, 2.0% more than the overall student population of Lighthouse. In 2019, Lighthouse chronic absenteeism rates were lower than 16 of the 18 schools they might otherwise attend.¹⁰ Over the past four years, 11.9% of African Americans were suspended at least once, 5.6% more than the overall student population, although there was a huge 13.9% decline in suspensions for AA students from 18-19 to 19-20.

Of the 18 schools where Lighthouse AA students might otherwise attend, it is the highest ranked school in math and 2nd highest ranked school in ELA in 2019.

¹⁰ California Comparison School Report published by CSDC. Published August 18, 2020

While we simultaneously work to recruit more AA students and close the opportunity gap with them, we are actively working to dismantle anti-blackness at Lighthouse through a commitment to cultivating a cadre of anti-racist educators who examine their practices in light of their role as abolitionist within a structurally racist education system. Our stance as anti-racist educators is to ensure that students have a liberatory learning experience through our commitment to be relational, restorative, relentless in support, and rigorous. We apply these principles to bring an increased sense of belonging for our Black students by celebrating Black Excellence and creating space and time for Black students to be known and heard. At every level of our organization, we are resolute in our stance that Black Lives Matter. As evidence of that we continue to diversify our Board, adding two new African-American board members, and have diversified our leadership staff. It is our work to increase the numbers and retention of African-American teaching staff and continue outreach and message that Lighthouse, a safe, learning community for Black students and families.

What is working?

- Our staff and leadership team is increasingly diverse.
- LH K-8 small school community provides opportunity for deep connections to adults and peers.
- LH K-8 has taken a clear and enduring stance to increase the belonging of students and have embedded our diversity, equity, and inclusion work into the weekly professional learning experience offering opportunities to reflect and plan for positive impact.
- LH K-8 staff embrace equity stance and work to bring it to life in classroom practice.

What needs more work?

- Increase in percentage of Black staff supporting students and families' sense of belonging.
- We continue to see a discrepancy in Black students' sense of belonging.
- Increase Black students in our LH K-8 program.
- Continue to support the growth and development of affinity spaces for students including the Black Student Union
- Continue deep DEI work for all staff.

Future Actions Planned

- Continue implementation of the revised Discipline Policy
- Continue to support the growth and development of affinity spaces for students including the Black Student Union.
- Continue deep Diversity, Equity, and Inclusion work for all staff to identify and dismantle anti-black practices in instruction and discipline.

Deepening our Work to Serve Unsheltered Students

The pandemic has affected our East Oakland communities in profound ways. Not only have our communities seen more cases and deaths from Coronavirus, but our students and families have had heavy hits to the incomes. Trends show that a post-pandemic homeless boom is coming. Lighthouse aims to demonstrate a strong commitment to recruiting and supporting students whose families are unsheltered. At the time of writing this report, we do not have plans yet in place, but will be taking this year to build out supports, partnerships, and programs to ensure our unsheltered students are best served at Lodestar.

Governance

The Lighthouse Community Public School Board of Directors oversees and governs the three LCPS charter schools: Lighthouse K - 8, Lighthouse 9 - 12, and Lodestar K - 12. The Board meets approximately 6 times per year in regular meetings and typically has 1 - 2 retreats. In addition, the Board has several committees that meet with varying frequency including:

- Governance
- Academic Accountability
- Finance
- Fund Development
- CEO Evaluation
- Student Expulsion (ad-hoc)

The Board interacts with students, parents, and teachers in many ways. In addition to interacting with them during open board meetings, board members also frequently volunteer for student support events such as Passage interviews, EXPOs, and as guest speakers. Board members host a special coffee Tuesday of parents at least twice per year to hear parent concerns and celebrations. While hiring the CEO last winter, Board members relied heavily on parent voice in the process, allowing for a great deal of interaction and communication.

Does the governing board evaluate the school leader?

The governing board does NOT evaluate the school leader. The school leader is evaluated by the Chief Academic Officer. The LCPS Board of Directors evaluates the LCPS Chief Executive Officer only. The LCPS Board uses a 360-degree tool to evaluate the CEO called the Leadership Practices Inventory (LPI). In addition, BoardOnTrack, an online system that supports board functions, provides tools staff, families, and direct reports are invited to provide feedback to the Board on the CEO's performance on an annual basis.

Provide an example of a recent issue or policy that the board is working on.

Most recently, the Board developed and passed a series of COVID19 related policies including updated health and safety policies and procedures, telework policies, giving authority to the CEO to make COVID19 related spending, and development and approval of 2020-21 Objectives & Key Results (OKR).

Anti-Racist Stance & Policy

The Board is currently working on its stance toward being an anti-racist organization to ensure that at every level of the organization, a clear commitment to equitable outcomes for all children and a commitment to dismantling systems of anti-blackness exist. Modeling from a policy that was written in 2008 (Commitment to Immigrant Children), the board is adopting a policy and a set of actions that will bolster its already adopted Diversity, Equity, and Inclusion (DEI) strategies.

Alumni Fellowship Program

As a part of creating a system that centers the voice of students and stakeholders and in our commitment to being an anti-racist organization, the Board recently developed and approved an Alumni Fellowship Program that creates a pipeline for alumni of Lighthouse High to become board members through intensive governance training and mentorship. It was developed because alumni representation on the LCPS Board of Directors is an authentic way for the current board to better understand the experience of being a student at Lighthouse and a recent graduate attending college and/or entering the workforce. The purpose of this Fellowship is two-fold: 1) bring alumni voice and perspective to the board discussions and decisions, and 2) provide an opportunity for alumni to experience the participation, mentorship, and leadership growth opportunities of professional board participation. The Fellowship program kicks off in January 2021.

Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Response to Covid19

Our response to Covid19 has been nothing but innovative. Our ability to respond to the needs of our students and families, while ensuring manageable workloads and planning time for teachers and staff have resulted in our students returning to school on August 10, 2020 ready to learn. Details are above in the “Areas of Success” portion of the narrative. Our ability to innovate and pivot so quickly to distance learning can be attributed to several factors:

- The persistence and determination of our students
- The dedication of our teachers and leaders to put student needs first
- Our families flexibility and feedback into what is working and what requires improvement
- Values of love, community, social justice, agency, and integrity and a clear decision making protocol that guided swift, but thoughtful decision making
- The ability to flex dollars to what was needed most
- Our small size and support from a small, but mighty back office team

Multi-Tiered Systems of Support

As an autonomous school, Lighthouse is able to wraparound our students with our Multi Tiered Systems of Support. We use this framework to analyze data and provide targeted support to struggling students. The MTSS team meets weekly to address behavioral, academic, and attendance support with the goal of early intervention. This proactive approach uses universal screening for all students (NWEA MAP) and is a school-wide approach to support students where teachers, counselors, psychologists, and other specialists work as a team to assess students and plan interventions.

During weekly reviews, administrators, deans, psychologists, and counselors get together to review behavior, academic, and attendance data and determine necessary next steps. We also use teacher referrals as a point of reference and information from previous years to determine what interventions have already been put in place. After determining that a student needs more academic or behavioral

support, we set up a COST meeting to invite families to bring their knowledge and insight into ways we may be able to help their child thrive.

Anti-Racist Stance and Practices

As a school, we have unapologetically decided that we are anti-racist in our policies, practices, and principles. We started three years ago with a deep commitment to normalizing conversations about diversity, equity and inclusion and worked with external partners to help us to complete an equity audit and an actionable plan for bringing our vision of being a transformative educational organization to life. This action plan included a 2 year commitment to giving staff time to reflect on their identity and their roles as educators in affinity groups. We are now going through a comprehensive process of dissecting our policies through the lens of impact and rewriting any that produce inequitable access, opportunities, and outcomes for kids. Most importantly, we have made a commitment to developing our collective cultural competence and our pedagogy to ensure that our practice are aligned to our principles/values and result in our students feeling a sense of belonging through being in authentic relationships with their teachers and peers, relentlessly supported to meet high expectations, and mastering rigorous grade-level content.

Making, Arts, and Design Program

Making Arts Design is a K-8 learning path that supports students to apply science and engineering practices in innovative ways. At its core, a maker's mindset encourages students to tinker with content, concepts, and physical materials in ways that intrinsically build their understanding of how the world works. It further promotes a set of thinking routines that students can apply across content areas to enhance both their metacognition and cognition. Our Creativity Lab has served as a training site for many teachers across OUSD and other districts and led the way in establishing instructional stances that include the importance of learner centered instruction that positions educators as facilitators of processes and protocols that lead to students doing the cognitive lift.

Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data, including the raw data.)

For data that the school considers to be meeting the Ed Code definition of "verified data", please include a summary of the results from your school's verified data.

CORE DATA Set

The four data representations below come from the Oakland CORE data set, where we can examine the relative growth and performance of Lighthouse's academic program compared to other Oakland public and charter schools.

CORE Data - Growth and Performance (DFM) for Lodestar and OUSD schools

Key:

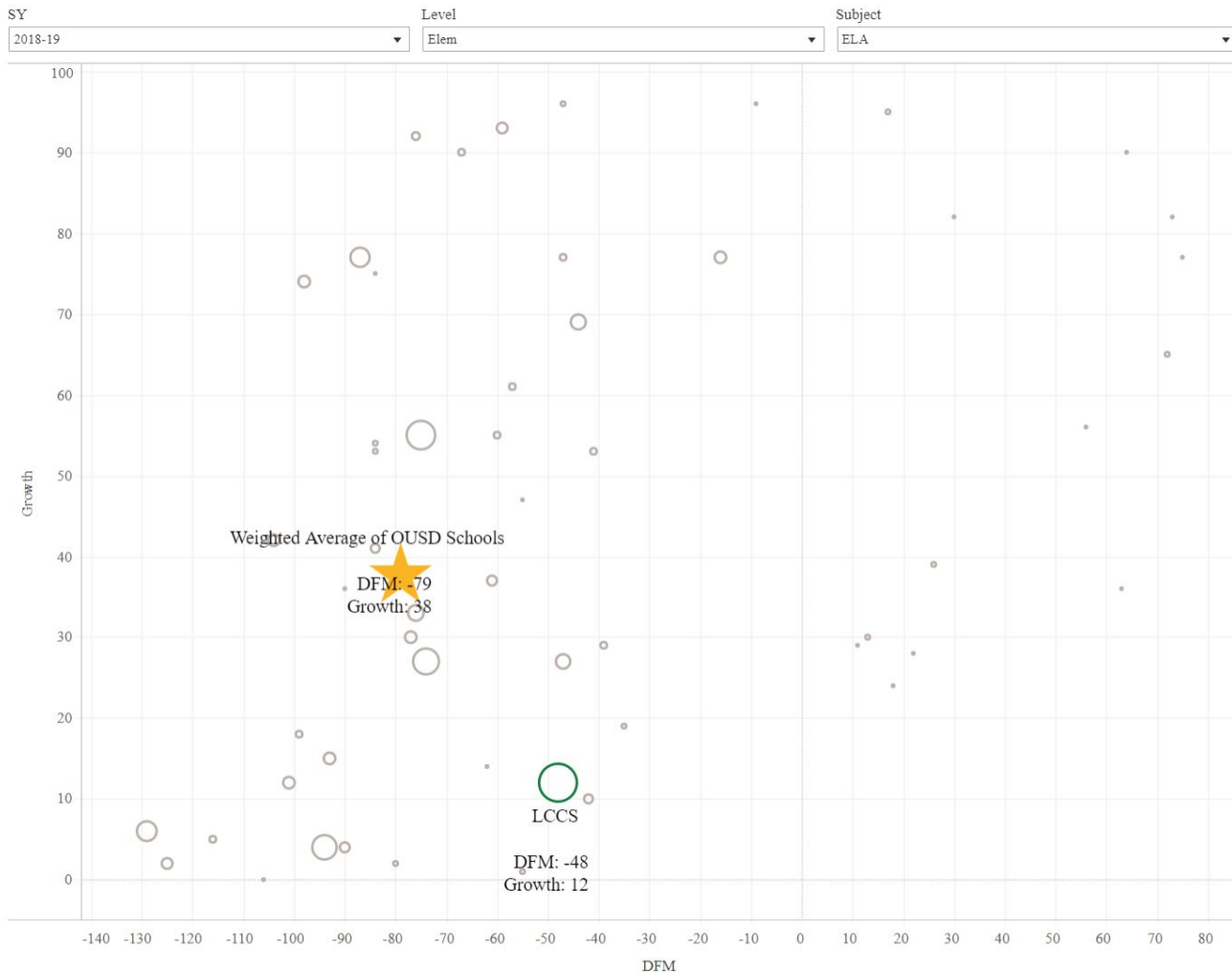
- *x-axis - Distance from Meeting (DFM) y-axis - growth*
- *Green circle represents Lodestar*
- *Yellow star represents the OUSD weighted average of all programs*

- All other circles represent OUSD schools

The following four graphs show the relative comparison of Lodestar’s growth and performance to OUSD’s elementary growth and performance.

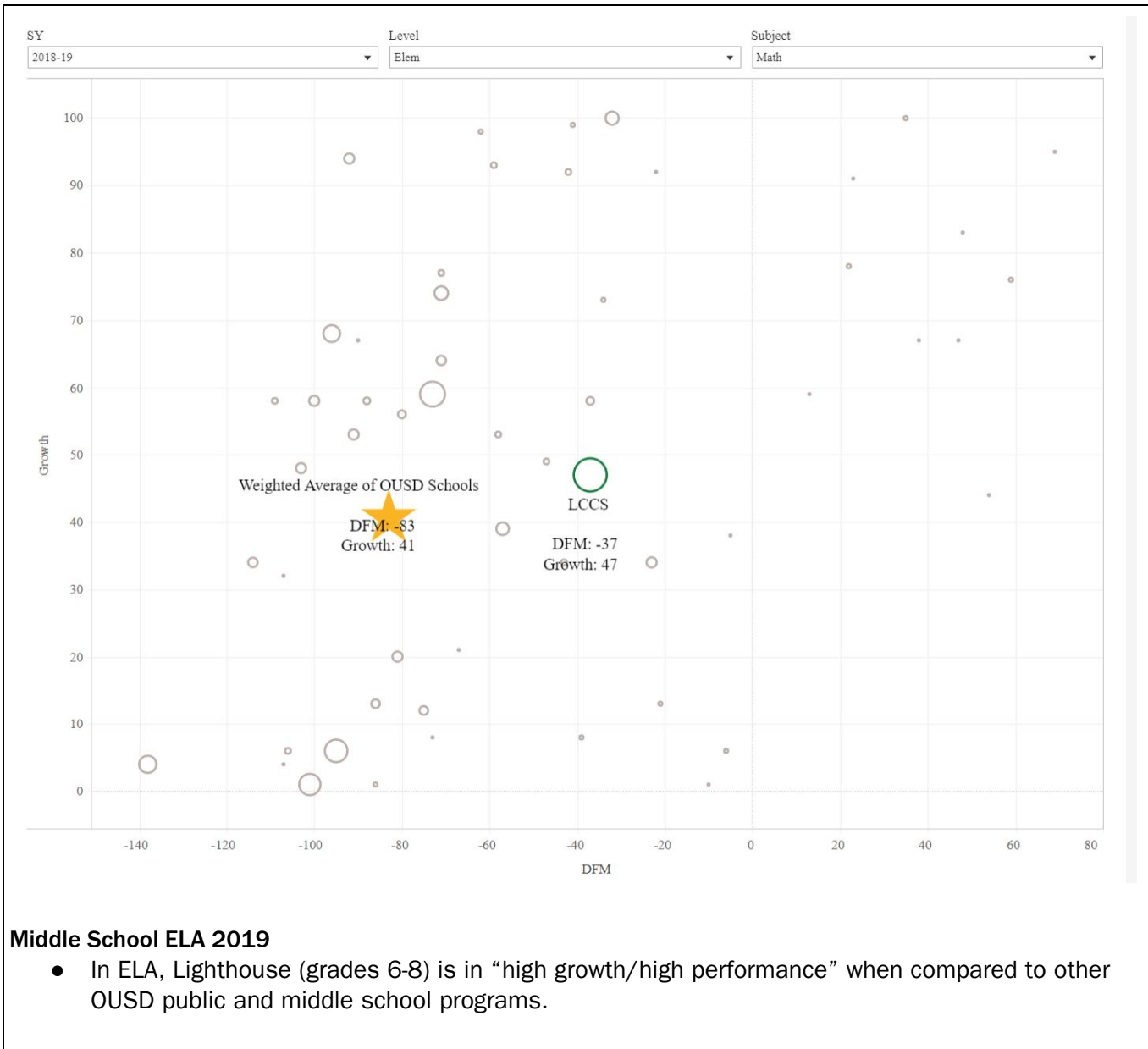
Elementary ELA 2019

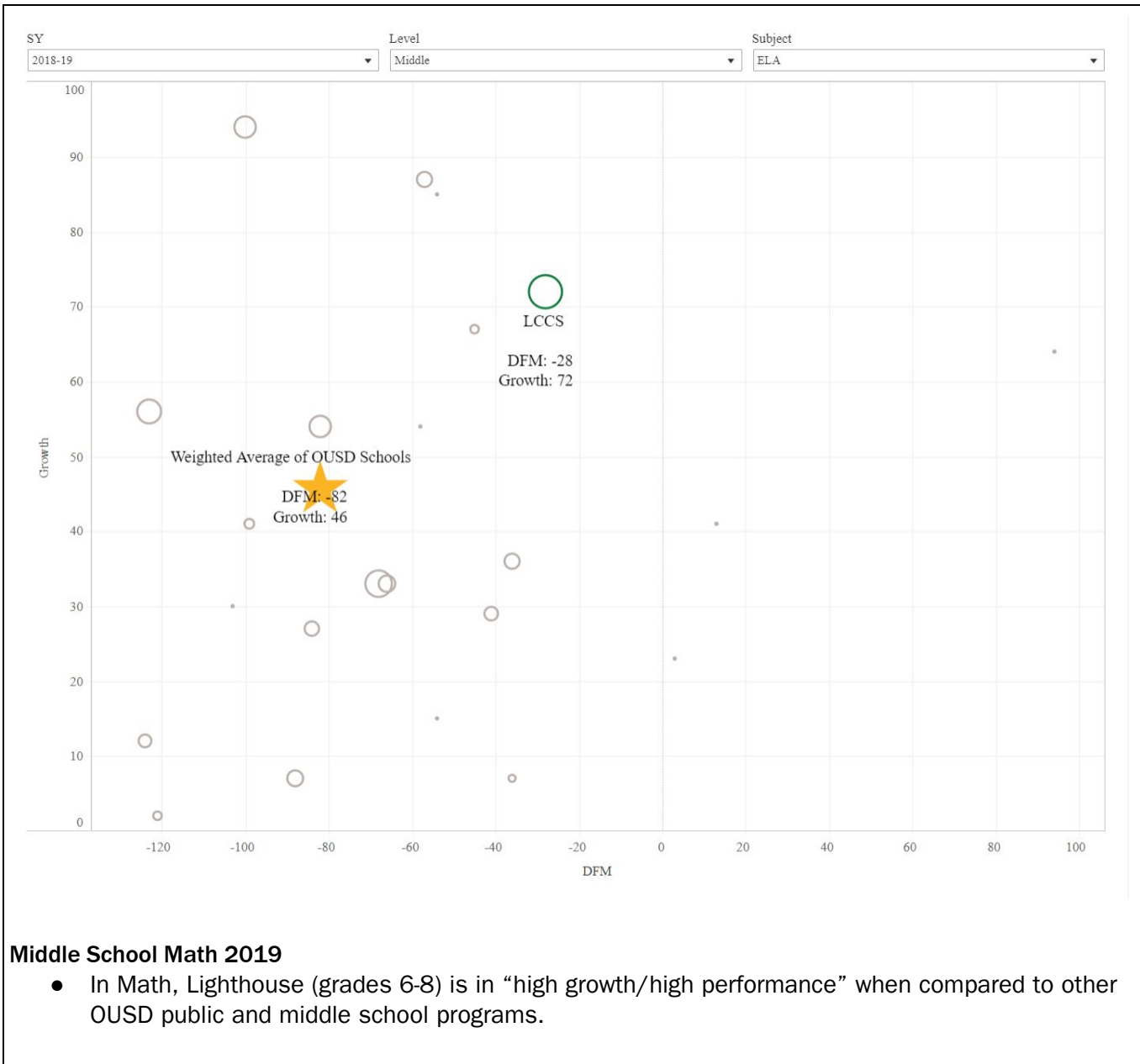
- Lighthouse Elementary (grades 3 to 5) outperformed OUSD average in ELA in 2019 (DFM), but growth was below OUSD average. In the 2019-20 and the launch of the 2020-21 school year, the school has taken active steps to improve its EL Literacy curriculum to address student growth.



Elementary Math 2019

- In Math, Lighthouse Elementary (grades 3 to 5) outperformed OUSD average in ELA in 2019 (DFM), and growth was slightly higher than OUSD average. .







STAYING POWER: Student Proficiency Increases with Years at Lighthouse

When we analyze CAASPP results of students who have been with us for over the charter term, we see what we are calling “The Lighthouse Effect,” a demonstrable increase in CAASPP performance and closing DFM over time culminating in strong levels of proficiency at the end of 8th grade.

CAASPP Proficiency, Cohort Level Progress

Overall Grade Level Cohort Data

	ELA % Proficient						
	Overall	3	4	5	6	7	8
2019	35%	33%	33%	25%	22%	40%	53%

2018	38%	32%	33%	20%	26%	55%	53%
2017	29%	19%	10%	20%	41%	47%	27%
2016	31%	9%	22%	35%	53%	39%	26%

Overall Grade Level Cohort Data

	Math % Proficient						
	Overall	3	4	5	6	7	8
2019	33%	49%	33%	16%	27%	32%	39%
2018	27%	26%	35%	17%	18%	39%	23%
2017	23%	26%	4%	24%	39%	29%	15%
2016	21%	21%	19%	20%	13%	17%	34%

Distance from Met, Cohort Level Progress

With the exception of 5th grade in both math and ELA, every grade level is making a year's worth of growth, as measured by DFM.

ELA	3	4	5	6	7	8
2019	-41.1	-47.8	-57.6	-65	-29.8	6.8
2018	-52.3	-39.1	-77.8	-49.8	4.1	-3.7
2017	-71.3	-102.6	-52.8	-11	-16.9	-44.8
2016	-92.2	-71.5	-24	-22.4	-29	-45.4

Math	3	4	5	6	7	8
2019	-11.1	-27.8	-72.3	-58.8	-49.9	-26.5
2018	-42.9	-26.9	-76.3	-61.1	-30.1	-65.7
2017	-40	-92.1	-55.1	-29.3	-58.3	-74.6
2016	-79.1	-78.8	-30	-86.2	-68.4	-58.8

Charter Renewal Performance Report – Data Request

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>EXAMPLE</i>	<i>4/1/18</i>	<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1 2016-17	2/3/16	K	144	44	118
		6	107	0	153
		9	52	0	75
Year 2 2017-18	3/16/17	K	182	44	150
		6	232	0	280
		9	169	0	216
Year 3 2018-19	3/8/18	K	224	52	144
		6	290	4	315
		9	248	13	255
Year 4 2019-20	3/6/19	K	133	52	159
		6	245	0	276
		9	269	16	323
Year 5 2020-21	3/9/20	K	102	54	85
		6	191	0	207
		9	159	18	114

Pupil Mobility

Student Group	Number of Students				Percent of Total Enrollment			
	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4

Students who joined the school after the first day of school	14	26	15	23	2.88%	5.13%	2.97%	4.54%
Students who left the school during the school year	11	23	12	13	2.26%	4.54%	2.38%	2.56%

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	506	100%
Asian	4	0.8%
Black or African American	44	8.7%
Filipino	2	0.4%
Hispanic or Latino	422	83.4%
Native American or Alaskan Native	1	0.2%
Native Hawaiian or Pacific Islander	0	0%
White	16	3.2%
Two or More Races	11	2.2%
Race Not Reported	1	0.2%
Male	254	50.2%
Female	252	49.8%
Homeless Students	6	1.2%
Foster Youth	3	0.6%
FRPM-Eligible/Economically Disadvantaged	401	80%
English Learners	253	50.2%
Special Education/Students with IEPs	56	12.2%

** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Expulsions

Student Group	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0

Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Teacher Recruitment/Retention (for each year of current charter term)

	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2020-21 Year 5
Total # of classroom teachers	32	34	31	31	31
# of new classroom teacher hires	7	8	5	12	12
# of classroom teachers retained from prior year	25	26	27	19	18
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1	1	2	3	0
# of currently vacant classroom teaching positions (FTEs)					1

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	31
# Asian	4

# Black or African American	5
# Hispanic or Latino	5
# White	13
# Other Ethnicity or Missing	4

Charter Renewal Performance Report – Facilities and Proposed Material Revisions/Substantial Changes

Facilities
<p>Does the school’s current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Lighthouse leases a beautifully-renovated 3.9-acre property in East Oakland from Lightkeepers, LLC until August 31, 2026, the lease can be renewed for two additional 10-year terms. Lighthouse has been located on this campus since 2009. The building is complete with science labs, art studios and maker spaces. The campus is state of the art, uses solar energy and other energy-saving measures, such as water bottle filling stations and motion-sensor heating and lighting systems. High speed internet throughout ensures students and staff can access learning at all times. The grounds are rich with play structures, a basketball court, and a large playing field.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term? No.</p>

Proposed Material Revisions/Substantial Changes

Note: Material revision requests typically will need to be submitted *separately* from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

There will be no material revisions to the Lighthouse charter with the exception of:

Slight increase in overall enrollment from 490 to 515.

Changes to lottery preferences or admission procedures - We will revise our enrollment priorities in order to accommodate recruiting and accepting an unsheltered student population. Our change will be a revision and a reordering of our priorities. The table below shows the change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	A sibling to a current student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter School: to keep families together	No Change
2	Not to exceed 5% of the total enrollment; A child of a school faculty, staff, board, to honor those committed to public education	Children of Lighthouse staff and LCPS Board Members (not to exceed 5 2.5% of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located	Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list. (For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime

		<p>residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located
5	A sibling of a Lighthouse alum.	Students living in the 94621 or 94603 zip code
6	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland.	A sibling of a Lighthouse alum.
7	All other applicants.	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B)

		and to serve as a public school option for students and families of Oakland
8		All other applicants.

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lighthouse K-8 (Charter 0413)
 Version: Charter Renewal - Term beginning July 1, 2021

	Curr. Yr. FY21 Light. (K-8) Forecast	Multi-year projection				
		Year 1	Year 2	Year 3	Year 4	Year 5
		FY22 Light. (K-8) Forecast	FY23 Light. (K-8) Forecast	FY24 Light. (K-8) Forecast	FY25 Light. (K-8) Forecast	FY26 Light. (K-8) Forecast
Summary						
Unrestricted						
Revenues						
8000	Local Control Funding Formula	5,038,818	5,091,278	5,091,436	5,091,436	5,193,265
8100	Federal Revenue	1,066,278	511,678	495,828	502,641	516,678
8300	Other State Revenues	974,155	929,076	973,466	985,528	1,010,380
8600	Local Revenues	166,251	206,698	208,682	210,686	214,754
8800	Fundraising and Grants	106,700	106,700	106,700	106,700	106,700
	TOTAL	7,352,202	6,845,430	6,876,112	6,918,267	7,041,777
Expenses						
1-2000	Compensation	3,335,516	3,403,881	3,471,959	3,612,226	3,684,471
3000	Employee Benefits	770,837	759,596	786,138	841,520	876,512
4000	Books and Supplies	627,567	386,531	390,034	397,827	402,140
5000	Services & Other Operating Exp.	2,018,738	1,907,067	1,930,802	1,956,081	2,029,303
6000	Capital Outlay	-	-	-	-	-
7000	Other Outflow	-	-	-	-	-
	TOTAL	6,752,659	6,457,076	6,578,934	6,843,127	6,992,427
	Operating Income, before Depreciation	599,543	388,355	297,178	195,322	49,350
	<i>Operating Income, as a % of expenses</i>	<i>8.9%</i>	<i>6.0%</i>	<i>4.5%</i>	<i>2.9%</i>	<i>1.1%</i>
6900	Depreciation Expense	-	-	-	-	-
	Change in Unrestricted Net Assets (inc. Depreciation)	599,543	388,355	297,178	195,322	49,350
	<i>Operating Income, as a % of expenses</i>	<i>8.9%</i>	<i>6.0%</i>	<i>4.5%</i>	<i>2.9%</i>	<i>1.1%</i>
Temporarily Restricted						
	Revenues / Contributions	-	-	-	-	-
	Expenses / Releases from Restriction	181,547	-	-	-	-
	Change in Restricted Net Assets	(181,547)	-	-	-	-
Fund Balance						
	Beginning Balance	-	-	-	-	-
	Unrestricted (unaudited)	725,687	725,687	1,114,041	1,411,220	1,606,542
	Restricted (unaudited)	181,547	-	-	-	-
	Total Beginning Balance	907,234	725,687	1,114,041	1,411,220	1,606,542
	Projected Ending Balance	1,325,230	1,114,041	1,411,220	1,606,542	1,731,032
	<i>Ending Balance, as a % of Operating Expenses</i>	<i>20%</i>	<i>17%</i>	<i>21%</i>	<i>24%</i>	<i>25%</i>

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lighthouse K-8 (Charter 0413)
 Version: Charter Renewal - Term beginning July 1, 2021

	Curr. Yr. FY21 Light. (K-8) Forecast	Multi-year projection				
		Year 1	Year 2	Year 3	Year 4	Year 5
		FY22 Light. (K-8) Forecast	FY23 Light. (K-8) Forecast	FY24 Light. (K-8) Forecast	FY25 Light. (K-8) Forecast	FY26 Light. (K-8) Forecast
Student Enrollment						
Budgeted Enrollment (Minimum)						
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	52	52	52	52	52	52
3	52	52	52	52	52	52
4	52	52	52	52	52	52
5	56	56	56	56	56	56
6	56	56	56	56	56	56
7	69	69	69	69	69	69
8	69	69	69	69	69	69
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	510	510	510	510	510	510
Attendance Percentage						
Average	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
ADA						
K-3	198	198	198	198	198	198
4-6	156	156	156	156	156	156
7-8	131	131	131	131	131	131
9-12	-	-	-	-	-	-
Total ADA	485	485	485	485	485	485
Demographic Information						
Enrollment (CBEDS)	510	510	510	510	510	510
FRL (#)	408	408	408	408	408	408
EL (#)	284	284	284	284	284	284
Unduplicated (#)	465	465	465	465	465	465
FRL (%)	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
EL (%)	55.7%	55.7%	55.7%	55.7%	55.7%	55.7%
Unduplicated (%)	91.2%	91.2%	91.2%	91.2%	91.2%	91.2%

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lighthouse K-8 (Charter 0413)
 Version: Charter Renewal - Term beginning July 1, 2021

		Curr. Yr. FY21 Light. (K-8) Forecast	Multi-year projection				
			Year 1	Year 2	Year 3	Year 4	Year 5
			FY22 Light. (K-8) Forecast	FY23 Light. (K-8) Forecast	FY24 Light. (K-8) Forecast	FY25 Light. (K-8) Forecast	FY26 Light. (K-8) Forecast
Revenue Detail							
8000	Local Control Funding Formula						
8011	State Aid	2,921,824	3,405,587	3,405,745	3,405,745	3,405,745	
8012	Education Protection Account	909,934	478,631	478,631	478,631	478,631	
8096	Funding in Lieu of Property Taxes	1,207,060	1,207,060	1,207,060	1,207,060	1,207,060	
	Subtotal	5,038,818	5,091,278	5,091,436	5,091,436	5,193,265	
8100	Federal Revenue						
8290	Title Funding	264,034	269,315	274,701	280,195	285,799	
8181	Special Education	62,761	64,650	65,943	67,262	68,608	
8220	Child Nutrition	184,990	177,713	155,183	155,183	155,183	
8100	Other Federal Revenues	554,493	-	-	-	-	
	Subtotal	1,066,278	511,678	495,828	502,641	509,590	
8300	Other State Revenues						
8381	Special Education	317,712	317,712	317,712	324,067	330,548	
8300	All Other State Revenues	656,443	611,364	655,754	661,461	667,283	
	Subtotal	974,155	929,076	973,466	985,528	997,831	
8600	Local Revenues & Philanthropy						
	All Local	166,251	206,698	208,682	210,686	212,710	
Total Revenue		7,352,202	6,845,430	6,876,112	6,896,991	6,918,267	

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lighthouse K-8 (Charter 0413)
 Version: Charter Renewal - Term beginning July 1, 2021

		Curr. Yr. FY21 Light. (K-8) Forecast	Multi-year projection				
			Year 1 FY22 Light. (K-8) Forecast	Year 2 FY23 Light. (K-8) Forecast	Year 3 FY24 Light. (K-8) Forecast	Year 4 FY25 Light. (K-8) Forecast	Year 5 FY26 Light. (K-8) Forecast
Expense Detail							
1000	Compensation: Certificated						
1100	Teacher Salaries	2,178,335	2,224,049	2,268,530	2,313,901	2,360,179	2,407,383
1300	Administrator Salaries	594,451	606,340	618,467	630,836	643,453	656,322
1400	Bonuses & Other Compensation	24,640	24,640	25,133	25,635	26,148	26,671
	Subtotal	2,797,426	2,855,029	2,912,130	2,970,372	3,029,780	3,090,375
2000	Compensation: Certificated						
2900	Other Non-certificated Salaries	416,240	424,565	433,057	441,718	450,552	459,563
	Subtotal	538,090	548,852	559,829	571,026	582,446	594,095
	Total Compensation	3,335,516	3,403,881	3,471,959	3,541,398	3,612,226	3,684,471
3000	Employee Benefits						
3400	Health & Welfare Benefits	410,093	394,158	413,736	431,311	455,135	482,853
3000	Other Employee Benefits	360,745	365,438	372,402	379,259	386,384	393,659
	Subtotal	770,837	759,596	786,138	810,570	841,520	876,512
4000	Books and Supplies						
4100	Textbooks & Curriculum	12,750	13,069	13,395	13,730	14,074	14,425
4200	Books & Other Materials	10,000	10,250	10,506	10,769	11,038	11,314
4300	Materials and Supplies	194,135	77,188	78,589	80,020	82,020	84,071
4400	Noncapitalized Equipment	176,164	45,732	46,876	48,048	49,249	50,480
4700	Food	234,518	240,293	240,668	241,052	241,446	241,850
	Subtotal	627,567	386,531	390,034	393,619	397,827	402,140
5000	Services & Other Operating Exp.						
5100	Subagreements for Services	651,852	660,231	673,225	686,509	703,672	721,263
5200	Travel and Conferences	500	513	525	538	552	566
5300	Dues and Memberships	6,848	6,464	6,414	6,337	6,461	6,623
5400	Insurance	30,868	29,058	28,640	28,199	28,904	29,627
5500	Utilities	106,619	107,670	110,362	113,121	115,949	118,848
5600	Leases, Repairs, and Improvements	583,715	584,823	587,658	590,565	593,544	596,597
5800	Professional Services & Other Exp.	597,401	479,669	485,634	492,928	503,848	516,190
5900	Communications	40,936	38,639	38,343	37,884	38,624	39,589
	Subtotal	2,018,738	1,907,067	1,930,802	1,956,081	1,991,554	2,029,303
6000	Capital Outlay						
6900	Depreciation Expense	-	-	-	-	-	-
	Subtotal	-	-	-	-	-	-
Total Expenses		6,752,659	6,457,076	6,578,934	6,701,668	6,843,127	6,992,427

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Methods to Measure Student Outcomes

03. ASSESSMENT METHODS

District Required Language

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

VISION FOR ASSESSMENT

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

All assessment tools used at Lighthouse K-8 are aligned to the Academic and Performance Content Standards described in **Elements A** and **B**. Assessment takes place in all grades and across all subjects. Grades 3 through 11 use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California; coherent assessments that build toward the knowledge and skills assessed by SBAC are used in K-2. LCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of the CCSS, providing both reinforcement and accountability for our program.

Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning. Because of Lighthouse K-8’s expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level.

All assessment tools used at Lighthouse K-8 align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. Assessment will take place in all grades and across subjects, as well as in the area of character development. Assessment will

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be used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflecting on student achievement and to design professional development that supports to meet the needs of all students.

Student assessment at Lighthouse K-8 will include:

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

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse K-8 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 goals

FORMS OF ASSESSMENT

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

Learning Targets & Mastery Based Grading

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

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articulating the connections between learning targets and the work of the lesson and by showing evidence of their progress toward meeting them.

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

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

Curriculum Embedded Assessments

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

Portfolios

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

Passage Presentations

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

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Student Led Conferences & Goals

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

Diagnostic and Growth Measures

At the beginning of each school year, the Lighthouse K-8 will conduct diagnostic assessments of each student to establish baseline levels of mastery. The NWEA MAP or internally developed tools will be used to establish established baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below). The ELPAC will measure students’ English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State’s objectives and priorities.

English Language Development Assessments

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

State Assessments

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

- Smarter Balanced Assessment Consortium
- California Science Test
- English Language Proficiency Assessment for California
- Physical Fitness Test

Lighthouse 2020 Charter
 Methods to Measure Student Outcomes

ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS

Figure 3.1 provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile Academic Knowledge	English Language Arts	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Presentations and performances • Simulations • Interim Assessments • Research Paper 	SBAC NWEA MAP ELPAC
	Mathematics	<ul style="list-style-type: none"> • Tests and quizzes • Focus Paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Seminar, debate, and discussion • Group Work • Presentations 	SBAC NWEA MAP
	Social Studies	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations and performances • Research projects and papers • Simulations 	None
	Science	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Scientific Inquiries 	None

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		<ul style="list-style-type: none"> ● Lab Reports ● Posters ● Research projects ● Seminar, debate, and discussion ● Presentations 	
LCPS Graduate Profile Purposeful & Self Aware		<ul style="list-style-type: none"> ● Habits of Work & Learning Grades ● Passage Presentations, 10 Year Plan ● Career Presentations, College Applications ● Internship reflections 	None
LCPS Graduate Profile Relationship Builders		<ul style="list-style-type: none"> ● Passage Presentations ● Habits of Work & Learning Grades 	None
LCPS Graduate Profile Committed to Service & Justice		<ul style="list-style-type: none"> ● Passage Presentations 	None
LCPS Graduate Profile Lifelong Learner		<ul style="list-style-type: none"> ● Passage Presentations ● Habits of Work & Learning Grades 	None

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

Figure 3.2 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
ELPAC Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	K-8	ELD Across Subject Area Settings	Upon enrollment in California schools Annually until reclassified	Level 4 (Well Developed) Or, growth at a rate that will achieve Well Developed within 5 to 7 years of

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				introduction to the language
<p>Coursework & Content Assessments</p> <p>Measure standards mastery</p>	K-8	ELA Math Science Social Studies Art Spanish Pathway	Ongoing and at the end of each unit of study	70% mastery
<p>Student Work and Portfolio</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	K-8	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
<p>Student Led Conferences</p> <p>Reflect on student strengths and areas for growth</p> <p>Identify specific goals and strategies to achieve goals</p> <p>Measure growth on goals</p>	K-8	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Triennial	Mastery of at least one goal
<p>Passage Presentations</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects,</p>	K, 2, 4, 6, 8	ELD ELA Math Science Social Studies Art Pathway	Annual	70% of standards have evidence of mastery

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products, and performance tasks		Graduate Profile Domains		
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)	Standards Met, Standard Exceeded, and categorical growth
NWEA Measure of Academic Progress Measures students growth on Reading and Math	K - 8	Reading Math	3x/year	High Achieving or High Growth
Physical Fitness Test Measure student's physical fitness	5, 7	Physical Education	Annually	Physically fit in at least 4 of 6 areas

TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse K-8 will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, Lighthouse K-8 collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving outcomes of our Graduate Profile. Some of examples of our best practices include:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.

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- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).
- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

STUDENT & FAMILY USE OF DATA

Lighthouse K-8 strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Student Led Conferences, Expositions of Student Work, and Passage as detailed in Figure 3.3. 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 SLCs and EXPOs of student work.

Figure 3.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas 	Updated every two weeks (Always accessible)
Mailings & Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, SBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights 	Ongoing
Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals 	Triannual

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	<ul style="list-style-type: none"> ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills ● Clearly articulate student progress toward passage 	
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 Charter School, with families, and with the broader community ● Develop student presentation skills and ownership of learning 	Biannual

Lighthouse K-8 maintains our online student information system and gradebooks so all parents, students, and teachers will have constant access to real time Learning Target percentages as well as specific assessment information.

School, District and State Use of Data

Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element A** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, The Charter School will produce a Local Control and Accountability Plan, 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. The Charter School shall submit the LCAP to the charter authorizer and county annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card

The Charter School will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by

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sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, and community at large.

Lodestar 2020 Charter
Employee Rights of Return

13. EMPLOYEE RIGHTS OF RETURN

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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01. EDUCATIONAL PROGRAM

District Required Language

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

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

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

Local Control Accountability Plan (LCAP)

Lighthouse K-8 shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Lighthouse K-8 shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

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- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Lighthouse K-8 shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

Because Lighthouse K-8 serves grades 9 - 12, Lighthouse K-8 shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students scheduled for June 2024.

Mathematics Placement Policy

Because Lighthouse K-8 serves ninth grade, Lighthouse K-8 shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Lighthouse K-8 projects the following grade levels and enrollment:

Figure #A.1: Enrollment Projections

<i>Projecti on</i>	<i>Current SY</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
SY	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	56	54	52	52	52	52
3	56	54	52	52	52	52

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4	56	54	52	52	52	52
5	56	54	52	52	52	52
6	80	75	75	75	75	75
7	76	75	75	75	75	75
8	76	75	75	75	75	75
9	66	75	75	75	75	75
10		72	72	72	72	72
11			68	68	68	68
12				64	64	64
TOTAL	626	692	752	816	816	816

Maximum enrollment of school during the upcoming charter term: 816 students

Lighthouse K-8 acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Who We Are

Mission

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

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Vision

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

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

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

Core Values

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

Lighthouse K-8 Core Values



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

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

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

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

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

Lighthouse K-8 is an EL Education School

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

When students enter adult life, they will be celebrated not for their performance on basic skills tests, but rather for the quality of their work and their character. That's why EL Education builds students' capacity for Three Dimensions of Student Achievement¹.



- Mastery of Knowledge and Skills.
Students will:

¹ The Three Dimensions of Student Achievement: <https://bit.ly/32Ary6C>

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- Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
- Apply their learning: transfer knowledge and skills to novel, meaningful tasks
- Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines
- Character
Students will:
 - Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
 - Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
 - Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)
- High-Quality Student Work
Students will:
 - Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding
 - Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
 - Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

Target Student Population

At Lighthouse K-8, we believe our schools must represent the rich diversity of Oakland's East Region. We currently serve students from Kindergarten through 9th grade throughout Oakland. Lighthouse K-8 is open to all students in the state of California (Education Code Section 47605(d)(2)(A)-(B) and Lighthouse K-8 will continue growing into a K-12 over the next three years. We will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners, and socio-economically disadvantaged students). We also will have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes of East Oakland, African American students, and unsheltered students. The school intends to maintain

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an enrollment of approximately 816 students across these grades, as detailed below. See Enrollment Projections above.

For far too many low-income Latino and African American students, pursuing the college and career of their choice has been an unattainable dream. While Oakland Unified School District has made significant strides to meet the academic and developmental needs of its high-school-aged students, the college-going rate is far too low to prepare Oakland youth for 21st-century jobs. Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating as a K-12 school community along with its sister school Lighthouse.

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

Attendance Requirements

School Year

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

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

The school year includes 177 instructional days, 2 more than the required 175 days for charter schools.² Teachers of LCCPS and Lighthouse K-8 have an additional 13 days of professional development and conferences with families built into the school year on an

² *California Code of Regulations*, Title 5, Section 11960.

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School Day

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

Philosophy & Approach to Education

LCPS Graduate Profile

The LCPS Graduate Profile³ articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lighthouse K-8. An education for the 21st Century must prepare students to become lifelong learners in a multi-faceted and multi-dimensional world – a world of complex problems and constantly evolving solutions, a world that calls for increased autonomy as well as heightened interdependency; put succinctly, a world of both contradictions and change. Success in such a world demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, and high standards of performance along with the skills needed to extract, infer, analyze, and evaluate information in various mediums. (See Appendix 1.2 for LCPS Graduate Profile)

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

- **Purposeful and Self Aware** - Critical to our students' success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students' identities are

³ LCPS Graduate Profile: <https://bit.ly/32xA3zd>

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persistently under attack, Lighthouse K-8 strives to be a school community that honors and uplifts our students' myriad cultures so they can thrive both within and beyond their K-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make responsible and ethical decisions.

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

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How Learning Best Occurs: LCPS Instructional Stances

At LCPS, we believe that high-quality instruction is essential to prepare students for college and a career of their choice. Our instructional stances draw upon *EL Education's Core Practices*⁴ and *Expanded Definition of Student Achievement*⁵, Zaretta Hammond's *Ready for Rigor Framework*⁶, and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.⁷ Our Instructional Stances⁸ encompass our vision for high-quality teaching and learning.

At LCPS, learning is:

- **Purposeful**

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

- **Relationship-Based**

⁴ EL Education's Core Practices: <https://bit.ly/32A4hSd>

⁵ Expanded Definition of Student Achievement: <http://bit.ly/2G0Ky2s>

⁶ Ready for Rigor Framework: <https://bit.ly/3iA6rHd>

⁷ The Four Keys to College and Career Readiness: <https://bit.ly/32A55qw>

⁸ LCPS Instructional Stances: <https://bit.ly/35FNEqj>

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- Learning is joyful. We create intellectually and socially safe classroom environments, so students are able to take risks.
 - Learning is rooted in our community and our students' identities. We teach people. Our teaching builds, and builds on, our students' identities.
 - Learning supports students to create healthy relationships and develop collaborative skills.
 - Learning happens in community. We build classroom cultures of collaborative and independent learning. We build learning partnerships.
- **Learner-Driven**
 - Learning is inquiry-based. Learning is driven by complex problems. Teachers and students use questions to guide and facilitate understanding.
 - Learners construct their own understanding. We provide structure so that learners are engaged in the hard, messy work of learning. Learners do the heavy lifting.
 - Learning opens doors for people to make choices and explore their passions.
 - Learning is driven by student-engaged assessment. Learners set goals, monitor progress, communicate, and reflect; teachers provide wise feedback that supports this process.
 - Learning is personalized (which, for us, does not mean computerized). We use data to design and dynamically adjust learning experiences based on learner needs, strengths, approaches, and curiosities. Learners work towards mastery in different ways.

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Principles in School Design

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

In order to achieve our mission, Lighthouse K-8 has committed to five design principles:

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

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

Design Principle 1: High Expectations for All Students

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

At Lighthouse K-8, High Expectations means:

- **Three Dimensions of Achievement:** We start with the belief that every child deserves to reach their fullest potential. To do so, every child must be held to clearly articulated, high expectations for achievement. And be supported to do so.

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Our Expanded Definition of Achievement, as defined by EL Education, has three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work.

- **A college-going culture.** We work hard to facilitate events and activities that help students see college as a legitimate, viable, and exciting option. Whether taking students on college visits so that they see people who look like them in college, holding financial aid workshops for families, or hosting annual College Declaration Days, it is important that we help students see college as a place for them to ultimately pursue the career of their choice.
- **College-eligibility for all.** At Lighthouse K-8 High School, our program is designed to ensure all students complete A-G requirements within their four years at Lighthouse K-8 High School. As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, our aim is for there to be flexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes.
- **College and career prep as core subjects.** At Lighthouse K-8 High School, we take college and career counseling out of an office and integrate it into the school day via our College and Career Prep course and Senior Seminar course. By ensuring all students engage in these classes, post-secondary education is accessible to all students, especially for those considering a technical certificate or military training or those who will be the first in their families to attend college. Both of these classes include assessments so that students can see the value in and get feedback on what they are learning as well as access information to support their decision-making.
- **Passage.** Students take part in passage, a tradition that confirms students' readiness to move forward in all realms of achievement at selected grade levels.

Design Principle 2: Rigorous Curriculum & Deep Learning

Lighthouse K-8's curriculum is aligned with the California Common Core State Standards^{9,10} and prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for a technical certificate, military training, or a two-year or four-year degree after graduation. Lighthouse K-8 provides a college-bound curriculum that includes content knowledge and skills such as literature and statistics,

⁹ California Common Core State Standards for ELA: <https://bit.ly/3hAKdUj>

¹⁰ California Common Core State Standards for Math: <https://bit.ly/2Rtc3qT>

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academic research and writing skills, art, technology literacy, theater, and movement.

We've adopted a top-rated curriculum based on the extensive research of Ed Reports¹¹¹²¹³ and have prioritized the ongoing training of teachers and leaders to deepen the impact on student growth and achievement. For subject areas that have not adopted the curricula, they use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work.

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

Academic Content and Performance Standards

At Lighthouse K-8, we 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. Through curriculum aligned with the State Standards, students will achieve appropriate age or grade-level mastery that fulfills or exceeds the UC/CSU A-G requirements in:

- **English Language Arts** - Grounded in the Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.
- **Mathematics** - Grounded in the Common Core State Standards for Mathematics, students engage in problem-solving and mathematical discourse as a way of

¹¹ Ed Redports Curriculum Review Process: <https://bit.ly/2ZlflkL>

¹² EL Education ELA Curriculum: <https://bit.ly/3c2eEkZ>

¹³ Eureka Math / Great Minds: <https://bit.ly/2Ry2nLA>

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bringing math alive. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific context. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. Students will have regular opportunities to also work on their group collaboration skills. At Lighthouse K-8 High School, students may engage in advanced mathematics courses upon completion of a three-year math sequence.

- **History** - Students will explore history through social, political, and economic lenses. Engaging in research, debate, and analysis, students will deepen their commitment to service and justice.
- **Science & Engineering** - Grounded in the Next Generation Science Standards, students experience scientific concepts grounded in labs and inquiry-based projects. In these courses, students will think critically using the Scientific Method. Students will be able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas and explore and honor stories. Students will also leverage cross disciplinary skills developed in ELA, History, and Humanities courses at Lighthouse K-8.

Curricular Design

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

- **Inquiry-Rich** - Lighthouse K-8's curriculum focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth and is rooted in the EL Education design principle of having wonderful ideas¹⁴.
- **Real World** - Lighthouse K-8's curriculum integrates fieldwork, presentations from experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community, and

¹⁴ EL Education's Design Principles: <https://bit.ly/33vtBrS>

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evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.

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

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- **Vetted by Experts** - Lighthouse K-8 has adopted EL Education for ELA and Eureka/Great Minds, OpenUp, and CPM for math. All of these curricula have earned “green” ratings from EdReports.

Design Principle 3: Serving the Whole Child

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

- **Family as Partners** – Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learn, and be involved with their child’s education. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, Student-Led Conferences and bi-annual Expositions of Student Work (“EXPO”) ensure all families are involved in their children’s education. Families are also encouraged to actively participate as community members through the Family Leadership Group, Coffee Tuesdays, and other family-led events.
- **Cultivating Character Development/HoWLs** – Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations. Students’ emotional and social growth is supported through the teaching of the Habits of Work and Learning (HoWLs), which are based on our Core Values and Graduate Profile. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world. These principles and skills are developed during specific parts of

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the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community.

- **Small Cohort Size** – A smaller cohort size promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition, they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – At Lighthouse K-8, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Crew (commonly known as advisory) exists to ensure that each Lighthouse K-8 student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting goals, developing effective strategies to achieve designated goals, and ensuring consistent communication with families. These goals are revisited at least three times each year at Student Led Conferences meetings (see below) which positions students to be leaders of their own learning. Taught in small groups, the Crew curriculum integrates students into Lighthouse K-8’s culture, specifically the Core Values, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all Lighthouse K-8 staff assume the role of Crew Leader in addition to their core responsibilities.
- **Student Led Conferences** – Every student at Lighthouse K-8 develops annual and quarterly goals that are collaboratively created with the student, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the student’s goals is student-driven and includes parent voice. At Student Led Conferences a student’s academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a student’s ability to succeed in school.
- **Sports Program** - Lighthouse K-8 offers many sports at the middle school including Basketball, Soccer, and Flag Football.
- **Mental Health & Wellness** – Lighthouse K-8 supports our students wellness through providing on-site access to counselors who are available to support students emotional and psychological needs. Counselors may work with students who are most in need of extra support in the areas of social and emotional

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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 students and families, Lighthouse K-8 may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Alameda County Mental Health and the Seneca Family of Agencies.

Design Principle 4: Families as Partners

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

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education¹⁵ 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 Lighthouse K-8’s high academic and behavioral outcomes.
- **Build Relationships** – Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students’ families. Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the 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 Lighthouse K-8 does

¹⁵ Parent Power, U.S. Department of Education: <https://bit.ly/35HWvYy>

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are advocates in the wider community and are more likely to give back to the school.

To support family involvement, Lighthouse K-8 provides multiple methods and entry points to meet the diverse needs of our families. Lighthouse K-8 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 not required, these events are a part of the fabric of the school and the hope is that a family member or caring adult of students attend which they do:

- **Student Led Conferences (SLCs)** – Three times per year (Fall, Winter, and Spring), parents and students are required to attend SLCs meetings to discuss their child’s progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals and review student progress towards graduation benchmarks. While are generally scheduled over the course of several days, Lighthouse K-8 schedules SLCs flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)
- **Celebrations of Learning/EXPO** – At least twice per year, parents are invited to attend Celebrations of Learning, showcasing and reviewing high quality work of students and their reflections as learners for families and community members. Parents have multiple opportunities to attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have other options.
- **Back to School Night** – Back to School Night provides teachers a chance to introduce families to their classroom specific policies and curriculum and to build community amongst parents. If parents are unable to attend, Lighthouse K-8 makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)

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

- **Home Visits** – Teachers are encouraged to schedule and conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.

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- **Coffee Tuesdays** – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family’s academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **College and Career Prep Nights** – In partnership with our high school, The Director of College and Career will host a series of evening events on topics such as College Application Processes and Financial Aid. Often, these events feature workshops and speakers on various topics pertinent to our families’ needs.
- **Family Leadership Group (FLG)** – The Family Leadership Group form the parent leadership body of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including LCAP and school plans, and plan parent and community events that help foster parent to parent relationships.
- **Workdays** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Design Principle 5: Professional Community of Learners

For learning to best occur, all staff must be part of a Community of Learners. We work together on behalf of students to improve the school’s program, share expertise, build knowledge in our disciplines, and model collaborative learning. Staff adult culture is characterized by relational trust and respectful collegiality. At Lighthouse K-8, we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research and modeled after the Framework for Professional Development in EL Education Schools¹⁶, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Student Learning** - Academic, social, and emotional learning is at the core of our mission. Professional inquiry brings educators together to discuss practice, analyze data, make action plans, and investigate new strategies.

¹⁶ Framework for Professional Development in EL Education Schools: <https://bit.ly/3iFQTBK>

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

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

Site Based Professional Development

- **Grade Level Meetings** – Weekly planning time for content teams is built into the school day with a common prep period so that teachers can develop and refine curriculum and instruction. Grade level Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Culture Team Meetings** – Time for teachers to work together with a Culture Team Leader 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 considered across the school community. Culture Team Leads are part of the School Culture Leadership Team and facilitate these learning spaces.
- **Wednesday Professional Development** – A student early release day is utilized as a common professional development experience. The focus of this work aligns with our organizational goals and adjusts each year to meet the needs we are seeing in our school community. [See a sample PD Calendar in Appendix XYZ.](#)

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

LCPS Wide Professional Development

- **Professional Development Institutes (“PDI”)** – PDI occurs when students are off campus and are times in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- **Diversity, Equity and Inclusion** – The entire LCPS community comes together to deepen our shared understanding of how to best support Diversity Equity and Inclusion in our school community. These sessions build on the ongoing work that staff engages in during PDI weeks in affinity and across difference.
- **New Teacher Mentor** - Lighthouse K-8 pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education¹⁷, Reach Institute for School Leadership¹⁸, and Great from the Gate¹⁹.
- **Evaluating Teachers** - Teachers are evaluated with a tool that prioritizes our expanded definition of student achievement and growth. Our tool, to the greatest extent possible, includes specific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement.
- **External Professional Development**
 - **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of

¹⁷ Alder Graduate School of Education: <https://bit.ly/32A2mgL>

¹⁸ Reach Institute for School Leadership: <https://bit.ly/32Ba89Y>

¹⁹ Great from the Gate: <https://bit.ly/2ZK7f4Z>

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the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education connected to EL Core Practices.²⁰

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

ACADEMIC PROGRAM

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

- Lighthouse K-8 Core Curriculum
- Lighthouse K-8 School Culture Practices and Character Development.

Lighthouse K-8 Core Curriculum

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

In the chart below, we have detailed our core base curricula for all of our course offerings. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it

²⁰ EL Education Calendar of Events: <https://bit.ly/2ZIAQM3>

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is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to the State Standards and the integrity of the curriculum’s aims and methods. Adaptation or enhancement can be a wise choice if it increases students’ understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

	K-5	6-8
English	EL Education	
Math	Eureka Math/ Great Minds	OpenUp
Science	EL Module Integrations	PBIS EL Module Integrations
History	EL Module Integrations	
Enrichment	Teacher Created	
Spanish	n/a	
CTE	n/a	

Over the course of the charter Lighthouse K-8 may make changes in order to address changes to state requirements and/or student needs. These would not constitute a material revision to the charter.

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

LCPS Milestones

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

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Lighthouse K-8 School Culture & Student Character Development

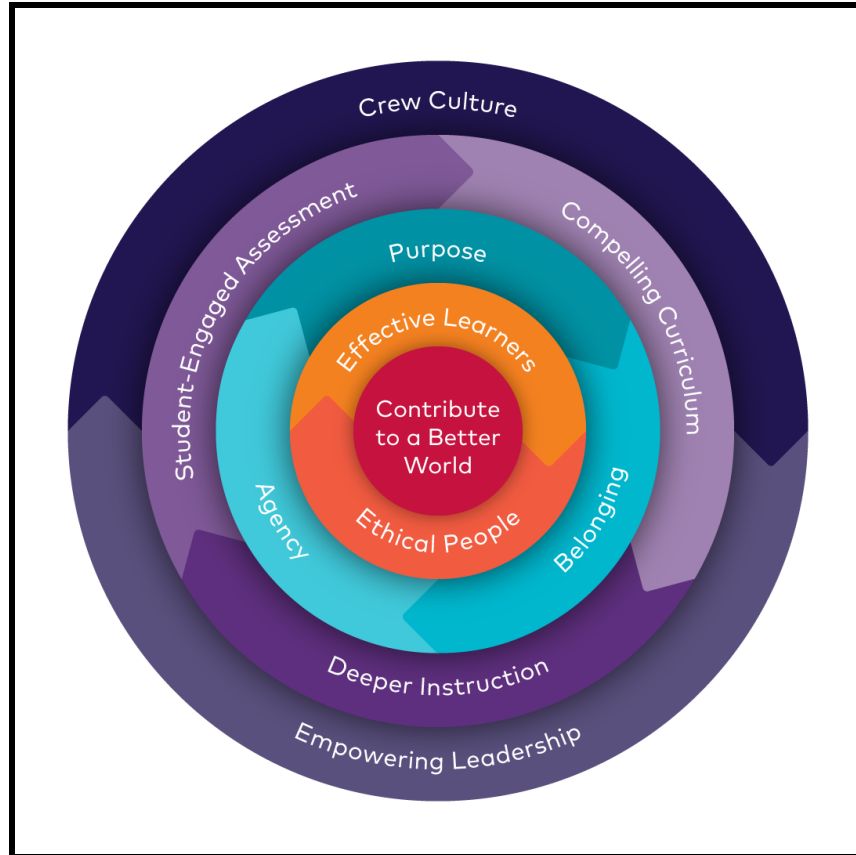
We are committed to creating an environment in which all students feel safe, respected, bring their authentic selves, and thrive. We do so, by intentionally building a restorative and responsive school community that supports character development. Infused into every aspect of Lighthouse K-8 is a school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

- Love
- Social Justice
- Integrity
- Agency
- Community

Lighthouse K-8's culture is equal parts love and rigor created to bring out the unique light in every student. The community of learning is undergirded by beliefs, behaviors, and practices that recognize and celebrate the diversity of cultures and learners; that strive to create a deep sense of belonging for all students, families, and staff; and that is unapologetically anti-racist. The act of creating and maintaining a school's culture is an ongoing process of discovery and continuous improvement. As an EL Education school, we have adopted and modified the EL Character Framework for our context.

Figure XYZ: EL Education Character Framework

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

The Lighthouse K-8 School Culture is	Behaviors, Structures, and Practices
A Celebration of Learning	<ul style="list-style-type: none"> ● Academic Growth and Achievement ● Culturally and Linguistically Responsive Teaching ● Habits of Work and Learning ● Complex tasks & Authentic Work Products, with a commitment to contributing to a better world
Belonging in Community	<ul style="list-style-type: none"> ● Crew ● Student Voice

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Restorative Practices	<ul style="list-style-type: none"> ● Development and use of norms ● Open dialogue through community meetings and restorative circles ● Positive approach to discipline and restorative justice
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The foundations of our school culture and character development are detailed below. On an ongoing basis, staff and students reflect on these foundations and detail, discuss, and reinforce the behaviors that accompany them.

THE CELEBRATION OF LEARNING

Academic Growth & Achievement

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

Culturally and Linguistically Responsive Teaching Practices

Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Lighthouse K-8 teachers recognize the cultural capital and tools that students of color bring to the classroom and utilize their students’ cultural learning tools throughout instruction.

Habits of Work and Learning (HoWLs)

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

Complex Tasks & Authentic Work Products

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

BELONGING IN COMMUNITY

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

Crew

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

Student Leadership & Voice

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

- **Annual Student Survey:** Each year, students complete an organizational survey where students evaluate their experience at Lighthouse K-8. The key domains are: Student Interactions, Attitude and Culture, and Learning

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and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.

- **Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See Appendix A.XYZ for detail on Framework for Transformational Teaching or “FTT”), students complete a teacher survey each year that provides direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.
- **Crew Circles:** A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and Crew leaders work as advocates to support students.
- **Student Body Leadership:** Lighthouse K-8 has a student government to support the inclusion and elevation of students’ voice.
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with teachers and new Principal candidates and provide their feedback directly to the Hiring Manager.
- **Focus Groups:** Students are often asked to participate in focus groups to get their input and feedback on decisions. Students contributed to the LCPS Theory of Change and gave input to adjust distance learning plans.

RESTORATIVE PRACTICES

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

Development & Use of School Norms

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

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Core Value	Core Value in Action	Behaviors
COMMUNITY	We are better together. We build community by listening, sharing, and learning together.	<ul style="list-style-type: none"> • We repair harm and engage in courageous conversations, even if uncomfortable • We have fun and bring joy to our work • We establish and promote an inclusive environment for all stakeholders
INTEGRITY	We do and say what is just & equitable, even when it is not easy, and we reflect on our words and actions.	<ul style="list-style-type: none"> • We expect, inspect and respect failure • We are radically candid with each other by balancing care with honesty • We surface and take action to eliminate patterns of inequity. • We act on the shared values laid out in our Theory of Change, Graduate Profile, and Mission
LOVE	We follow In Lak’ech as ‘Tu Eres Mi Otro Yo’ which means You Are My Other Me.	<ul style="list-style-type: none"> • We lean in to help others for the greater good • We stay curious about our differences and commonalities to build relationships • We acknowledge each other as equals in our role of creating change
SOCIAL JUSTICE	We remember Sankofa. We reflect on our past to create a better future.	<ul style="list-style-type: none"> • We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school • We prioritize both relational and technical work • We are mindful about our privileges during our interactions
AGENCY	We actively engage in learning to become changemakers.	<ul style="list-style-type: none"> • We complete our work with craftsmanship, timeliness and flexibility • We work to clearly define decision making, team structures & roles/responsibilities • Rather than staying stuck, we follow the energy of “Yes!”

Open dialogue Through Community Meetings and Restorative Circles

Humans in a community have conflict. It’s not a matter of if, but when conflict will occur. At Lighthouse K-8, we actively seek to repair harm and use conflict to teach important skills. A restorative circle is a versatile culture practice that can be used proactively, to develop relationships and build community or reactively, to respond to

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wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum, and equality.

Positive Approach to Discipline & Restorative Practices

At Lighthouse K-8, we believe that community is created and must be fostered constantly. We use Restorative Justice as a tool to help nurture our community. The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit.

Role of the Family

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

Staff Role

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

Lighthouse K-8 Student Behavior Expectations

At Lighthouse K-8, we expect that students will be prepared to meet the expectations of the school community in alignment with our Charter School's core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's values/norms.
- Students will be redirected and provided time to correct their behavior.

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- Counselors or administrators may be called to give students one-on-one support when necessary to help students in meeting classroom expectations.

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

- The student's actions cause danger to the physical and/or emotional well-being of other students.
- Multiple attempts at behavior redirection have been made, without change in the behaviors and the actions of the student is greatly inhibiting the learning of the other students.
- The student's actions constitute one or more enumerated offenses in the Lighthouse K-8 suspension and expulsion policy.

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

The Use of Consequences

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

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

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain with the administrator to take a break and reflect, and an appropriate consequence will be devised. It is important to note that a student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures**.)

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Serving Special Populations of Students

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

- Students who are not meeting learning outcomes,
- Students with disabilities,
- English Learners,
- Socio-economically disadvantaged students
- Gifted students
- Unsheltered students

VISION FOR SERVING ALL STUDENTS

Lighthouse K-8's mission is to prepare all students for college and career of their choice and to empower students to be changemakers in their communities. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This belief is in ALL students, including students with disabilities, English Learners, and students performing below grade level. All students, regardless of their ability, can achieve at high levels given the right supports. Lighthouse K-8 will give to ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready.

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

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

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

We implement an aligned, integrated system of student support so that all students become lifelong changemakers prepared to be successful in college and a career of their choice. A Multi-Tiered System of Supports (MTSS) provides an integrated, comprehensive framework that focuses on instruction, differentiated student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. An element of that system is our tiered intervention model. Outlined below are our systems, practices, and programs that enable us to provide tiered supports to students and families at Lighthouse K-8.

Figure A.XYZ MTSS Framework

Key Components of MTSS Framework		
Data	Evidence Based Practices	Levels of Support
Universal Screeners, Curricular Based Data, Assessment Data	Empirically Supported	Maximum Fidelity
Continuous Progress Monitoring	Aligned with Student Need	Opportunities for Intensive and Individual Support
Implementation and Fidelity	Contextually Relevant	Team Coordination and Distributed Leadership

Systemic Planning

On an annual basis, Lighthouse K-8 examines the current priority of specific student supports and creates an intervention plan that builds on the particular strengths,

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challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture we're aiming to develop and to collaboratively create shared goals and strategies for the school year. The data that is used to inform this planning process includes: student achievement data, student survey data, family survey data, staff survey data, and the Swift Fidelity Integrity Assessment (FIA)²¹. Lighthouse K-8 uses these assessments to refine and develop Tiered Intervention Matrices. (An example of a Tiered Support matrix for Attendance is included in Appendix XYZ)

SUPPORTING STUDENTS NOT YET MEETING LEARNING OUTCOMES

Universal Screeners

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

Tiered Intervention Model

By using assessment data to inform educators' decisions about how best to teach and support the development of their students, our Coordination of Services Team ("COST") provides for the early identification of learning and behavioral challenges and timely intervention for students who need support to access their learning. A successful Tiered Intervention Model seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

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

Tiered Interventions

Within MTSS, tiered interventions that build upon each other are leveraged to address identified student needs. Examples of tiered supports under MTSS are provided in Figure A.xyz.

²¹ The Swift Fidelity Integrity Assessment (FIA) is a self-assessment tool schools utilize to monitor progress with the [CA MTSS Framework](#).

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Figure A.xyz Tiered Interventions

Tier	How It Works	Students	Possible Interventions
Tier 1	<ul style="list-style-type: none"> ● High quality core curriculum and instruction ● Universal screening ● Individual teacher problem solving ● Student progress monitoring ● Identify Tier 2 students 6-8 weeks into school 	All	<ul style="list-style-type: none"> ● Close reading in ELA as a support to understand grade-level texts. ● Vocabulary support for all students. ● Use of models and manipulatives in math to conceptually understand mathematical ideas. ● Discussion routines so that all students are listening and speaking. ● Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. ● Audio of texts to struggling learners, or vocabulary word work for ELs. ● Math fluency block for all
Tier 2	<ul style="list-style-type: none"> ● General, targeted interventions created at the school level based on school-wide data ● Progress monitoring ● Should not exceed 6 weeks 	Few, roughly 10 - 20%	<ul style="list-style-type: none"> ● Phonics/Decoding support ● ELD support (integrated and designated) ● Math fluency support (students that struggle with basic facts and computation)

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Tier 3	<ul style="list-style-type: none"> ● Individualized support ● MTSS Team ● Grade level meeting ● Assistant principal or teacher leader is the facilitator, and holds teachers accountable 	<10% students per grade per year	<ul style="list-style-type: none"> ● Functional Behavior Plan/Behavior Intervention Plan ● Behavior contract ● One-on-one tutoring ● Small group tutoring ● Counseling ● Referral to alternative programs within the LEA/district ● Referral to professional and/or agencies outside of the LEA/district
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COST Team

The Coordination of Services Team (“COST”) consists of 4-5 key stakeholders, including administration and intervention staff such as Intervention Specialists, Education Specialists and mental health support providers. This team is responsible for ensuring that Lighthouse K-8 is supporting all students. The COST Team works to inform intervention groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team focuses on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.

The COST Team utilizes data from this assessment framework to monitor student growth, and any lack of progress is flagged immediately. The COST Team is composed of administrators, Interventionists, and Education Specialists. Through the Tiered Support Model, teachers are coached and supported in developing both behavioral and academic intervention plans for their students. This support is provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1 interventions can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education and related services after numerous Tier 1 and Tier

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2 interventions, they can submit a referral for Special Education to the Resources Specialist who will develop an assessment plan if appropriate.

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. Lighthouse K-8 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.

Additional Supports

Lighthouse K-8 provides additional supports to students who are not yet mastering grade level standards in the following ways:

- **Intervention classes** – Specific blocks of time during the day are set aside to provide additional support to students. This may include small group instruction inside or outside of the general education classroom and may be in the form of a stand-alone support class.
- **Extended Day** - Students who need more support are offered a spot in our after school program to provide them homework help and small group instruction.
- **Office Hours** – Lighthouse K-8 offers office hours to students on a weekly basis. During office hours, students have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.

STUDENTS WITH DISABILITIES

Free Appropriate Public Education

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

Full Educational Opportunity

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

Least Restrictive Environment

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

Procedural safeguards and confidentiality

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

SELPA

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

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

State and Federal Law

Lighthouse K-8 recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. Lighthouse K-8 will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. Lighthouse K-8 will comply with all applicable

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state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (“OCR”).

Facilities

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

Services

Lighthouse K-8 hires and supports a well-qualified staff at the school site to provide both tiered interventions and Special Education services in conjunction with the general education faculty. In addition, Lighthouse K-8 contracts with Seneca Family Services to provide specialized services for students.

Special Education Students and Tiered Support

Lighthouse K-8 provides a full suite of supports for students with special needs. At the core of the program is the Tiered Support Model described earlier in this charter. The Director of Special Education assists us to integrate Special Education into this larger Tiered Support framework as well as our larger schoolwide assessment framework. The schoolwide assessment framework, described in Element 2 of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress across grade levels and disciplines.

The Lighthouse K-8 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. A student with an Individualized Education Plan (“IEP”) will have access to all of the interventions available schoolwide as required by their IEP. Lighthouse K-8 Education Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at Lighthouse K-8 to inform the development of the IEP.

Search & Serve Process

Lighthouse K-8 understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Lighthouse K-8 shall actively and

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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 through the general instructional program without special education services. Parents will be informed that special education and related services are provided at no cost to them. The Search and Serve Process will be overseen by the Principal under the direct supervision of LCPS Director of Special Education.

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

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

Referral for Assessment Process

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

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

If Lighthouse K-8 concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. Parents will be informed via the Education Specialist that special education and related services are provided at no cost to them. The parent will be given at least 15 days to provide written consent to the Assessment

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Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process

Assessments will be conducted by certificated individuals. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Standardized Individual Assessment;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to 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;

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- 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. Lighthouse K-8 will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by Lighthouse K-8 will have an IEP that documents assessment results and eligibility determination for special education services. Lighthouse K-8 will ensure that all aspects of the IEP and school site implementation are maintained. Lighthouse K-8 will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at Lighthouse K-8 who have IEPs will be served in the Least Restrictive Environment ("LRE"). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Assistant Principal, Principal, or other LEA representative;
- The Director of Special Education or other Special Education Administrator, as needed;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

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- 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.

Lighthouse K-8 views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. Lighthouse K-8 will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, Lighthouse K-8 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.

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

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

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age 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;

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- 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 Lighthouse K-8 seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of his/her disability or a failure to implement the student's IEP.

In cooperation with the parent or guardian, the IEP will be implemented by LCPS and Lighthouse K-8.

IEP Review Process & Reporting

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

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet 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 that the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

In addition, Lighthouse K-8 shall comply with the SELPA. It is Lighthouse K-8's understanding that it shall represent itself at all SELPA meetings. Lighthouse K-8 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

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special education compliance and quality requirements, and ensure confidentiality and accurate/timely reporting.

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

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

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

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

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

For students transferring to Lighthouse K-8 from a school outside of California, Lighthouse K-8 shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until Lighthouse K-8 conducts an assessment pursuant to Section 1414 of Title 20 of the United States

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Code, if determined to be necessary by Lighthouse K-8, and develops a new IEP, if appropriate, in accordance with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

State Assessments

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

Professional Development for All Staff

The Education Specialists and other team members 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 receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, Lindamood-Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Dispute Resolution

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

Complaint Procedures

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

Due Process

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

Reporting

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

SELPA Representation

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

Excess Costs

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

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Staffing

Lighthouse K-8 is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at Lighthouse K-8 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 IDEA. LCPS and Lighthouse K-8 will contract with Seneca to provide targeted services. The Lighthouse K-8 Principal, Director of Special Education, and the Director of School Partnerships, Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Providing Section 504 Services

Lighthouse K-8 recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. Lighthouse K-8 is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

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

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

Please see Appendix XYZ for LCPS' 504 Board Policy, 504 Administrative Regulation, and 504 Parents' Rights Statement.

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Serving English Learners

Lighthouse K-8 is committed to supporting English Learners, (“EL”) including long-term English Learners or English Learners at risk of becoming long-term English Learners. Lighthouse K-8 holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

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

Identification, Designation & Notification

Lighthouse K-8 will determine the home language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the 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, Lighthouse K-8 will assess the English proficiency of all students who do not have a previous EL Classification in the State of California and whose primary home language may not be English using the English Language Proficiency Assessments for California (“ELPAC”) Initial Assessment (“IA”) (“ELPAC”).

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (“I-FEP”) or Intermediate English Learner or Novice English Learner. Should the State of California change its recommendations for classification of EL and I-FEP during the term of this charter, Lighthouse K-8 will adopt the state

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recommendations and this change will not be considered a material change of the charter.

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

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

Figure XYZ Reclassification Criteria

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

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	Measures of Academic Progress (“MAP”)	
Teacher Evaluation	English Grade	Meeting
Parent Opinion and Consultation	Parent Notification Letter	Notice to parents or guardians and parent’s or guardian’s opportunity to participate in the reclassification process.

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as RFEP using the guidance in **Figure A.XYZ**. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Figure A.XYZ Reclassification Criteria for ELs with Disabilities

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

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<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability/significant disproportionality of SLD/EL in our network. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met Standard level (Level 2) or higher on the ELA SBAC. 2. Nearly Met Standard level (Level 2) or higher on the ELA Interim <p>The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)</p>
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Lighthouse K-8 will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge - including students who are English Learners - are identified for differentiated instructional, acceleration, and/or support services. In addition, Lighthouse K-8 will monitor the academic progress of reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

Strategies for Supporting English Learners

Academically, Lighthouse K-8 will meet the needs of its English Learners through a combination of Integrated and Designated English Language Development. Like all students at Lighthouse K-8, all English Learners will be held to clearly articulated high expectations, provided access to the school’s rigorous curriculum, and offered personalized support as needed. English Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At

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Lighthouse K-8, we believe that holding English 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.

Integrated ELD & Designated ELD Instruction

All teachers will use Integrated ELD strategies to support English Learners to access, participate in and demonstrate knowledge of the content. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English.

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

At Lighthouse K-8, our EL Program will adjust to meet the needs of our student learner profiles and will include courses such as:

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

Teacher Qualifications and Professional Development

All core teachers at Lighthouse K-8 are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development (“CLAD”) Certification. In addition, Lighthouse K-8 will provide stipends to teacher’s base salaries to assist in recruitment of teachers who:

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

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In addition to the supports above, all Lighthouse K-8 will provide professional development to all administrators and teachers, both core and non-core, on effective Integrated ELD Strategies.

Program Assessment and Monitoring

Metrics to assess the progress of Lighthouse K-8 EL program include:

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

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

Supporting Socio-economically Disadvantaged Students

The Lighthouse K-8 program in place was designed specifically to support socio-economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college and the career of their choice. Lighthouse K-8 currently serves a population of students from which approximately 80% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional program outlined in Element A is designed to support students in overcoming the obstacles they face, through high expectations, rigorous curriculum, a focus on the whole child, family involvement, and intense professional development of their teachers. Highlights of this program, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

Holding Every Student to High Expectations

- Schoolwide beliefs, by teachers, parents, and students that all students will go to college
- Regular, standards-based assessments to track mastery of learning standards and inform instruction

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- Passage portfolios and presentation during which student demonstrate their readiness for the next grade level
- Untracked heterogeneous classrooms
- College-counseling for every student

Delivering Rigorous, High Quality Curriculum

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

Serving the Whole Child

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

Involving Families

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to supporting college and career readiness)
- 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 conduct regular analysis of student data to improve instruction
- Teacher professional development on the following possible topics: trauma-informed practices, vicarious/secondary trauma and self-care practices, restorative practices, McKinney-Vento protections, etc.

In addition, Lighthouse K-8 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 corresponding support services as needed to ensure the child closes any gap and is able to meet our mission of college and the career of their choice.

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Supporting Students Achieving Above Grade Level/Gifted Students

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

Supporting Unsheltered Students

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

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GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Lighthouse K-8 has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

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

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

Lighthouse K-8 acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula, as they may be amended from time to time, which include the requirement that Lighthouse K-8 shall annually submit a Local Control and Accountability Plan /annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Lighthouse K-8 shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Lighthouse K-8 shall comply with all

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requirements of Education Code section 47606.5, including but not limited to the requirement that Lighthouse K-8 “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

Lighthouse K-8 2020
Attendance Alternatives

12. ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lighthouse K-8 (Charter 0413)
 As of: Charter Renewal - Term beginning July 1, 2021

		Current Year: FY21														
		Actuals	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	Forecast
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash		106,320	387,317	85,767	104,997	163,170	161,126	375,516	548,496	577,903	490,173	628,034	350,886			
Unrestricted																
	REVENUE TOTAL	-	233,060	308,230	906,125	501,988	761,976	750,224	524,451	414,224	624,788	214,199	289,449	5,528,714	1,823,488	7,352,202
	EXPENSE TOTAL	325,703	566,735	569,149	627,360	533,441	576,994	607,393	524,452	531,362	516,335	521,497	191,251	6,091,674	660,985	6,752,659
Operating Cash Inflow (Outflow), exclusive of Depr.		(325,703)	(333,675)	(260,919)	278,765	(31,453)	184,982	142,830	(1)	(117,138)	108,453	(307,298)	98,198	(562,960)	1,162,503	599,543
6900	Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.		(325,703)	(333,675)	(260,919)	278,765	(31,453)	184,982	142,830	(1)	(117,138)	108,453	(307,298)	98,198	(562,960)	1,162,503	599,543
	Prior Year Revenue	1,133,776	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Prior Year Expenses	(659,058)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Prepays	131,982	-	-	-	-	-	-	-	-	-	-	(39,283)	-	-	-
	Other Balance Sheet changes	-	(0)	-	-	-	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	-	32,125	30,149	29,408	29,408	29,408	30,149	29,408	29,408	29,408	30,149	(149,512)	-	-	-
	Transfer from Cash Reserve	-	-	250,000	(250,000)	-	-	-	-	-	-	-	-	-	-	-
	Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash - Total in Primary Checking		387,317	85,767	104,997	163,170	161,126	375,516	548,496	577,903	490,173	628,034	350,886	260,289			
<i>Days of Cash on hand</i>		<i>21</i>	<i>5</i>	<i>6</i>	<i>9</i>	<i>9</i>	<i>20</i>	<i>30</i>	<i>31</i>	<i>26</i>	<i>34</i>	<i>19</i>	<i>14</i>			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lighthouse K-8 (Charter 0413)
 As of: Charter Renewal - Term beginning July 1, 2021

	Year 1: FY22												YTD Total	AP/AR	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	260,289	284,781	276,893	237,615	395,219	429,271	583,564	778,792	1,105,092	1,038,667	1,093,509	845,225			
Unrestricted															
REVENUE TOTAL	-	257,248	336,384	658,403	520,639	453,647	690,498	571,231	428,095	534,586	230,502	306,540	4,987,775	1,857,655	6,845,430
EXPENSE TOTAL	240,797	502,378	505,604	531,126	516,914	569,218	525,597	517,890	524,846	510,072	509,113	225,872	5,679,427	777,649	6,457,076
Operating Cash Inflow (Outflow), exclusive of Depr.	(240,797)	(245,130)	(169,219)	127,277	3,725	(115,571)	164,901	53,341	(96,751)	24,515	(278,611)	80,668	(691,651)	1,080,006	388,355
6900 Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.	(240,797)	(245,130)	(169,219)	127,277	3,725	(115,571)	164,901	53,341	(96,751)	24,515	(278,611)	80,668	(691,651)	1,080,006	388,355
Prior Year Revenue															
Prior Year Expenses															
Prepays	39,283														
Other Balance Sheet changes	-														
Summerholdback for Teachers	(149,512)	32,040	30,327	30,327	30,327	30,327	30,327	30,327	30,327	30,327	30,327	(152,491)			
Transfer from Cash Reserve															
Transfer from Line of Credit															
Ending Cash - Total in Primary Checking	284,781	276,893	237,615	395,219	429,271	583,564	778,792	1,105,092	1,038,667	1,093,509	845,225	773,402			
<i>Days of Cash on hand</i>	16	16	13	22	24	33	44	62	59	62	48	44			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lighthouse K-8 (Charter 0413)
 As of: Charter Renewal - Term beginning July 1, 2021

	Year 2: FY23												YTD Total	AP/AR	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	773,402	1,050,854	1,184,478	1,125,890	1,432,736	1,486,397	1,389,711	1,574,879	1,647,178	1,582,645	1,627,552	1,368,011			
Unrestricted															
REVENUE TOTAL	-	257,256	336,432	658,452	549,547	451,653	689,851	569,237	439,412	533,929	228,499	305,331	5,019,599	1,856,512	6,876,112
EXPENSE TOTAL	259,250	259,308	524,197	541,489	526,819	579,272	535,616	527,872	534,878	519,955	518,973	502,376	5,830,007	748,926	6,578,934
Operating Cash Inflow (Outflow), exclusive of Depr.	(259,250)	(2,052)	(187,765)	116,963	22,728	(127,619)	154,235	41,365	(95,466)	13,973	(290,474)	(197,045)	(810,408)	1,107,586	297,178
6900 Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.	(259,250)	(2,052)	(187,765)	116,963	22,728	(127,619)	154,235	41,365	(95,466)	13,973	(290,474)	(197,045)	(810,408)	1,107,586	297,178
Prior Year Revenue															
Prior Year Expenses															
Prepays															
Other Balance Sheet changes															
Summerholdback for Teachers	(152,491)	2,056	30,933	30,933	30,933	30,933	30,933	30,933	30,933	30,933	30,933	(140,228)			
Transfer from Cash Reserve															
Transfer from Line of Credit															
Ending Cash - Total in Primary Checking	1,050,854	1,184,478	1,125,890	1,432,736	1,486,397	1,389,711	1,574,879	1,647,178	1,582,645	1,627,552	1,368,011	1,030,738			
<i>Days of Cash on hand</i>	<i>58</i>	<i>66</i>	<i>62</i>	<i>79</i>	<i>82</i>	<i>77</i>	<i>87</i>	<i>91</i>	<i>88</i>	<i>90</i>	<i>76</i>	<i>57</i>			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lighthouse K-8 (Charter 0413)
 As of: Charter Renewal - Term beginning July 1, 2021

		Year 3: FY24														Forecast
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash		1,030,738	1,293,278	1,470,539	1,405,302	1,704,049	1,751,367	1,645,965	1,824,401	1,888,314	1,816,156	1,854,337	1,586,327			
Unrestricted																
	REVENUE TOTAL	-	257,547	336,801	660,390	552,419	452,255	692,290	570,070	441,079	536,368	229,170	306,736	5,035,124	1,861,867	6,896,991
	EXPENSE TOTAL	263,549	264,240	534,410	551,788	536,653	589,208	545,406	537,709	544,789	529,738	528,731	512,390	5,938,611	763,057	6,701,668
Operating Cash Inflow (Outflow), exclusive of Depr.		(263,549)	(6,692)	(197,609)	108,602	15,766	(136,954)	146,884	32,361	(103,711)	6,629	(299,562)	(205,654)	(903,487)	1,098,810	195,322
6900	Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.		(263,549)	(6,692)	(197,609)	108,602	15,766	(136,954)	146,884	32,361	(103,711)	6,629	(299,562)	(205,654)	(903,487)	1,098,810	195,322
	Prior Year Revenue															
	Prior Year Expenses															
	Prepays															
	Other Balance Sheet changes															
	Summerholdback for Teachers	(140,228)	2,097	31,552	31,552	31,552	31,552	31,552	31,552	31,552	31,552	31,552	(143,033)			
	Transfer from Cash Reserve															
	Transfer from Line of Credit															
Ending Cash - Total in Primary Checking		1,293,278	1,470,539	1,405,302	1,704,049	1,751,367	1,645,965	1,824,401	1,888,314	1,816,156	1,854,337	1,586,327	1,237,641			
<i>Days of Cash on hand</i>		<i>72</i>	<i>82</i>	<i>78</i>	<i>95</i>	<i>97</i>	<i>91</i>	<i>101</i>	<i>105</i>	<i>101</i>	<i>103</i>	<i>88</i>	<i>69</i>			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lighthouse K-8 (Charter 0413)
 As of: Charter Renewal - Term beginning July 1, 2021

	Year 4: FY25												YTD Total	AP/AR	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	1,237,641	1,479,288	1,652,958	1,579,345	1,868,728	1,908,474	1,791,881	1,962,390	2,016,733	1,935,609	1,965,940	1,688,302			
Unrestricted															
REVENUE TOTAL	-	257,844	337,177	662,366	555,349	452,868	694,778	570,918	442,779	538,855	229,854	308,161	5,050,947	1,867,320	6,918,267
EXPENSE TOTAL	268,826	270,339	546,022	563,395	547,785	601,644	556,452	548,757	556,086	540,707	539,675	523,898	6,063,587	779,540	6,843,127
Operating Cash Inflow (Outflow), exclusive of Depr.	(268,826)	(12,496)	(208,845)	98,971	7,563	(148,776)	138,325	22,161	(113,307)	(1,852)	(309,821)	(215,737)	(1,012,640)	1,087,780	75,140
6900 Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.	(268,826)	(12,496)	(208,845)	98,971	7,563	(148,776)	138,325	22,161	(113,307)	(1,852)	(309,821)	(215,737)	(1,012,640)	1,087,780	75,140
Prior Year Revenue															
Prior Year Expenses															
Prepays															
Other Balance Sheet changes															
Summerholdback for Teachers	(143,033)	2,139	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	(145,893)			
Transfer from Cash Reserve															
Transfer from Line of Credit															
Ending Cash - Total in Primary Checking	1,479,288	1,652,958	1,579,345	1,868,728	1,908,474	1,791,881	1,962,390	2,016,733	1,935,609	1,965,940	1,688,302	1,326,672			
Days of Cash on hand	82	92	88	104	106	99	109	112	107	109	94	74			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lighthouse K-8 (Charter 0413)
 As of: Charter Renewal - Term beginning July 1, 2021

		Year 5: FY26														Forecast
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash		1,326,672	1,544,621	1,719,152	1,642,959	1,932,926	1,972,691	1,852,403	2,024,956	2,077,279	1,993,426	2,021,351	1,737,102			
Unrestricted																
REVENUE TOTAL		-	263,001	343,863	674,836	566,398	461,555	707,769	579,844	451,264	547,314	234,081	313,134	5,143,057	1,898,720	7,041,777
EXPENSE TOTAL		274,524	276,884	558,204	575,554	559,460	614,669	568,043	560,347	567,944	552,215	551,157	535,973	6,194,974	797,452	6,992,427
Operating Cash Inflow (Outflow), exclusive of Depr.		(274,524)	(13,883)	(214,342)	99,282	6,938	(153,115)	139,726	19,497	(116,680)	(4,901)	(317,076)	(222,839)	(1,051,917)	1,101,267	49,350
6900	Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.		(274,524)	(13,883)	(214,342)	99,282	6,938	(153,115)	139,726	19,497	(116,680)	(4,901)	(317,076)	(222,839)	(1,051,917)	1,101,267	49,350
Prior Year Revenue																
Prior Year Expenses																
Prepays																
Other Balance Sheet changes																
Summerholdback for Teachers		(145,893)	2,182	32,827	32,827	32,827	32,827	32,827	32,827	32,827	32,827	32,827	(148,811)			
Transfer from Cash Reserve																
Transfer from Line of Credit																
Ending Cash - Total in Primary Checking		1,544,621	1,719,152	1,642,959	1,932,926	1,972,691	1,852,403	2,024,956	2,077,279	1,993,426	2,021,351	1,737,102	1,365,452			
<i>Days of Cash on hand</i>		<i>86</i>	<i>95</i>	<i>91</i>	<i>107</i>	<i>109</i>	<i>103</i>	<i>112</i>	<i>115</i>	<i>111</i>	<i>112</i>	<i>96</i>	<i>76</i>			

Lodestar 2020 Charter
Retirement Systems

EMPLOYEE RETIREMENT SYSTEM

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The Charter School has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers’ Retirement and/or Public Employees’ Retirement Systems. All staff contribute 8% and Lighthouse Community Public Schools matches that 8% contribution, vesting LCPS contributions over five years. Staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS Board of Directors oversees investments of this program. Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the Charter School’s employee policies.

Lighthouse Community Charter School Charter Renewal Budget Narrative

Requirements: Financial statements, including the annual operating budget and 3-year cash flow and financial projections, as well as all back up and supporting documents and budget assumptions (ie. Anticipated revenues and expenditures, including special education and ADA).

Format: Excel

This Narrative describes the assumptions of the financial statements for Lighthouse Community Charter School (“Lighthouse”). This includes:

- Fiscal Accountability
- Enrollment Assumptions
- Revenue Assumptions
 - FCMAT Calculator & Local Control Funding Formula
 - Other State Revenue
 - Federal Revenue
 - Fundraising and Local Revenues
- Expense Assumptions
 - Compensation and Benefits
 - Books and Supplies
 - Services and Other Operating Expenditures
- Cash Flow

Fiscal Accountability

Lighthouse Community Charter School (“Lighthouse ”) is operated in conjunction with the Lighthouse Community Public Schools (LCPS), a non-profit organization. Throughout its operation, Lighthouse has demonstrated the ability to capably budget and manage its cash flow. As part of LCPS, it is operated with clear communication and sound fiscal policies in conjunction with the other two schools, both authorized by OUSD, in our “family of schools”:

- Lighthouse Community Charter School (CDS #: 01-61259-0130633)
- Lighthouse Community Charter High School (CDS #: 01-61259-0108944)
- Lodestar: A Lighthouse Community Charter Public School (CDS #: 01-61259-0134015).

Key Assumption: Enrollment & ADA

Lighthouse has demonstrated a successful track record in maintaining its enrollment targets. Over the five years included in the budget projections (fiscal years 2022-26), we expect to serve up to the enrollment identified on page 2 in the budget. This includes totals of:

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	510	510	510	510	510	510
ADA%	95%	95%	95%	95%	95%	95%
ADA	485	485	485	485	485	485

We expect to serve a population with similar demographics as we served in the most recent full school year. That includes the following percentages, which are impactful when accounting for LCFF and other budget assumptions:

- Percentage of students eligible for Free/Reduced Lunch: 80.0%
- Percentage of English Language Learner students: 55.7%
- Unduplicated Pupil Percentage: 91.2%
- Unduplicated Pupil Percentage within OUSD: 76.5%

Key Assumption: LCFF Calculator from FCMAT

Lighthouse follows the best practice of projecting revenues for the Local Control Funding Formula (LCFF) through the LCFF Calculator provided by FCMAT (the state’s Fiscal Crisis & Management Assistance Team).

At the time of generating Lighthouse’s budget for charter renewal, FCMAT had released version 21.2 of its calculator. Most notably, this included “flat revenues” for the foreseeable future. This meant that a 0% COLA was applied to LCFF revenues through 2024-25, the last year included in FCMAT’s calculator. Beyond that (in year 5 of the projections), we applied a marginal 2% COLA, assuming the state economy will finally sustain some incremental growth by that time.

To summarize, we project the following COLAs in the subsequent 5 years:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
COLA	N/A; Current	0%	0%	0%	0%	2.00%

Note that the summary tab from our LCFF Calculator is included to provide full detail about our projections.

Other State Revenues. In addition to LCFF, Lighthouse is projecting the following additional state revenues beyond that, including:

- Special Education funding: Lighthouse is a member of the El Dorado County Office of Education (EDCOE) Special Education Local Education Agency (SELPA). The financial projections use EDCOE’s most recent data, with current state funding (AB602) distributed to member charters at a rate of \$619/ADA in the current year. Additionally, EDCOE makes Educationally-Related Mental Health Services available to its members for eligible Level 2 and 3 services. Based on communication to date with EDCOE, Lighthouse conservatively assumes that current year ERMHS funding will be \$26,804, and only projects minimal increases as student enrollment rises in future years.
- Child Nutrition: Lighthouse operates within LCPS’ School Food Authority. Based on the NSLP reimbursement structure, revenues for reimbursements have been budgeted to cover 80% of food costs among all sources. Of that revenue, state funding accounts for 7%.
- Charter School Facility Grant Program (CSFGP), also known as “SB740 funding”: Lighthouse leases a private facility, and is eligible for reimbursement under SB740. This funding, administered by the California School Finance Authority, provides eligible charter schools with funding at the lessor of 75% of rent cost or based upon a rate per ADA (currently \$1147/ADA). Eligibility is dependent on serving a student population with at least 55% Free- or Reduced-Price Meal Eligibility. Lighthouse qualifies based on that criteria, and can also be eligible based on that of the surrounding attendance area.
- Mandated Cost Reimbursements: these funds are budgeted in line with current state expectations, at \$16.86/ADA for K-8 students and \$46.87/ADA for High School students.
- State Lottery: these funds are budgeted conservatively relative to recent year funding, at \$207/ADA, given the potential for variability.

- ASES Funding: Lighthouse has received ASES award funding to operate an after school program, and it's assumed to continue at a flat rate of \$177,559.

Federal Revenue. Lighthouse is anticipating the following Federal funds:

- Child Nutrition: As stated above, LCPS operates a School Food Authority. Revenues for reimbursements have been budgeted to cover 80% of food costs among all sources. Of that revenue, federal funding accounts for 69%.
- Title funding (I, II, III): Based on its previously-submitted LEA Plan, Lighthouse established eligibility for Title Funding. This allows for funding to the LEA, and projections are based on the following rates: Title I: \$400 per Prior year ADA; Title II: \$49 per prior year ADA; Title III: \$114 per ELL student; Title IV: flat funding at \$14,237 with 2% increases annually.

Local Revenue. Lighthouse includes the following major revenues within Local Revenues:

- Measure G1 - Compensation: Lighthouse has received funding through Measure G1. We assume flat funding into future years.
- Measure G1 - Middle School: Lighthouse has received funding through Measure G1, and followed the application & compliance process established by the Measure G1 commission. We assume flat funding into future years.
- OFCY (Oakland Fund for Children and Youth) - Lighthouse has secured grant funding to support After School Programming in partnership with the City of Oakland's OFCY program. We anticipate flat funding in future years.

Key Assumption: Expenditures

Compensation and Benefits.

The staffing model projected at Lighthouse is based on the current model in operation, with adjustments in future years based on growth of additional grades:

		Current FY21	Year 1 FY22	Year 2 FY23	Year 3 FY24	Year 4 FY25	Year 5 FY26
	Code	FTE	FTE	FTE	FTE	FTE	FTE
1000 - Certificated Salaries							
1100 - Teachers Salaries	1100	20.00	20.00	20.00	20.00	20.00	20.00
1148 - Teacher - Special Ed	1148	2.70	2.70	2.70	2.70	2.70	2.70
1160 - Instructional Grants	1160	1.00	1.00	1.00	1.00	1.00	1.00
1170 - Teacher -- RTI & Sp. Ed.	1170	2.28	2.28	2.28	2.28	2.28	2.28
1180 - Teacher -- Specials	1180	4.60	4.60	4.60	4.60	4.60	4.60
1190 - Teacher -- ELD	1190	0.85	0.85	0.85	0.85	0.85	0.85
1300 - Certificated Supervisor & Administrator Salaries	1300	6.26	6.26	6.26	6.26	6.26	6.26
1311 - Certificated Supervisor - School Year Schedule	1311	1.00	1.00	1.00	1.00	1.00	1.00
Total - 1000 - Certificated Salaries		38.69	38.69	38.69	38.69	38.69	38.69
2000 - Classified Salaries							
2100 - Classified Instructional Aide Salaries	2100	3.50	3.50	3.50	3.50	3.50	3.50
2904 - Other Classified - Security/yard duty	2904	1.69	1.69	1.69	1.69	1.69	1.69
2905 - Other Classified - After School	2905	5.50	5.50	5.50	5.50	5.50	5.50
2911 - Other Classified -- Tech Team	2911	1.26	1.26	1.26	1.26	1.26	1.26
2928 - Other Classified - Food	2928	0.63	0.63	0.63	0.63	0.63	0.63
2930 - Other Classified - Maintenance/grounds	2930	2.52	2.52	2.52	2.52	2.52	2.52
Total - 2000 - Classified Salaries		15.10	15.10	15.10	15.10	15.10	15.10

Benefits.

- Health Insurance Coverage: LCPS provides health insurance for its employees, with health costs at an average of 11% of salaries. This cost is primarily to provide coverage for its employees through Kaiser Permanente (medical) and Principal Financial Group (dental).
- Retirement Benefits: LCPS provides retirement benefits to its employees through a governmental Retirement Plan. LCPS has budgeted an employer contribution of 8% into the employee's retirement, while the employee also contributes 8%.

Books and Supplies.

- Core Curriculum Materials, Books/Reference, Materials and Supplies: Lighthouse has budgeted strategically to provide the necessary materials for classroom materials for all of its students. Non-capitalized Equipment: With a particular eye on evolving student needs, Lighthouse continues to budget appropriately for implementation of technology in the classroom, assuming 1:1 usage of Google Chromebooks by its students.
- Child Nutrition: As stated above, Lighthouse participates in the National School Lunch Program. This has been budgeted at an average cost of \$465 per ADA, which has been consistent with historical trends.

Services and Other Operating Expenditures.

- Among Services and Operating Expenditures, it's important to call out the role of facilities. Lighthouse occupies a private facility at 444 Hegenberger Rd., a K-12 site that it shares with Lighthouse Community Charter High School. Lease costs are budgeted according to existing lease and option agreements, at a below market rate.

Cash Flow Assumptions

Lighthouse includes its current and future year cash flow projections for review. On the basis of clear fiscal policies, LCPS staff manages cash needs of Lighthouse, and reports out cash positions and outlook regularly to the LCPS governing board.

This projection includes deferrals as outlined in the 2020-21 State Budget.

Lodestar 2020
Dispute Resolution Process

14. DISPUTE RESOLUTION PROCEDURE

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Lodestar 2020
Dispute Resolution Process

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To [Charter School Name], c/o School Director:
[Charter School Name]
[Charter School Address]

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

Lodestar 2020
Dispute Resolution Process

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 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

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

INTENT

The intent of the Lighthouse Community Public Schools Dispute Resolution Process is to:

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

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

Public Comments

LCPS staff, the LCPS Board of Directors, and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Internal Disputes

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

The District shall not intervene in any such internal disputes without the consent of the LCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCPS Board of Directors/or CEO for resolution pursuant to the Charter School’s policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable

Lodestar 2020

Dispute Resolution Process

cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCPS Board of Directors has requested the District to intervene in the dispute.

LCPS has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. LCPS 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 Charter School, whether the Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Please see Appendix 14.1 for the LCPS Uniform Complaint Procedures.

Lodestar 2020 Charter
School Closure Procedures

15. SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

Lodestar 2020 Charter
School Closure Procedures

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

Lodestar 2020 Charter
School Closure Procedures

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

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School Closure Procedures

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

Lodestar 2020 Charter
School Closure Procedures

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's

Lodestar 2020 Charter
School Closure Procedures

governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

Lodestar 2020 Charter
School Closure Procedures

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Lighthouse 2020 Charter
Fiscal Audits

FISCAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

In compliance with Education Code section 47605(b)(5)(I),) and 47605(m), the Lighthouse Community Public School’s Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the Charter School’s financial affairs. The audit will check the accuracy of the Charter School’s financial statements, revenue-related data collection and reporting practices, and review the Charter School’s internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of the charter school as published in the State Controller’s 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 LCPS 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 LCPS Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year, and a copy of the auditor’s report will be sent to the Charter Schools Office of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year.

The Audit committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and issue an acceptance of the audit to the Board of Directors along with recommendations on how these will be resolved. Finally, the Director of Finance will create a formal report that addresses any exceptions or deficiencies and submit this report to the District including a description of how the exceptions or deficiencies have or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of Lighthouse K-8 is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

Lighthouse 2020 Charter

Means to Achieve a Balance of Students

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

Lighthouse K-8 aims to serve a diverse student population and offer a program that attracts the families of students who are racially and ethnically diverse, who have special needs, and who are English Learners. In order to ensure that there is a balance of students at Lighthouse K-8 reflective of the general population residing within the territorial jurisdiction of the district, Lighthouse K-8 has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in English and Spanish.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, 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.

Lighthouse K-8 shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Lighthouse 2020 Charter
Admissions Policies and Procedures

08. ADMISSIONS POLICIES AND PROCEDURES

***“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].”
– Ed. Code § 47605(c)(5)(H)***

Documentation of Admissions and Enrollment Processes

Upon request, Lighthouse K-8 will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Lighthouse K-8 shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Lighthouse K-8 shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Lighthouse K-8 makes concerted efforts to recruit students of all backgrounds and abilities. Lighthouse K-8 will comply with all state requirements and its preferences shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation per Education Code section 47605(e)(2)(B)(iii).

Homeless and Foster Youth

Lighthouse K-8 shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Lighthouse K-8 shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Lighthouse K-8 is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Lighthouse K-8 shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Lighthouse K-8 shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other

Lighthouse 2020 Charter
Admissions Policies and Procedures

characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Lighthouse K-8 may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Lighthouse K-8 shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Lighthouse K-8 shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Lighthouse K-8 shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Lighthouse K-8.

ADMISSIONS

Lighthouse K-8 will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Lighthouse K-8 will actively recruit a diverse student population 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.

Lighthouse K-8 will accept all students who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics

Lighthouse 2020 Charter
Admissions Policies and Procedures

described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Admission & Enrollment Timeline

By October 1 of each year and/or when the District releases the open enrollment period dates, Lighthouse K-8 will notify the District in writing of the application deadline and proposed lottery date. The school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. Lighthouse K-8 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.

The table below provides an estimated application, public random drawing, and admission schedule and process. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the Charter School's website.

Proposed Admissions and Enrollment Timeline

Month	Process
October - June	Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
November - January	Open Enrollment Period. Application forms available at school office or online at the Charter School' website.
January	Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning
Last Day of January	All application forms due to the Charter School
First week of February	Public random drawing conducted (if necessary)

Lighthouse 2020 Charter
Admissions Policies and Procedures

Second week of February	Admission status notification distributed to applicants via School Mint notification
June	Registration and welcome events
June - August	Family/Student orientations held

Admissions Process

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

- Optional school tour
- Attendance at an enrollment meeting to understand the Lighthouse K-8’s mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. **(optional)**
- Completion of an application, which consists of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences). Applications are available on-line or in hard copy form in both English and Spanish.

All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.

Admission Priorities

Students will be given preference¹ in Lighthouse K-8 random public lottery if their parents desire and they are:

1. A sibling to a current student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter School to keep families together
2. Not to exceed 5% of the total enrollment; A child of a school faculty, staff, board, to honor those committed to public education
3. Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located
4. Students living in the 94621 or 94603 zip code
5. A sibling of a Lighthouse alum.
6. Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
7. All other applicants

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required.

Lottery Process

If more applications are received than there are available slots, Lighthouse K-8 will hold a public, random lottery moderated by a neutral third party, Schoolmint, in a public location to determine the following school year’s enrollment. The process will be transparent and fair, and parents/guardians need not be present to participate but are welcomed to attend. Applicants will receive lottery results

¹ Please note, at the time of submission in September 2020, a material revision has been submitted by Lighthouse K-8 to OUSD to add an admissions preference to allow for priority to be given to students whose families are unsheltered and/or homeless, according to the McKinney Vento definition.

Lighthouse 2020 Charter
Admissions Policies and Procedures

via the Schoolmint platform and through a letter. Communication about both offers and waitlist status are communicated along with additional information on a families next steps to ensure their spot if a family was accepted. Once admitted, students need not apply each year, however, if students should leave Lighthouse K-8, the student will need to enter the lottery process again.

Admission priorities, deadlines, dates and times will be communicated during information sessions, in emails to all applicants via Schoolmint and on the Charter School website. Public notice of application deadlines, lottery and final response date are posted once Oakland Enrolls has made these dates public. The Charter School details the admission priorities and the steps taken when running the public drawing during the lottery time. These presentations can be made available at the request at any time if a parent did not attend the public drawing.

Waitlist

Each year, Lighthouse K-8 will begin collecting applications during Oakland's open enrollment window. A lottery is held within the Oakland Enrolls lottery window within approximately 30 days of the application deadline. Only one lottery is held for applications submitted by the due date. Late applications are considered after the application deadline, and are automatically placed on the waitlist if the number of applications surpasses the number of spaces available.

Should spaces open either before the new school year or during the course of the school year, Lighthouse K-8 will contact students in the order they appear on the waiting list. Students are asked to accept the spot within 72 hours of notification. Applications are only valid for one school year and will expire in May of each existing school year and shall not carry over to the following school year.

After Acceptance

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

- Proof of Immunization and Physical Exam
- Proof of Oral Exam (Kinder only)
- Proof of minimum age requirements
- Proof of Withdrawal from Previous School (if applicable)
- Completion of general intake form to include student and family information
- Home Language Survey
- Completion of Emergency Medical Information Form
- Optional applications to School based programs (After School Program, School Meals Program)
- Release waivers for technology, fieldwork, media release
- Student/Family Handbook (including annual notifications and school policies)
- Release of Records²

² The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Lighthouse 2020 Charter
Health and Safety Requirements

DISTRICT REQUIRED LANGUAGE:

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

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

Site Safety Plan

Lighthouse K-8 shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

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

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Lighthouse K-8 shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Lighthouse K-8 shall maintain student immunization, health examination, and health screening records on file.

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Suicide Prevention Policy (Grades 7-12)

Lighthouse K-8 shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Lighthouse K-8 shall ensure that all staff members receive annual training on Lighthouse K-8's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Lighthouse K-8 shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Lighthouse K-8 shall provide all employees, and other persons working on behalf of Lighthouse K-8 who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Lighthouse K-8 shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Lighthouse K-8 shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Lighthouse K-8 shall maintain on file and available for inspection evidence that (1) Lighthouse K-8 has performed criminal background checks and cleared for employment all employees prior to employment; (2) Lighthouse K-8 has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Lighthouse K-8 has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Lighthouse K-8 shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Lighthouse K-8 shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

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Tuberculosis Screening

Lighthouse K-8 shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Lighthouse K-8 shall maintain TB clearance records and certifications on file.

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

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

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

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

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a teacher's certificated assignment
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law, if applicable
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification

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- A completed Employment Application for all staff
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

Role of Staff as Mandated Child Abuse Reporters

All Lighthouse K-8 employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

The Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. The Charter School shall maintain TB records and certificates on file.

Immunizations

LCPS adheres to all law related to 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, as they are currently and as they may be amended in the future.

Medication in School

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

Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Vision/Hearing/Scoliosis

The Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq., related to student immunization,

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health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. The Charter School shall maintain student immunization, health examination, and health screening records on file.

Blood-Borne Pathogens

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

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

Drug Free / Smoke Free Environment

The Charter School maintains a drug and alcohol and smoke free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LCPS and Lighthouse K-8 are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LCPS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom at the schoolsite and in public areas at the

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schoolsite that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in the appendices.

Suicide Prevention Policy

LCPS has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 6.1.

Emergency Preparedness

LCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes administrators and counselors. LCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually. Emergency plans are maintained on file and available for inspection. ACE adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies and is included as Appendix 6.2.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

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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 California Building Standards Code, including provisions for seismic safety. Toward that end, the Charter School:

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

10. SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(I) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(II) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

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(i) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(ii) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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OVERALL VISION OF DISCIPLINE

The overall goal of discipline at Lighthouse K-8 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, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lighthouse K-8's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The Lighthouse K-8 Student and Family Handbook is included in the Appendix.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

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

SUSPENSION AND EXPULSION PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student

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suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily

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remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

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- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. For grades 9 - 12 only: 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.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

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- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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- ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee’s concurrence.

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2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

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educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with their academic performance.
 - iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i) A message, text, sound, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii) An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

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been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from

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removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of

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serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

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O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**1. Notification of SELPA**

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

2. Services During Suspension

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

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3. Procedural Safeguards/Manifestation Determination

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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Suspension and Expulsion Procedures

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted

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Suspension and Expulsion Procedures

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

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

Equal Employment Opportunity and Nondiscrimination

Lighthouse K-8 acknowledges and agrees that all persons are entitled to equal employment opportunity. Lighthouse K-8 shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Lighthouse K-8 further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Lighthouse K-8 shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Lighthouse K-8 shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Lighthouse K-8 shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Lighthouse K-8 shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

Lighthouse K-8 shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

A COMMITMENT TO QUALITY STAFF & THEIR ONGOING DEVELOPMENT

We know our mission of preparing students for college and a career of their choice, while also ensuring students are changemakers, is only possible with a staff that is dedicated to the outcomes of all children, who are qualified for their position, and are constantly learning and refining their practice. To that end, Lighthouse K-8 holds high standards for the employees it hires, while being

dedicated to a selection process that is transparent and inclusive of other team members. Fair and transparent compensation and benefits and ongoing professional development for all employees is a commitment of Lighthouse Community Public Schools and Lighthouse K-8.

OVERALL QUALIFICATIONS

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

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

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

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

Lighthouse K-8 maintains on file current copies of:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Documentation of immunization clearance

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

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

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

SELECTION PROCESS

Selection and appointment of employees will be the exclusive prerogative of the Charter School. As such, with the exception of the Principal, those who work at the Charter School shall be selected, employed, and released by their supervising Principal, in accordance with terms and conditions of employment contained in LCPS's personnel policies (see appendix 5.1 for the **Employee Handbook**). Selection and evaluation of the Principal(s) is conducted by the Chief Academic Officer. The Principal hires the Assistant Principals. The Principal or Assistant Principals, in consultation with the Principal, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Directors of other functional areas (Operations, Finance, etc).

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

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

EMPLOYEE QUALIFICATIONS

At Lighthouse K-8, we have three categories of educators – administrators, instructional staff (teachers, non-certificated instructional staff, and extended day staff), and all other staff. We expect all of our employees, regardless of their position, to have:

- An expressed and evidenced commitment to the mission of the school and the core values of the organization
- Experience with diverse, urban populations, including an expressed commitment to anti-racist practices
- Met the expectations of state and federal requirements as they relate to their teaching position
- Demonstrated they are multi-faceted, life-long learners
- Experience and success working collaboratively with others
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- Alignment to the overall philosophies and ways of working at LCPS

Administrators

Administrator Competencies

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

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

Principal Qualifications

The Lighthouse K-8 Principal will have the following qualifications:

- At least 5-7 years of successful classroom teaching and school leadership experience, required
- Experience teaching/leading in urban education serving students of color from low-income backgrounds
- MA in education or related field, required; administrative credential, preferred
- Supervisory & management experience, including coaching and evaluation of teachers,

- Knowledge of learner-centered curriculum, instruction, and assessment,
- Experience working in Oakland schools preferred and charter school experience, a plus,
- EL Education experience, a plus.
- Spanish fluency preferred,

Assistant Principal Qualifications

Lighthouse K-8 Assistant Principal(s) will have the following qualifications:

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

Dean of Student Qualifications

Lighthouse K-8 Dean(s) of Students with the following qualifications:

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

Instructional Staff

Teachers

Teacher Core Competencies

- Be a visionary, innovative, culturally responsive, and equity-focused urban educator
- Facilitate deeply engaging student-centered learning
- Demonstrate a keen ability to create, collect and analyze authentic data to drive student learning and outcomes for all students
- Be a strong community builder and team collaborator

- Model and foster a growth mindset with agency, persistence, and flexibility
- Be a collaborative and responsible professional educator

Teacher Responsibilities include:

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

Teacher Qualifications

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

teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at LCPS and shall be subject to periodic inspection by the charter authorizer.

The minimum qualifications for teachers are:

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

Non-Certificated Instructional Staff

Lighthouse K-8 may also employ non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve students' work assignments.

After School Program Staff

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

Minimum Qualifications for After School Program Staff are as follows:

- AA degree or equivalent
- Two years' experience in a similar position preferred
- Spanish bilingual, preferred

All Other Staff

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

Professional Development

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

- 5 days of paid summer professional development for all employees new to LCPS schools.
- 5 full days of all LCPS professional development each year,
- 5 full days for planning and other professional development experiences
- Students have an early-release day every Wednesday so teachers can have ongoing professional development

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

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Lighthouse K-8, operated as or by its nonprofit public benefit corporation, Lighthouse Community Public Schools, is a separate legal entity and shall be solely responsible for the debts and obligations of Lighthouse K-8. Lighthouse K-8 shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a Lighthouse K-8.

Lighthouse K-8 shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Lighthouse K-8 amend the bylaws to change the number of governing board members, Lighthouse K-8 shall provide a copy of the amended bylaws to the OUSD Office of Lighthouse K-8s (“OCS”) within 30 days of adoption.

Lighthouse K-8 will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Lighthouse K-8 through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Lighthouse K-8’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Lighthouse K-8, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Lighthouse K-8 shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Lighthouse K-8 shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

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Lighthouse K-8 shall publicly post all governing board meeting agendas in accordance with the Brown Act. Lighthouse K-8 shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the Lighthouse K-8's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Lighthouse K-8 governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Lighthouse K-8 shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Lighthouse K-8's operations, within one week of receipt of such notices by Lighthouse K-8. Unless prohibited by law, Lighthouse K-8 shall notify OCS in writing of any internal investigations within one week of commencing investigation. Lighthouse K-8 shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Lighthouse K-8 Records

Upon receiving a records request from a receiving school/school district, Lighthouse K-8 shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Lighthouse K-8 shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Lighthouse K-8 closes, Lighthouse K-8 shall comply with the student records transfer provisions in Element 15. Lighthouse K-8 shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Lighthouse K-8 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 K-8 to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse K-8 and of the District. Lighthouse K-8 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 K-8 does not have that Lighthouse K-8 needs in order to meet its obligations, the District shall provide the same to Lighthouse K-8 in a reasonably timely manner upon request under Education Code section 47604.3.

Lighthouse K-8 in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Lighthouse K-8

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acknowledges that it is subject to audit by District. If the District seeks an audit of Lighthouse K-8, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse K-8 by law or charter provisions.

Governance Overview

Lighthouse Community Public Schools is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Lighthouse K-8 (K-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Public School (K-12). See Appendix 4.1 for an organizational chart.

The governance structure of LCPS and Lighthouse K-8 includes the following:

- LCPS Board of Directors
- LCPS Chief Executive Officer
- LCPS Chief Academic Officer
- Lighthouse K-8 Principal & Other Administrators
- Instructional Leadership Teams
- Lighthouse School Site Council & ELAC (Family Leadership Group)

Board members, school administration, faculty, and families are involved in the decision-making process at Lighthouse K-8. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO and CAO to oversee LCPS's development and organization; a Principal who manage the Lighthouse K-8's operations, academic program and related activities; the Lighthouse K-8's Instructional Leadership teams whose purpose is to integrate teacher and staff voice into decisions and to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment, and culture; and the Lighthouse Family Leadership Group (FLG) that serves as the Site Council & ELAC which communicate the recommendations of the parents directly to the Principals and LCPS leadership.

California Nonprofit Public Benefit Corporation

Lighthouse Community Public Schools (LCPS), a California nonprofit public benefit corporation, pursuant to California Law, operates Lighthouse K-8. LCPS is governed pursuant to the Bylaws adopted by the Incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Lighthouse Community Public Schools' Articles of Incorporation are included in Appendix 4.2, Bylaws are included in Appendix 4.3, and Conflict of Interest Code as Appendix 4.4, which complies with the Political Reform Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. LCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Board of Directors

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

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

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse K-8. In an effort to diversify and ensure the board has a purview into the issues facing students and families, the LCPS will reserve seats on its board for LCPS alumni. See Appendix 4.5 for the Board Roster.

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

Board Meetings

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

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.

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- Meetings shall generally be held at a school site. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Oakland, California, that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), a two-way communication location will be provided at each school site where LCPSI operates.
- Meeting agendas will include time for community input.

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

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

Board Duties

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

- Hire, discipline, evaluate, and determine the compensation of the CEO
- Approve and monitor the implementation of general policies of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- Approve annual fiscal audit and performance report

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- Approve Annual Review and Revisions of the Local Control and Accountability Plan (LCAP)
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the Lighthouse K-8's website and at the Lighthouse K-8 sites. The LCPS Board meets every other month at one of the school sites whenever possible to support ease of access for all community members. The minutes of each governing body will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies. Annually, the Board of Directors will host a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

Board Committees

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

- **Governance Committee**

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

- **Finance Committee**

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

- **Academic Accountability Committee**

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

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- **Audit Committee**

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

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest, the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or CEO shall undergo such training within 90 days of taking the position with the Charter School.

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

Family & Staff Leadership

Instructional Leadership Teams

Lighthouse K-8 has a formal Instructional Leadership Teams (ILT). ILT is comprised of administrators and teacher leaders. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses on deep dives on instructional topics (benchmarks, curriculum, etc.) to inform their work with departments. This is the team that is primarily focused on driving student growth and achievement.

School Culture Team

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

Family Leadership Group: School Site Council and ELAC

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

- Providing input on school plans including LCAP Development

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- Review School Improvement Plans
- Provide input into the school's budget
- Supporting the school's Mission
- Providing families the opportunity to weigh in on critical Lighthouse K-8 issues
- Bringing concerns and appreciations of the community to the Principal, CEO and LCPS Board of Directors
- Organizing family and culture events
- Fundraising

In addition, the Family Leadership Group provides opportunities for families to advise and provide input to school leadership on programs and services for English learners, 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.

Leadership Roles

The following is a summary of key leadership roles within LCPS and at Lighthouse K-8. Detailed job descriptions can be found in Appendix 4.6.

LCPS Family of Schools Leadership

Chief Executive Officer (CEO)

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

The CEO will have the following core responsibilities:

- Oversight of LCPS operations, including academic programs, fundraising, budget, personnel
- Lead, manage and mentor a senior team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Supervise LCPS senior staff;
- Oversee the execution of a strategic fundraising program, which raises money for current and future Lighthouse K-8 needs and ensures a healthy financial future for the organization;
- Raise the visibility of LCPS to education reform advocates and leaders;
- Ensure the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members

Chief Academic Officer (CAO)

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The Chief Academic Officer at Lighthouse Community Public Schools is the instructional leader for the organization. The CAO is a part of the senior leadership team for LCPS. The CAO manages Principals and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. The CAO reports to and partners closely with the CEO to lead the instructional vision of the organization.

The CAO will have the following core responsibilities:

- Oversight of Lighthouse K-8 Academic Program, including professional development, curriculum and instructional model
- Oversees development of master schedule and bell schedule to ensure programmatic outcomes
- Lead, manage and mentor academic team to ensure all students, teachers, and staff have the resources they need to increase achievement and college readiness for all students;
- Selection and supervision of the Principal

Director of Finance

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

Director of Operations

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

Director of Talent and Human Resources (HR)

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

Director of Student Services & Special Education

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

Director of Technology

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Element 04. Governance

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

Site Based Leadership Roles

Principal

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

Assistant Principal

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

Dean of Students

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

Teacher Leaders

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

Coversheet

Resolution #20200918b Material Revisions for Lighthouse Community Charter School

Section: II. Discussion Items
Item: C. Resolution #20200918b Material Revisions for Lighthouse Community
Charter School
Purpose: Vote
Submitted by: Rich Harrison
Related Material:
2020_09_23_B- Lighthouse K - 8 Material Revisions to Charter Submission .pdf

BACKGROUND:

There are three material revisions associated with the Charter Renewal for Lighthouse Community Charter School (k-8). The first is lifting the student enrollment cap from 490 to 515. The second is the change in lottery preference for children of staff, from 5% to 2.5%. The third is the change in inclusion of students who qualify for McKinney-Vento in our lottery preference.

RECOMMENDATION:

CEO recommends that the Board of LCPS approves the material revisions and gives the CEO the authority to submit these materials revisions to Oakland Unified School District as a part of the Lighthouse K - 8 renewal package



Resolution of the Board of Directors of Lighthouse Community Public Schools (LCPS)

**Resolution # 20200923-b
Material Revisions to the 2020 Lighthouse K - 8 Charter**

WHEREAS, the Board of Directors of Lighthouse Community Public Schools will submit to the Oakland Unified School District a petition to renew the Lighthouse K - 8 charter in September 2020;

WHEREAS, the Oakland Unified School District requires material revisions to be submitted separately from renewal petitions;

WHEREAS, Lighthouse Community Public Schools will submit two material revisions to its the Lighthouse K - 8 charter. 1) Lifting the enrollment cap from 490 to 515 students in grades K - 8 and 2) Admission Priorities detailed below, changes are highlighted in red. We will revise our enrollment priorities in order to accomodate recruiting and accepting an unsheltered student population.

Priority Number	Current Charter	Proposed Revision
1	A sibling to a current student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter School: to keep families together	No Change
2	Not to exceed 5% of the total enrollment; A child of a school faculty, staff, board, to honor those committed to public education	Children of Lighthouse staff and LCPS Board Members (not to exceed 2.5% of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located	<p>Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.</p> <p>(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed,</p>



		<p>regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located
5	A sibling of a Lighthouse alum.	Students living in the 94621 or 94603 zip code
6	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland.	A sibling of a Lighthouse alum.
7	All other applicants.	Other prospective students residing within OUSD boundaries: as required by



		Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
8		All other applicants.

BE IT RESOLVED the Board of LCPS approves the material revisions and gives the CEO the authority to submit these materials revisions to Oakland Unified School District as a part of the Lighthouse K - 8 renewal package.

The above resolution was passed by the Board of Directors of LCPS at an authorized meeting where a quorum was present on _____.

Yeas:

Nays:

Abstentions:

Signed: _____ Date _____

Coversheet

Resolution #20200918c Submission of Charter Renewal for Lodestar: A Lighthouse Community Charter Public School

Section: II. Discussion Items
Item: D. Resolution #20200918c Submission of Charter Renewal for Lodestar:
A Lighthouse Community Charter Public School
Purpose: Vote
Submitted by: Rich Harrison

Related Material:

Lodestar Renewal PIP draft 9.18.20.docx.pdf
1783 - Lodestar - Charter Renewal Cash Flow - DRAFT 2020_09_03.pdf
2020_09_23_C - Lodestar K - 12 Charter Renewal Submission .pdf
03. Methods of Measuring Student Outcomes _ Lodestar 2020 Charter.pdf
L_PERFORMANCE REPORT_ Lodestar, A Lighthouse Community Public School.pdf
1783 - Lodestar - Charter Renewal Budget - DRAFT 2020_09_03.pdf
02. Measurable Student Outcomes _ 2020 Lodestar Charter.pdf
01. Educational Program _ 2020 Lodestar Charter.pdf
2020 - Lodestar 1783 - Charter Renewal Budget Narrative - 2020_09_04.pdf
Lodestar Charter Renewal 2020 00. Assurances.pdf
13. Employee Return Rights _ 2020 Lodestar Charter.pdf
12. Pupil Attendance Alternatives _ 2020 Lodestar Charter.pdf
11. Retirement System _ 2020 Lodestar Charter.pdf
15. Closure Procedures _ 2020 Lodestar Charter (1).pdf
14. Dispute Resolution Process _ 2020 Lodestar Charter.pdf
09. Audit _ 2020 Lodestar Charter.pdf
10. Suspension & Expulsion Procedures _ 2020 Lodestar Charter (1).pdf
08. Admissions Requirements _ 2020 Lodestar Charter.pdf
07. Means to Achieve Racial & Ethnic Balance _ 2020 Lodestar Charter.pdf
06. Health & Safety _ 2020 Lodestar Charter.pdf
05. Employee Qualifications _ 2020 Lodestar Charter.pdf
04. Governance _ 2020 Lodestar Charter - complete.pdf
16. Miscellaneous Elements _ 2020 Lodestar Charter.pdf

BACKGROUND:

Lodestar: A Lighthouse Community Charter Public School Charter Renewal consists of the following parts:

- Lodestar Performance Report
- Lodestar Performance Improvement Plan
- Lodestar Assurances
- Lodestar Elements 1-15
- Lodestar Misc. Required Elements
- Lodestar Financial Statement

RECOMMENDATION:

CEO recommends approval of Lodestar's Charter Renewal Application by the LCPS Board

Performance Improvement Plan: Template for Charter Renewal, Fall 2020

Instructions: Charter schools in the low renewal tier must complete a Performance Improvement Plan (PIP) for each growth area as described below. Schools in the middle tier or schools that qualify for the Dashboard Alternative School Status (DASS) program may choose to complete a PIP as well. Improvement plan responses for performance indicators should be anchored in the [OUSD School Quality Review \(SQR\) rubric](#) where appropriate. Baseline should be based on 2019 Dashboard results for performance indicators.

Growth Areas:

Performance/State Dashboard: Address all Red and Orange State Dashboard indicators (including school-wide and individual student group indicators) from either of the most recent two years of State Dashboard data.

Operations: Identify and address all necessary areas for growth:

- Finances
- Enrollment and/or ADA
- Demographics of student population
- Board health and effectiveness

PIP Template

Please complete the below table for each indicator/growth area, following the sample on the next page.

Lodestar K-8 Data Summary



Criteria 1 | Dashboard Indicators

CAASPP (ELA & Math), Suspensions, English Learning Progress Indicator, Chronic Absenteeism (K-8 only)
Graduation rate & College & Career Index (HS only)

School Year	English Language Arts	Math	English Learner Progress	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate	Criteria 1 Summary
2017-18	Yellow	Yellow	-	-	Green	-	Red	Middle
2018-19	Orange	Orange	Yellow	-	Red	-	Yellow	Middle

Criteria 2 | Academic Performance

CAASPP (ELA & Math), English Learning Progress Indicator/College & Career Index (HS only)

Student Group	2017-18				2018-19			
	English Language Arts	Math	English Learner Progress	Criteria 2 Summary	English Language Arts	Math	English Learner Progress	Criteria 2 Summary
All Students	Below	Below	-	Low	Below	Below	Below	Low
African American	Above	Above	-	Low	Below	Above	-	Low
Hispanic	Below	Below	-	Low	Below	Below	-	Low
Socioeconomically Disadvantaged	Below	Below	-	Low	Below	Below	-	Low
English Learners	Below	Below	-	Low	Below	Below	-	Low
Students with Disabilities	Below	Below	-	Low	Below	Below	-	Low

Category (Performance or Operations)	Performance
Specific Growth Area	English Language Arts
Baseline	<p>Percent Proficient: 28%</p> <p>Distance From Standard: All Students: 47.1</p> <ul style="list-style-type: none"> ● African American: 58.5 ● Hispanic: 44.1 ● Socioeconomically Disadvantaged: 54.9 ● English Learners: 61.7 ● Students with Disabilities: 107.7
Year 1 goal (Spring 2022)	<p>Year 1 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 33% Proficient - 5% improvement from baseline ● All students: 42.1 Distance from Standard (5 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard <p>Other verifiable data: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.</p>
Year 4 goal (Spring 2025)	<p>Year 4 Goal: Meet 2 of 3 goals below</p> <p>All Students: 27.1 (10 point improvement from baseline)</p> <ul style="list-style-type: none"> ● All students: 43% Proficient - 10% improvement from baseline ● All students: 32.1 Distance from Standard (15 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
Year 1 improvement plan	<p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the

	<p>fall of 2020. These assessments are aligned to Common Core State Standards.</p> <ul style="list-style-type: none"> ● Project Owner: Chief Academic Officer, Director of Elementary Academics , Director of Secondary Academics ● Key Participants: Literacy Interventionists, APs, Principals ● Reporting: 4 times each year after each assessment to students, parents, teachers, schools, and board ● Tools: ANET assessments, ANET data dashboard, Relay Data Protocols. ● SQR Connection - 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks. ● Project Owner: Chief Academic Officer, Director of Talent and HR, Director of Elementary Academics Director of Secondary Academics ● Key Participants: Literacy Specialists, APs, Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board ● Tools: LCPS Foundation for Transformative Teaching Rubric, TeachBoost, Relay Observation and Feedback Protocols. ● SQR Connection - 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides
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	<p>strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)</p> <p>Implementation of EL Literacy Curriculum Modules:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy ● Project Owner: Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● Key Participants: Literacy Teachers, APs, Principals ● Tools: EL Literacy Curriculum - student and teacher resources. ● SQR Connection - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● 3B.3 Data-Driven Instructional Decision-Making: Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers reflect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:</p> <ul style="list-style-type: none"> ● 2B.1 Consistent Tier One Instruction: All students receive high quality, differentiated core academic and behavioral instruction through the general education

	<p>program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning)</p> <p>Implementation of EL Literacy Curriculum Modules:</p> <ul style="list-style-type: none"> ● 5A.1 Essential Content: Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).
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Category (Performance or Operations)	Performance
Specific Growth Area	Math
Baseline	<p>Percent Proficient: 19%</p> <p>Distance From Standard: All Students: 72.6</p> <ul style="list-style-type: none"> ● African American: 86.2 ● Hispanic: 68.6 ● Socioeconomically Disadvantaged: 77.7 ● English Learners: 84.4 ● Students with Disabilities: 142.2
Year 1 goal (Spring 2022)	<p>Year 1 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 24% Proficient - 5% improvement from baseline ● All students: 67.6.Distance from Standard (5 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

	<p>Other verifiable data: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the math section of the NWEA MAP and ANET Math Interim Assessments as sources of verifiable data to measure growth and proficiency rates.</p>
<p>Year 4 goal (Spring 2025)</p>	<p>Year 4 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 29% Proficient - 10% improvement from baseline ● All students: 67.6.Distance from Standard (10 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
<p>Year 1 improvement plan</p>	<p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar students will be taking interim assessments published by ANET four times each year in Math in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards. ● Project Owner: Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● Key Participants: Math Teachers, APs, Principals ● Reporting: 4 times each year after each assessment to students, parents, teachers, schools, and board ● Tools: ANET assessments, ANET data dashboard, Relay Data Protocols. ● SQR Connection - 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership</p>

	<p>with national instructional support organization, Instruction Partners:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar Math teachers will be observed and be given feedback through disciplined coaching cycles every two weeks. ● Project Owner: Chief Academic Officer, Director of Talent and HR, Director of Elementary Academics,, Director of Secondary Academics ● Key Participants: Math teachers, APs, Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board ● Tools: LCPS Foundation for Transformative Teaching Rubric, TeachBoost, Relay Observation and Feedback Protocols. ● SQR Connection - 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Implementation of Eureka (K-5) and Open Up (6-8) Curriculum:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy ● Project Owner: Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● Key Participants: Literacy Teachers, APs, Principals ● Tools: Eureka and Open Up Curriculum - student and teacher resources. ● SQR Connection - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade
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	<p>levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)</p>
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● 3B.3 Data-Driven Instructional Decision-Making: Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers reflect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:</p> <ul style="list-style-type: none"> ● 2B.1 Consistent Tier One Instruction: All students receive high quality, differentiated core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Implementation Eureka (K-5) and Open Up (6-8) Curriculum:</p> <ul style="list-style-type: none"> ● 5A.1 Essential Content: Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).

Category (Performance or Operations)	Performance
Specific Growth Area	Chronic Absenteeism
Baseline	<p>17% Chronically Absent African American: 24.2% Students with Disabilities: 21.2% English Learners: 11.9% Hispanic: 15.1% Socioeconomically Disadvantaged: 19.9%</p>
Year 1 goal (Spring 2022)	<p>15% Chronically Absent across all student subgroups (2% improvement from baseline)</p>
Year 4 goal (Spring 2025)	<p>13% Chronically Absent across all student subgroups (4% improvement from baseline)</p>
Year 1 improvement plan	<p>Implement our Attendance Playbook with fidelity with regular communication with chronically absent students and families, with specific focus to our African American students and families and students with disabilities:</p> <ul style="list-style-type: none"> ● Context and Frequency: We will review identify and support all students who are trending toward being chronically absent per our policies and procedures in our Attendance Playbook ● Project Owner: Chief Academic Officer, Director of Operations, Data Analyst ● Key Participants: Office Managers, Family Engagement Coordinators, APs, Principals ● Reporting: Daily attendance reporting, Weekly review of Tableau dashboard, Monthly to leadership teams; Bi-Monthly to CEO and Board ● Tools: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting, ● SQR Connection - 1B.3 Communication Structures: School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization)

	<p>Train and leverage our Office Managers, Deans, and Family Engagement Coordinators to support chronically absent students and families:</p> <ul style="list-style-type: none"> ● Context and Frequency: We will provide professional development for Office Managers, Deans, and Family Engagement Coordinators on specific strategies, tools, and resources to support chronically absent students and families per our policies and procedures in our Attendance Playbook. ● Project Owner: Chief Academic Officer, Director of Special Education and Student Services ● Key Participants: Office Managers, Family Engagement Coordinators, APs, Principals ● Reporting: Weekly Meetings for Office Managers, Deans, and Family Engagement Coordinators where data, specific strategies, and tools will be shared with clear action steps for specific students and families. ● Tools: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting. ● 1B.5 Resource Management: Effective resource allocation and management support the site vision and students' success. (LGDS Dimension V: Leadership for Effective Operations and Organization)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Continue Implementation of our Attendance Playbook with fidelity with regular communication with chronically absent students and families:</p> <ul style="list-style-type: none"> ● 1B.3 Communication Structures: School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization) <p>Design and implement engagement strategies chronically absent students and families</p> <ul style="list-style-type: none"> ● 2A.4 Families Engaged in Student: Families are informed and engaged to be active participants and contributors to their child's education. Family members are well informed about their children's progress and play an authentic role in supporting their children's learning. (OETF 5B) (LGDS Dimension IV: Leadership for Community and Family Partnerships).

Category (Performance or Operations)	Performance
Specific Growth Area	Suspension Rates
Baseline	<p>4.6% Suspended at least once African American: 10.5% English Learners: 3.1% Hispanic: 2.4% Socioeconomically Disadvantaged: 5.5% Student with Disabilities: 7.6%</p>
Year 1 goal (Spring 2022)	<p>2% Suspended at least once across all student subgroups (2.6% improvement from baseline)</p>
Year 4 goal (Spring 2025)	<p>2% Suspended at least once across all student subgroups (2.6% improvement from baseline)</p>
Year 1 improvement plan	<p>Implement Restorative Justice across all grades, with specific focus to eliminate overrepresentation among our African American students and students with disabilities:</p> <ul style="list-style-type: none"> ● Context and Frequency: All teachers receive professional development in Restorative Justice from their Deans at the beginning of the school year; Deans also support individual teachers with culturally responsible practices, mediation, and conflict resolution. ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● SQR Connection - 1A.1 Equity-centered Mission & Vision: The school has a clear mission and vision that inspires its leaders, school staff, students, and families to take collective action in service of educational equity. (LGDS Dimension I: Leadership for Equity) The school's clear, compelling vision for school change provides direction for collaboratively implementing and sustaining school improvement. (LGDS Dimension II: Leadership for Visionary Change) <p>Focused professional learning on relationship building and equitable and responsive practices</p> <ul style="list-style-type: none"> ● Context and Frequency: All teachers will receive capacity building professional development and regular

	<p>1:1 feedback from their deans, APs, and Principals on relationship building with students through culturally responsive practices in the classroom and our crew (advisory) structures</p> <ul style="list-style-type: none"> ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● SQR Connection - 3A.2 Collective Responsibility: Adults have interdependent, trusting relationships, and address conflict productively in the service of collective responsibility for outcomes. (LGDS Dimension III: Leadership for Healthy Relationships and Culture) (OETF 5C.1)
<p>Years 2-4 improvement plan</p>	<p>Focus Area for Years 2-4: Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Focused professional learning on relationship building and equitable and responsive practices through joyful classroom learning environments:</p> <ul style="list-style-type: none"> ● 2A.1 Joyful Environment: School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. Teachers build a positive and respectful classroom community where all students are valued. (OETF 2A.1) (LGDS Dimension III: Leadership for Healthy Relationships and Culture) <p>Continue Implementation and systematize Restorative Justice practices across all grades:</p> <ul style="list-style-type: none"> ● 2B.2 Intervention Systems: Classroom and school-wide systems are in place to identify which students are struggling and why they are struggling; efficiently provide needed academic, social-emotional and/or behavioral supports; monitor their effectiveness; and adjust. (OETF 4A) (LGDS Dimension V: Leadership for Effective Operations and Organization)

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lodestar (Charter 1783)
 As of: Charter Renewal - Term beginning July 1, 2021

		Current Year: FY21															
		Actuals	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	Forecast
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Beginning Cash		642,516	885,604	542,876	278,311	346,804	386,198	579,253	503,105	662,928	568,990	456,819	116,071				
Unrestricted																	
	REVENUE TOTAL	-	339,295	427,741	865,924	687,238	890,038	692,047	787,230	543,097	506,672	283,709	338,359	6,361,350	2,553,890	8,915,240	
	EXPENSE TOTAL	499,939	712,430	720,179	824,352	674,766	723,906	796,067	654,329	663,957	645,764	652,330	286,549	7,854,568	832,106	8,686,674	
Operating Cash Inflow (Outflow), exclusive of Depr.		(499,939)	(373,136)	(292,438)	41,571	12,473	166,132	(104,020)	132,902	(120,860)	(139,093)	(368,621)	51,811	(1,493,218)	1,721,784	228,566	
6900	Depr.	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	19,345	-	19,345	
Operating Cash Inflow (Outflow), inclusive of Depr.		(501,551)	(374,748)	(294,050)	39,959	10,860	164,520	(105,632)	131,290	(122,472)	(140,705)	(370,233)	50,199	(1,512,562)	1,721,784	209,222	
	Prior Year Revenue	1,204,729	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Prior Year Expenses	(585,435)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Prepays	125,345	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Summerholdback for Teachers	-	32,020	29,485	28,534	28,534	28,534	29,485	28,534	28,534	28,534	29,485	-	(80,869)	(145,839)	-	
	Transfer from Cash Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	250,000	-	
	Transfer from Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash - Total in Primary Checking		885,604	542,876	278,311	346,804	386,198	579,253	503,105	662,928	568,990	456,819	116,071	189,562				
<i>Days of Cash on hand</i>		<i>37</i>	<i>23</i>	<i>12</i>	<i>15</i>	<i>16</i>	<i>24</i>	<i>21</i>	<i>28</i>	<i>24</i>	<i>19</i>	<i>5</i>	<i>8</i>				

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lodestar (Charter 1783)
 As of: Charter Renewal - Term beginning July 1, 2021

	Year 1: FY22												YTD Total	AP/AR	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	189,562	299,751	169,234	119,587	181,746	279,184	588,337	692,342	1,132,569	1,041,500	928,317	584,148			
Unrestricted															
REVENUE TOTAL	-	380,910	473,707	739,810	766,292	677,075	783,359	867,801	592,493	547,383	315,020	375,496	6,519,346	2,832,613	9,351,959
EXPENSE TOTAL	427,141	672,210	669,059	710,898	702,100	790,223	712,599	703,452	716,808	693,812	692,435	340,843	7,831,578	1,163,365	8,994,944
Operating Cash Inflow (Outflow), exclusive of Depr.	(427,141)	(291,299)	(195,352)	28,913	64,192	(113,148)	70,760	164,349	(124,315)	(146,429)	(377,415)	34,653	(1,312,232)	1,669,248	357,016
6900 Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.	(427,141)	(291,299)	(195,352)	28,913	64,192	(113,148)	70,760	164,349	(124,315)	(146,429)	(377,415)	34,653	(1,312,232)	1,669,248	357,016
Prior Year Revenue															
Prior Year Expenses															
Prepays	80,869														
Summerholdback for Teachers	(145,839)	35,444	33,246	33,246	33,246	33,246	33,246	33,246	33,246	33,246	33,246	(167,328)			
Transfer from Cash Reserve		(250,000)													
Transfer from Line of Credit															
Ending Cash - Total in Primary Checking	299,751	169,234	119,587	181,746	279,184	588,337	692,342	1,132,569	1,041,500	928,317	584,148	451,473			
<i>Days of Cash on hand</i>	12	7	5	7	11	24	28	46	42	38	24	18			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lodestar (Charter 1783)
 As of: Charter Renewal - Term beginning July 1, 2021

	Year 2: FY23												YTD Total	AP/AR	Forecast
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash	451,473	822,960	1,016,126	918,015	1,269,429	1,372,282	1,284,102	1,402,245	1,642,945	1,526,553	1,411,338	1,028,420			
Unrestricted															
REVENUE TOTAL	-	417,482	510,604	812,940	832,259	742,289	859,237	971,732	629,470	605,273	336,123	402,035	7,119,444	3,137,991	10,257,436
EXPENSE TOTAL	489,803	452,729	770,859	790,771	767,675	868,737	779,362	769,301	784,130	758,757	757,309	707,530	8,696,962	1,147,611	9,844,573
Operating Cash Inflow (Outflow), exclusive of Depr.	(489,803)	(35,247)	(260,255)	22,169	64,584	(126,448)	79,875	202,432	(154,660)	(153,483)	(421,186)	(305,495)	(1,577,518)	1,990,380	412,862
6900 Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.	(489,803)	(35,247)	(260,255)	22,169	64,584	(126,448)	79,875	202,432	(154,660)	(153,483)	(421,186)	(305,495)	(1,577,518)	1,990,380	412,862
Prior Year Revenue															
Prior Year Expenses															
Prepays															
Summerholdback for Teachers	(167,328)	2,637	38,268	38,268	38,268	38,268	38,268	38,268	38,268	38,268	38,268	(173,525)			
Transfer from Cash Reserve															
Transfer from Line of Credit															
Ending Cash - Total in Primary Checking	822,960	1,016,126	918,015	1,269,429	1,372,282	1,284,102	1,402,245	1,642,945	1,526,553	1,411,338	1,028,420	549,400			
<i>Days of Cash on hand</i>	31	38	34	47	51	48	52	61	57	52	38	20			

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lodestar (Charter 1783)
 As of: Charter Renewal - Term beginning July 1, 2021

		Year 3: FY24															
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	Forecast
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Beginning Cash		549,400	991,381	1,317,390	1,198,984	1,620,418	1,723,631	1,631,013	1,762,457	2,028,071	1,883,163	1,752,068	1,326,303				
Unrestricted																	
	REVENUE TOTAL	-	456,226	549,744	891,993	902,143	814,388	943,033	1,066,342	672,041	658,254	362,073	434,010	7,750,246	3,441,981	11,192,227	
	EXPENSE TOTAL	530,365	489,991	845,190	866,822	841,869	949,944	854,528	843,666	859,888	832,287	830,777	776,987	9,522,311	1,269,073	10,791,384	
Operating Cash Inflow (Outflow), exclusive of Depr.		(530,365)	(33,765)	(295,446)	25,171	60,274	(135,556)	88,505	222,675	(187,846)	(174,033)	(468,704)	(342,977)	(1,772,065)	2,172,908	400,843	
6900	Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operating Cash Inflow (Outflow), inclusive of Depr.		(530,365)	(33,765)	(295,446)	25,171	60,274	(135,556)	88,505	222,675	(187,846)	(174,033)	(468,704)	(342,977)	(1,772,065)	2,172,908	400,843	
	Prior Year Revenue																
	Prior Year Expenses																
	Prepays																
	Summerholdback for Teachers	(173,525)	2,690	42,939	42,939	42,939	42,939	42,939	42,939	42,939	42,939	42,939	(194,569)				
	Transfer from Cash Reserve																
	Transfer from Line of Credit																
Ending Cash - Total in Primary Checking		991,381	1,317,390	1,198,984	1,620,418	1,723,631	1,631,013	1,762,457	2,028,071	1,883,163	1,752,068	1,326,303	788,758				
<i>Days of Cash on hand</i>		<i>37</i>	<i>49</i>	<i>44</i>	<i>60</i>	<i>64</i>	<i>60</i>	<i>65</i>	<i>75</i>	<i>70</i>	<i>65</i>	<i>49</i>	<i>29</i>				

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lodestar (Charter 1783)
 As of: Charter Renewal - Term beginning July 1, 2021

		Year 4: FY25															
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	Forecast
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Beginning Cash		788,758	1,331,988	1,650,827	1,527,575	1,975,287	2,063,665	1,953,584	2,075,826	2,326,806	2,166,716	2,026,515	1,586,198				
Unrestricted																	
	REVENUE TOTAL	-	456,715	550,326	897,612	903,062	815,360	949,471	1,067,352	673,003	664,675	363,012	435,676	7,776,263	3,396,717	11,172,979	
	EXPENSE TOTAL	539,446	500,324	862,734	884,298	858,481	969,238	871,027	860,168	876,890	848,673	847,126	794,470	9,712,875	1,296,572	11,009,448	
Operating Cash Inflow (Outflow), exclusive of Depr.		(539,446)	(43,609)	(312,408)	13,314	44,581	(153,879)	78,444	207,183	(203,887)	(183,999)	(484,114)	(358,794)	(1,936,613)	2,100,144	163,532	
6900	Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operating Cash Inflow (Outflow), inclusive of Depr.		(539,446)	(43,609)	(312,408)	13,314	44,581	(153,879)	78,444	207,183	(203,887)	(183,999)	(484,114)	(358,794)	(1,936,613)	2,100,144	163,532	
	Prior Year Revenue																
	Prior Year Expenses																
	Prepays																
	Summerholdback for Teachers	(194,569)	2,744	43,797	43,797	43,797	43,797	43,797	43,797	43,797	43,797	43,797	(198,460)				
	Transfer from Cash Reserve																
	Transfer from Line of Credit																
Ending Cash - Total in Primary Checking		1,331,988	1,650,827	1,527,575	1,975,287	2,063,665	1,953,584	2,075,826	2,326,806	2,166,716	2,026,515	1,586,198	1,028,945				
<i>Days of Cash on hand</i>		<i>49</i>	<i>61</i>	<i>57</i>	<i>73</i>	<i>77</i>	<i>72</i>	<i>77</i>	<i>86</i>	<i>80</i>	<i>75</i>	<i>59</i>	<i>38</i>				

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: Lodestar (Charter 1783)
 As of: Charter Renewal - Term beginning July 1, 2021

		Year 5: FY26														Forecast	
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Beginning Cash		1,028,945	1,536,733	1,792,761	1,663,499	2,108,355	2,193,383	2,077,230	2,198,968	2,453,053	2,285,327	2,139,880	1,687,490				
Unrestricted																	
	REVENUE TOTAL	-	465,849	561,265	915,199	918,747	831,099	967,892	1,089,381	684,829	678,234	369,704	443,103	7,925,302	3,460,994	11,386,296	
	EXPENSE TOTAL	554,175	513,836	883,627	905,093	878,393	991,925	890,827	879,969	897,229	868,354	866,767	812,798	9,942,993	1,326,459	11,269,452	
Operating Cash Inflow (Outflow), exclusive of Depr.		(554,175)	(47,987)	(322,363)	10,105	40,355	(160,827)	77,065	209,412	(212,399)	(190,120)	(497,063)	(369,695)	(2,017,691)	2,134,535	116,844	
6900	Depr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Cash Inflow (Outflow), inclusive of Depr.		(554,175)	(47,987)	(322,363)	10,105	40,355	(160,827)	77,065	209,412	(212,399)	(190,120)	(497,063)	(369,695)	(2,017,691)	2,134,535	116,844	
	Prior Year Revenue																
	Prior Year Expenses																
	Prepays																
	Summerholdback for Teachers	(198,460)	2,799	44,673	44,673	44,673	44,673	44,673	44,673	44,673	44,673	44,673	(202,429)				
	Transfer from Cash Reserve																
	Transfer from Line of Credit																
Ending Cash - Total in Primary Checking		1,536,733	1,792,761	1,663,499	2,108,355	2,193,383	2,077,230	2,198,968	2,453,053	2,285,327	2,139,880	1,687,490	1,115,367				
<i>Days of Cash on hand</i>		<i>57</i>	<i>66</i>	<i>62</i>	<i>78</i>	<i>81</i>	<i>77</i>	<i>82</i>	<i>91</i>	<i>85</i>	<i>79</i>	<i>63</i>	<i>41</i>				



Resolution of the Board of Directors of Lighthouse Community Public Schools (LCPS)

**Resolution # 20200923-C
Submission of Lodestar K - 12 Charter Renewal Package**

WHEREAS, the term for Lodestar, A Lighthouse Community Public Charter School (K - 12) expires on June 30, 2021;

WHEREAS, Lodestar, A Lighthouse Community Public Charter School (K - 12) seeks to continue to serve the children and youth for generations to come, especially for students who may be low-income, African-American, Latinx, unsheltered, English Learners; have disabilities; and/or first-generation college going;

WHEREAS, Lighthouse Community Public Schools will submit a renewal application to Oakland Unified School District to renew the charter term for two years. The package will contain:

1. Required Assurances, Affirmations, Declarations and District Required Language
2. A Performance Report
3. A Performance Improvement Plan
4. Charter Elements 1 - 15, plus miscellaneous required elements
5. Required Financial Statements
6. Red-Lined Charter, comparing expiring charter to new charter
7. Public Hearing Powerpoint (placeholder will be submitted, as edits can be made 11 days prior to public hearing)

BE IT RESOLVED, The Board of Lighthouse Community Public Schools approves the charter renewal package and gives the CEO the authority to revise and submit these materials, as long as no substantial changes are made.

The above resolution was passed by the Board of Directors of LCPS at an authorized meeting where a quorum was present on _____.

Yeas:

Nays:

Abstentions:

Signed: _____ Date _____

Lodestar 2020 Charter
Methods to Measure Student Outcomes

03. ASSESSMENT METHODS

District Required Language

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

VISION FOR ASSESSMENT

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

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

Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning. Because of Lodestar’s expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level.

All assessment tools used at Lodestar align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. Assessment will take place in all grades and across subjects, as well as in the area of character development. Assessment will be

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used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflecting on student achievement and to design professional development that supports to meet the needs of all students.

Student assessment at Lodestar will include:

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

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lodestar 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 goals

FORMS OF ASSESSMENT

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

Learning Targets & Mastery Based Grading

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

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articulating the connections between learning targets and the work of the lesson and by showing evidence of their progress toward meeting them.

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

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

Curriculum Embedded Assessments

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

Portfolios

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

Passage Presentations

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

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Student Led Conferences & Goals

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

Diagnostic and Growth Measures

At the beginning of each school year, the Lodestar will conduct diagnostic assessments of each student to establish baseline levels of mastery. The NWEA MAP or internally developed tools will be used to establish established baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below). The ELPAC will measure students’ English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State’s objectives and priorities.

English Language Development Assessments

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

State Assessments

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

- Smarter Balanced Assessment Consortium
- California Science Test
- English Language Proficiency Assessment for California
- Physical Fitness Test

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PSAT and SAT

To support our students in their college preparation, Lodestar offers the PSAT on campus for all 9th, 10th and 11th graders. All high school students will take the SAT at least once prior to graduation. The PSAT and SAT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.

ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS

Figure 3.1 provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile	English Language Arts	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Presentations and performances • Simulations • Interim Assessments • Research Paper 	SBAC NWEA MAP ELPAC SAT SAT II
	Mathematics	<ul style="list-style-type: none"> • Tests and quizzes • Focus Paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Seminar, debate, and discussion • Group Work • Presentations 	SBAC NWEA MAP SAT SAT II
	Social Studies	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion 	SAT II

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		<ul style="list-style-type: none"> • Presentations and performances • Research projects and papers • Simulations 	
	Science	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Scientific Inquiries • Lab Reports • Posters • Research projects • Seminar, debate, and discussion • Presentations 	CAST SAT II
	Foreign Language	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Essays and creative writing tasks • Presentations and performances • Seminar, debate, and discussion • Simulations 	SAT II AP
	CTE Pathway	<ul style="list-style-type: none"> • Presentations of Work and Critiques • Focus Paragraphs • Portfolio Review • Passage Presentations • EXPO • Industry Panel Reviews 	None
	Visual Arts	<ul style="list-style-type: none"> • Tests and quizzes • High Quality Work reviews • Art reviews and critiques • Gallery exhibitions 	None
	Electives	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • Research Papers • Physical Demonstrations 	PFT
LCPS Graduate Profile	<ul style="list-style-type: none"> • Habits of Work & Learning Grades 	None	

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Purposeful & Self Aware	<ul style="list-style-type: none"> • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship reflections 	
LCPS Graduate Profile Relationship Builders	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None
LCPS Graduate Profile Committed to Service & Justice	<ul style="list-style-type: none"> • Passage Presentations 	None
LCPS Graduate Profile Lifelong Learner	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None

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

Figure 3.2 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
ELPAC Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	K-12	ELD Across Subject Area Settings	Upon enrollment in California schools Annually until reclassified	Level 4 (Well Developed) Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language
Coursework & Content Assessments Measure standards mastery	K-12	ELA Math Science Social Studies Art	Ongoing and at the end of each unit of study	60% mastery (70% starting with the class of 2023)

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		Spanish Pathway		
<p>Student Work and Portfolio</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	K-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
<p>Student Led Conferences</p> <p>Reflect on student strengths and areas for growth</p> <p>Identify specific goals and strategies to achieve goals</p> <p>Measure growth on goals</p>	K-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Triennial	Mastery of at least one goal
<p>Passage Presentations</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	K, 2, 4, 6, 10, 12th grades	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Annual	70% of standards have evidence of mastery
<p>Smarter Balanced Assessment Continuum (SBAC)</p>	3 - 8, 11	ELA Math	Triennially (Interims and Final Summative)	Standards Met, Standard Exceeded, and categorical growth

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Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard				
NWEA Measure of Academic Progress Measures students growth on Reading and Math	K - 12	Reading Math	3x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	11	Science	Annually	Proficient
Physical Fitness Test Measure student's physical fitness	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
PSAT and SAT Measure student's college readiness	9-12	Reading Writing Math	Annually	At the national norm

TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lodestar will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, Lodestar collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving outcomes of our Graduate Profile. Some of examples of our best practices include:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.

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- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).
- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

STUDENT & FAMILY USE OF DATA

Lodestar strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Student Led Conferences, Expositions of Student Work, and Passage as detailed in Figure 3.3. 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 SLCs and EXPOs of student work.

Figure 3.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas 	Updated every two weeks (Always accessible)
Mailings & Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, SBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights 	Ongoing
Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals 	Triannual

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	<ul style="list-style-type: none"> ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills ● Clearly articulate student progress toward passage 	
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 Charter School, with families, and with the broader community ● Develop student presentation skills and ownership of learning 	Biannual
Graduation Progress Check	Clearly delineate student progress toward graduation	Annual

Lodestar maintains our online student information system and gradebooks so all parents, students, and teachers will have constant access to real time Learning Target percentages as well as specific assessment information.

School, District and State Use of Data

Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element A** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, The Charter School will produce a Local Control and Accountability Plan, 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. The Charter School shall submit the LCAP to the charter authorizer and county annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card

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

Lodestar, A Lighthouse Community Public School Performance Report

DRAFT: September 15, 2020 A FINAL DRAFT WILL BE SUBMITTED ON 9/24/20

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Charter Renewal Performance Report – Open Responses

Lodestar is a growing school in its 5th year of operation. Chartered in October 2015 and opened the next school year, the school has grown from 216 students in 2016 (K - 2, 6th grades) to 653 in 2020 (K - 9 grades). In this charter term, we are proud of what we have accomplished and acknowledge that we have considerable work to do to attain the levels of excellence that we seek and that our students deserve. We have always looked deeply in the mirror at our results and continuously seek to improve our practices in order to achieve these desired outcomes.

With the passage of AB1505, charter schools are placed into three tracks (Low, Medium, and High) based on two criteria: 1) overall performance of students on the state dashboard, and 2a) overall performance compared to state averages, and 2b) subgroup performance of students compared to state averages for those subgroups on the state dashboard. Data from 2017-18 and 2018-19, the 2nd and 3rd years of the school's operations, determined Lodestar's placement on the renewal track, specifically California School Dashboard status on the Academic Indicators in ELA and Math (based on CAASPP), and the English Learner Progress Indicator (based on ELPAC).

While Lodestar has been placed in the low track, Lodestar meets the criteria for a two-year renewal:

- The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written Performance Improvement Plan adopted by the LCPS Board of Directors.
- There is clear and convincing evidence showing that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Emphatically, we believe Lodestar deserves to be renewed for two years to continue to demonstrate our ability to get accelerated results for students. In this report, we offer data that makes our case, with particular bright spots:

- Our African-American student achievement outpaced state and OUSD averages two years in a row in math and one year in ELA
- Students who stay with us over multiple years show larger gains than their peers who have been with the school for only one year.
- Lodestar is part of a strong organization: Lighthouse Community Public Schools and have a strong financial track record, transparent governance, robust stakeholder engagement, a permanent facility, and strong demand from families, as evidenced in enrollment and waitlist data.

We remain dedicated to serving all students in Oakland, but place an intentional attention on recruiting and serving African American students, special education students, and are making a new commitment to recruiting and serving Oakland's unsheltered students. Our pandemic response has reminded us of our community's dedication, resilience and commitment to our core values of Love, Social Justice, Agency, Community, and Integrity.

Public accountability has always been a hallmark of the public charter school movement. At LCPS, external accountability is an opportunity for reflection and planning that enables our schools to stand for what is in the best interest of our students; as should be true for all public schools. As stated above, Lodestar was placed on

the low track according to AB1505 criteria based on lower status scores than state status on these indicators, schoolwide and for a majority of student groups that perform below the “All Students” median status statewide. To provide context, among the 14 schools that most Lodestar students (three percent or more) would attend, according to Ilve-go data, 12 of the schools also would have been placed on the low track, were they subject to the criteria used in charter renewal. In fact, Lodestar’s performance in Dashboard indicators in ELA, Math, Chronic Absenteeism and Suspension is better, overall, schoolwide and for subgroups, than at the 12 schools. Renewal is in the best interest of students by providing a high quality option.

Lodestar operates a K - 12 charter that for instructional purposes is grouped into two grade bands (K - 5 and 6 - 12), each having an administrative team of Principal, Assistant Principal, Dean, and Office Manager. At the time of renewal, Lodestar serves K - 9, with a plan to add a grade level until 2023, when we will be K - 12. The two grade bands share a Family Engagement Coordinator, After School Coordinator, and Operations Staff. These administrative teams meet bi-weekly in K - 9 operational meetings, monthly in Principal and Instructional Leadership Team meetings, and on an adhoc basis, as needed. Throughout the report, the reader will see references to the following:

- Lower School (LSES) serves K - 5
- Upper School (LSUS) serves 6 - 9
- When only “Lodestar” is mentioned, it means K - 9 or K - 12 depending on the context.

Eventually, as the high school grows, the Lodestar Upper School will be further divided into two grade bands:

- Middle School (LSMS) serves 6 - 8
- High School (LSHS) serves 9 - 12

1. Instruction
<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes.</p> <p>Through an ongoing and deep relationship with EL Education (formerly named Expeditionary Learning), Lodestar employs many unique school wide instructional practices that positively impact student outcomes. EL Education is a national model of school reform that has had proven results in schools across the country. A proud partner of EL since opening in 2016, Lodestar is one of only three EL schools in Oakland, providing a unique model and school design for East Oakland children and youth. EL Education has five key Core Practices: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. These form the backbone of Lodestar’s instructional practices. Together, these practices weave into a school culture and academic program in which a K - 12 student population will be prepared for college and a career of their choice. Over our four years of operating, we have reflected on our data and sought to continuously improve to respond to students’ learning outcomes. The schoolwide instructional practices are direct results of our collective learning. In addition, in the 2020-21 school year, we have partnered with Instruction Partners to support teacher leaders, school leadership, and our academic team to implement</p>

strong instructional, curriculum planning, and assessment practices aligned to the Common Core State Standards. Below, we have highlighted some of our most signature and important instructional highlights. Strong fidelity to the EL Education model is demonstrated through an annual third party Implementation Review (IR) conducted by experts at EL. Rating the school in the five key areas of curriculum, instruction, crew and character, student engaged assessment, and leadership, a perfect IR score is 130. As illustrated in the graph below, Lodestar exceeded its targets on the annual IR and grew from the previous year. This demonstrates that Lodestar has a high fidelity to and makes annual progress toward full implementation of the EL Education School Model.

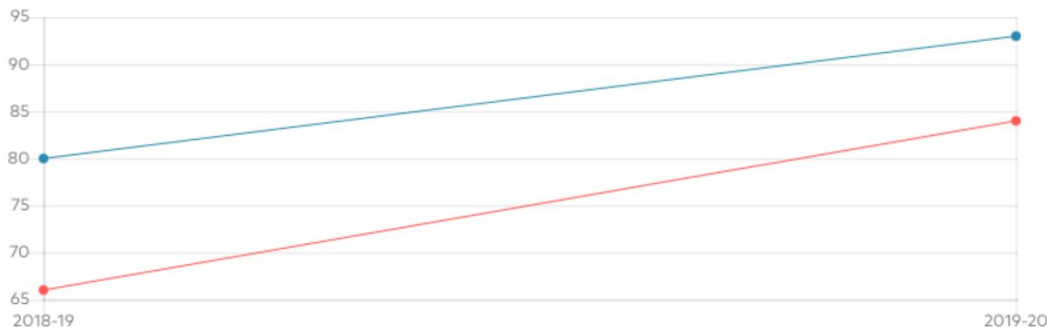
Partner Profile and IR Report

2019-20

Lodestar Community Charter

Implementation Review

PROGRESS REPORT TOTALS



	2018-19	2019-20
SCHOOL IR SCORE	80	93
TARGET	66	84

Curriculum

The Lodestar curriculum is built on Common Core standards and follows a K - 12 trajectory of Knowledge, Skills, and Habits of Character.

- ELA
 - EL Education K-5 Language Arts (2017) is a comprehensive, standards-based literacy program that engages teachers and students through compelling, real-world content. This curriculum meets expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://edreports.org)).
 - EL Education 6-8 Language Arts (2020) Modules are used to maintain instructional rigor and alignment with Lodestar K-5, while preparing our middle schoolers the academic and social rigors of high school (rated by [EdReports.org](https://edreports.org)).

- Learning Expeditions built on Common Core Standards are used in English 9 and high school Ethnic Studies to ensure instructional rigor and alignment to our EL model, while centering cultural sustainability and anti-racist education for our founding high school scholars.
- Math
 - Eureka Math K-5 (2015) is a comprehensive, standards-based math program written to ensure alignment to CCRS standards. This curriculum meets expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://edreports.org)).
 - Open-Up Resources (2017), published by Illustrative Mathematics serves as the 6 -8th grade math curriculum and meet expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://edreports.org))
 - CPM Integrated is the high school math curriculum. It meets the expectations for Focus and Coherence, Rigor and Mathematical Practices, and Usability. (rated by [EdReports.org](https://edreports.org))
- Science
 - The school has also adopted Project Based Inquiry Science ([PBIS](https://pbis.org)) published by Activate Learning for our middle school science, which is aligned to the 3 dimensions of NGSS.
 - In 9th grade physics, the curriculum we are calling upon is The Patterns Approach, which emphasizes the use of mathematical and phenomenological patterns to predict the future and understand the past.

Learning Expeditions

Learning Expeditions are a signature practice of the Lodestar curriculum structure. They are long-term, in-depth studies that offer students real-world connections to real research, experts, and fieldwork. They integrate standards, as well as build character and support students in seeing interdisciplinary connections and require students to demonstrate their learning with completion of complex tasks. Learning expeditions at every grade level focus on building critical literacy skills and writing from evidence. Finally, learning expeditions situate the student in the real-world and real-life issues - oftentimes exploring complex issues that center justice and equity. Some examples of learning expeditions at Lodestar are:

- 2nd Grade: Pollinators. *What is a pollinator? Why do pollinators matter? Are there pollinators in Oakland? What can we do to help them?* are some of the guiding questions that our 2nd grade students ask as part of their pollinators expeditions. Students do research about pollinators and why they matter by reading a wide range of grade-level informational texts. They also become experts on Oakland pollinators and identify ways to support these creatures thriving in Oakland. This expedition is an exemplary Lodestar K-5 expedition because of its combination of rigorous ELA (built off of an EL Education Module), strong development of scientific concepts around ecosystems and interdependence, and local relevance. Lodestar is on the cutting edge of “expeditionizing” modules – taking high-quality ELA modules and localizing them for our East Oakland Context.
- 8th Grade: Justice. *How should a just society solve conflict? How has/does race factor into the system of incarceration in the past and present? How can we use technology to design and “hack” for justice?* 8th graders at Lodestar engage deeply in three rich and rigorous texts: *The 57 Bus*, *Just Mercy*, and *To Kill a Mockingbird* to explore the questions of race and justice. Concurrently, partner

with tech leaders and entrepreneurs from across the bay area to delve into how technology and design can be used to “hack” for justice. As a culminating event, students participate in a multi-day Hackathon experience to design an app that would have aided a character or person in one of these three texts to experience justice. This expedition draws on the rich tech culture in the bay area and brings students into contact with experts in the field; particularly people of color and women. They develop agency in seeing themselves as designers and problem-solvers, and engage more deeply in complex texts through this lens.

- 9th grade: Black Lives Matter. *How can we build strong connections so that we can have hard and honest conversations? What is the history of racism and current reality of anti-Black racism in the United States? How do we build solidarity among all ethnic groups to combat anti-Blackness and other forms of racism in America?* The Lodestar founding high school teaching team came together over the summer to try to figure out how to meet the moment - launching a new high school in the midst of a dual pandemic of COVID-19 and anti-Black racism. Founding ninth graders at Lodestar are engaged in an interdisciplinary expedition that cuts across all four of their academic courses. After an opening unit of intentional community- and relationship-building, students will delve into a historical and contemporary study of the narrative of anti-Black racism. In ethnic studies, they will read *Stamped* to build their contextual understanding and explore ways to reclaim the narratives about Black people, while in English, they will examine speeches and poetry from Frederick Douglass to Malcolm X, before delving into *The Bluest Eye*. In math, students will engage in rigorous and standards-aligned learning made relevant to our study of anti-Black racism; for example, an analysis of how intergenerational wealth compounds and a hypothetical exploration of what the nation would be like if promises made to formerly enslaved people during Reconstruction had been honored. In physics, students will make connections between physical energy and environmental racism and justice. All four courses will intersect with a culminating project to be designed by our students that will loudly proclaim that our students voices’ matter and that Black lives matter!

Student Engaged Assessment

We believe that assessment can motivate a student to be leaders of their own learning. In addition to traditional methods of assessment such as the SBAC, students and teachers track progress on standards-based learning targets, as well as regularly analyze qualitative and quantitative achievement data that demonstrate mastery of skills and knowledge. A few examples of student engaged assessment at Lodestar include:

- Student led conferences during which students reflect on their quarter’s growth on standards and set goals for the next quarter
- End of Year Passage during which students demonstrate their readiness for the next grade level through a complex presentation of student work
- Weekly academic/Habits of Work and Learning (HOWL) reflections
- Daily exit tickets to check for understanding

Literacy & Math Skills Blocks + Assessment Strategy To Measure Skill Building

Reading, Writing and Math across the curriculum are vital to ensure grade-level standards are met. To ensure students are getting adequate practice with literacy and math, Lodestar has devoted time for skill-building. This skill building is measured frequently and the data is used to identify instructional strengths and growth areas, disaggregated by sub group data, to inform corrective instruction planning and response to intervention.

Assessment Type	Purpose	Frequency	Use
NWEA MAP	Monitoring student growth against national norms.	Beginning, middle, and end of the year.	Universal screener; determines if students are “on pace” in growth and achievement.
ANet Interim Assessments	ANet is a new assessment in the 2020-21 school year in response to the lower than expected achievement on standards based assessments.	Quarterly (4x/year)	Defines the bar for standards mastery. Allows data-driven instruction to close gaps towards student mastery. Gives teachers actionable instructional data to design corrective instruction.
K - 2 Reading Foundational Skills Assessment	Benchmark assessment; Tracks student development with phonics and phonemic awareness.	Beginning, middle, and end of year.	Allows teachers to track the development of students’ phonics and phonemic awareness development.
Smarter Balanced Assessment Blocks (IABs)	Formative assessments that give teachers data about student progress in specific CCRS-aligned content areas.	Ongoing	Allows teachers to design and measure the effectiveness of corrective instruction. Gives students and teachers practice with the format/tools of CAASPP.
Curriculum Based Assessments	Ongoing assessments matched to curricular units.	Ongoing	Gives summative snapshots of Learning Target mastery. Often used to design small group instruction.

Making, Arts, and Design (MAD)

A hallmark of Lodestar’s model, we believe all students are makers. They have the agency to create and design their world. Time is devoted in all grades at Lodestar to developing the Habits of Work and Learning in making, arts, and design. MAD learning is almost always integrated with the learning expedition of the grade level at the same, deepening student connection to the content and expanding how they can demonstrate their mastery of the skills and knowledge. Some examples of how MAD has shone at Lodestar over the past several years are:

- Middle school students, in partnership with the Bay Area Mural Project, designed an expansive and beautiful mural at 105th and Edes that captures the beauty of Sobrante Park. The mural's name, *Oakland Love: A New Future* was a "mash-up" of an 8th grader and 1st grader's name suggestions.
- 3rd Grade Stop Motion Animation PSAs elevating original research and opinions around access to clean water, ranging from microplastics to runoff in Lake Merritt to the effects of the water bottling industry.
- 4th grade students researched drought-resistant plants, utilized expertise in the field and designed the landscape for our new campus in Sobrante Park. Many of the students' design recommendations were used in the final product.

Culture & Character

Crew

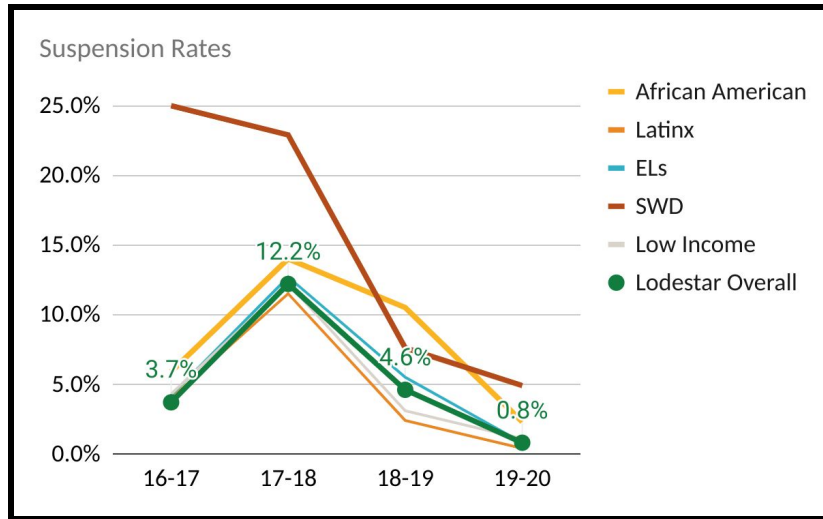
The heart and soul of Lodestar's culture is found in our school's Crew (Advisory) model. School leaders and teachers deeply engage in the vision of Crew as the key driver for our school's community. Crew is the structure - K - 12 - in which students are known well, enabling them to feel safe and ready to learn new skills and content. It is their "home base" for school - the classroom structure in which they build community, set goals, and share who they are. Crew is often a student-driven structure, giving students a great deal of agency in the life of the school. Crew leaders are the primary liaison to family members, creating an important family-school bridge. When possible, crew leaders loop for two years with their students to allow for more contiguous and ongoing relationships with students and their families.

Examples of important lessons and activities that take place in crew:

- Preparing for student-led conferences and Expos of student work
- Goal setting and reflection on Habits of Work and Learning (HoWLs)
- Explicit Social-Emotional Learning such as how to have restorative conversations, how to regulate one's emotions
- Explicit cultural and antiracist learning, such as how to connect across difference, how to use anti-racist frames, and identity work celebrating Black and Brown excellence (crew focus on Latinx Heritage Month, Black History Month)

Restorative Practices

In alignment with our core values of love, social justice, agency, community, and integrity, Lodestar seeks to support students in peaceful resolution of conflict and harm through the use of Restorative Justice. We believe that simply punishing students for conflicts or harm is only paving the way to the school to prison pipeline. Rather, we spend time giving students the agency, words, and tools to solve their own problems. Restorative Justice is used with all stakeholders, including families and adults within the school. The Lodestar commitment to Restorative Justice is paying off with a sharp decline in suspension rates for all subgroups and overall.



Other Notable Instructional Model Elements

High School Launched 2020-21

Lodestar High School opened its doors for its inaugural class this past August 10th, 2020. Lodestar High, like it’s sister high school, Lighthouse High, is providing a safe and culturally vibrant college prep high school for East Oakland students and families. Our founding class of 2024 is composed of 71 scholars. 25.8% of Lodestar High school’s founding students identify as Black, African-American or Black Multi-Racial. 14.5% of Lodestar High’s founding freshmen are students with disabilities. We believe the demographics of our founding class of students at Lodestar High represent the future of the community we hope to serve across Lodestar’s K-12 system.

Lodestar High’s founding teaching faculty is a remarkable and diverse team of veteran educators. 75% of the core teaching team and 100% of the school’s administration identify as Black, Indigenous, People of Color (BIPOC). The five founding teachers of Lodestar High School average 18 years of teaching experience. The Lodestar High founding faculty met weekly throughout the Spring to plan and ready for the rigorous learning experiences.

Professional Development to Support Quality Instructional Planning

A key tenet of our school model is ensuring our teachers have the skills, resources, and time to grow in their practice. There are several ways in which we develop our teachers and staff. The responsibility of growing teachers is shared among all leaders.

Instructional planning at Lodestar begins with backwards mapping of standards throughout the year to align with assessment. Teachers then engage in curriculum internalization and unit mapping protocols that include assessment-in-hand planning, unpacking standards, defining criteria for success, and anticipating challenges. Teachers then use these unit maps to guide instruction, reflecting weekly on student progress through formative assessments and checks for understanding in order to plan for corrective instruction, including whole class, focused small group, and/or individual support. These reflections and planning happen both individually by the teacher, in grade level and content-aligned collaborations within Lodestar, and with

grade level colleagues across our family of schools. In response to our commitment to increase student achievement, Lodestar is more closely aligning around these processes and across our family of schools to strengthen this practice. We are building our capacity for this essential work with Instruction Partners, a collaboration that started in the 2020-21 school year.

Examples of our PD, linked to instruction include:

- Weekly Professional Development. Led by school principals and Instructional Leadership Team (ILT) members, and EL Education School Designer (coach), weekly PD follows an arc that supports teachers to internalize curriculum, look at student work, dive into data, and plan for quality instruction that is differentiated for students. Frequency: Weekly
- Instructional Rounds, led by the Instructional Leadership Team, Grade Level Leads. Rounds inform and support the PD of leaders and teachers by identifying areas of strength and growth across the school. Frequency: Monthly
- Inquiry Cycles. The inquiry cycle is a research-based framework that effectively informs our approach to developing our teachers' instructional practices and/or pedagogy. The phases of this cycle are: Analyze Evidence, Determine A Focus, Implement & Support, and Analyze Impact. In combination with ILT rounds, coaching data, and classroom observations, for instance, Lodestar Upper School's ILT defined our instructional focus and PD arc around complex instruction, a complex and ambitious pedagogical approach to create equitable classrooms. It emphasizes equal-status interactions among students and specifies the conditions under which teachers can establish and support such interaction.. Frequency: Every 6 weeks
- Coaching. Principals and Assistant Principals meet with teachers regularly to support their development as practitioners. They may debrief observations, watch videos, plan lessons, look at data, and create action plans for continuous improvement of teaching practice. Frequency: weekly to bi-weekly depending on needs.
- System-wide Professional Development. Across LCPS, quarterly PD focuses on curriculum internalization, expeditionary learning practices, and anti-racist education practices. Frequency: Quarterly.

K - 12 Continuum

Learning from Lodestar's sister school, Lighthouse, Lodestar will serve students K - 12. In 2020-21, the first cohort of 9th graders are attending, 73% of them matriculating from Lodestar, demonstrating a strong desire of our families to have a K - 12 experience. We believe a K - 12 continuum allows deeper relationships to form between the school and families and between families. In addition, we know the road to college preparation is long and therefore a K - 12 continuum allows for more success in college. Our LCPS college completion rates are four times the national average for Black and Latinx students.

Extended Learning & Enrichment Programs

Students at Lodestar are able to engage in enriching and supportive after school programs that are a combination of homework help and enrichments, such as sports, cooking, making and the arts. It provides a safe place for students to be after school and is staffed by graduates of Lighthouse High, Oakland Natives, and BIPOC.

2. Areas of Success

Describe any unique areas of success beyond traditional academic measures.

Instructional Structures Rooted in EL Education

Being a part of a national model of school reform provides Lodestar with clear directions and structures, leading to increased student engagement. A few key areas of success at Lodestar, within this model are:

- Crew. Crew allows each student K - 12 to have a single adult champion through the year - the caring adult that facilitates that child's home/school connection, as well as supports that students to build the social/emotional skills necessary to succeed in school. The daily "container" of crew also supports robust peer relationships that build student resilience. Crew provides the time and space for students to explore and understand the school's core values (love, community, social justice, agency, and integrity); process current events; and plan and do service projects.
- Student Engaged Assessments such as Student-Led Conferences & EXPOs of student work. These structures allow for family engagement and for students to lead their own learning.
- Expeditions. Described above, Expeditions are a hallmark of Lodestar's success. They provide rich, project-based learning experiences that marry the rigor of EL Modules, the Common Core Standards within the context of our beloved East Oakland.
- A Commitment to Making, Arts, and Design. Knowing that children learn in many ways and can express their learning through a variety of modalities, Lodestar has a robust K - 9 Making, Arts, and Design program. One of the program's most recent accomplishments is the creation and installation of a beautiful mural, in partnership with the remarkable artists at the Bay Area Mural Project (BAMP!). Over a series of lessons, middle schoolers learned the design elements of a mural, brainstormed the many beautiful attributes of Sobrante Park, and developed the mural. The students were supposed to paint the mural but Covid19 cut that project short. The mural was painted by guest artists from BAMP. Students entered a contest to name the mural and ultimately, the mash up of an 8th grade and 1st grade students' suggestions was given to the piece of public art that will last a lifetime in Sobrante Park: ***Oakland Love: A New Future.***



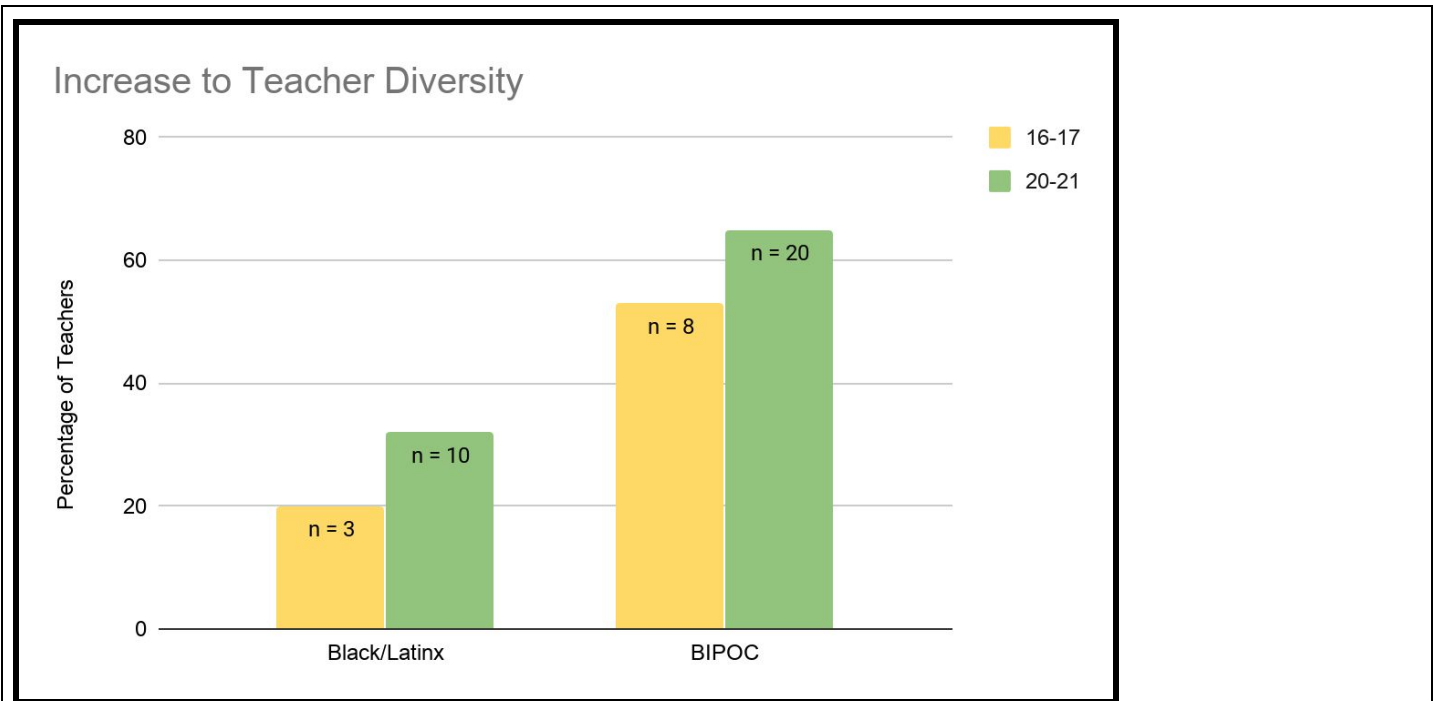


Strong Academic, Culturally Relevant Culture that Supports Social/Emotional Learning & Resilience

- A commitment to anti-racist practices across the school. The marriage of restorative justice, a focus on healing for Black and Brown youth, as well as consensus-built Community norms have led to drastic reductions in suspension rates across K - 8.
- Centering Black Excellence through multiple mediums:
 - Black Male Empowerment Series supported Lodestar black male students in grades 6th through 8th. This lunch series provided students positive black male role models around the value of community, brotherhood, college-going culture. Special guests to the series have included a Hip Hop Scholar; community leaders; a former football player, real estate investor.
 - Lift Every Voice is an annual event that shines a spotlight on Black Excellence through art and poetry. The most recent Lift Every Voice event hosted over 100 black families and students. Leading up to the main event, our Crew leaders implemented extensive crew plans in all grade levels that celebrate achievements and accomplishments of the Black and African American community, and acknowledge slavery and reflect on its legacy.
- Students with Disabilities Leading their own learning. In 19-20, the LSMS Academic Intervention Support (AIS) teacher saw an opportunity to develop agency in our students with IEPs by co-leading their meetings with their case manager. This shift increased the student and parent’s understanding of their IEPs, how and what to advocate for in class, and, thus, gaining a more clear understanding of the purpose and impact of IEPs on academic and/or socio-emotional success. ([sample agenda](#))

Increasing Teacher and School Leader Diversity

Lodestar has made a concerted effort to diversify its teacher and administrative teams, to reflect the students it serves. Through more inclusive and intentional recruiting and hiring practices, Lodestar’s teacher diversity has increased significantly from 2016-17 to this school year.



Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force; and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identified as people of color and/or mixed race. Our partnership with the Alder Graduate School of Education, in place since 2019, has created a robust pipeline of teachers of color who represent the communities we serve and are readying for the classroom in innovative residency models. Of Lodestar's 2020-21 Alder residents, 75% (3 out of 4) are Black and Latinx and 50% (2 out of 4) are Spanish-bilingual.

Pandemic Response

When the pandemic required schools to be closed, Lodestar went into high gear ensuring student learning would not be disrupted. A few highlights of spring include:

- Distributing chromebooks to ensure 1:1 technology at home, within 3 weeks
- Purchasing and distributing hotspots to ensure every student had access to the internet
- Distributing about 5000 meals weekly to our students
- Redistributing \$130,000 of donations to over 450 LCPS families to support those with lost wages
- Distributing weekly work packets
- Setting up a tech hotline of support and office hours for families in need
- Getting classes online for synchronous learning
- Hosting drive-through step-up ceremonies to support continuity of joy and accomplishment
- Frequent surveying of families to understand their needs and get their input on return to school

Now, in the new school year, even more distance learning supports are in place including:

- Use of the innovative, mastery-based learning management system, [Altitude](#) to monitor work completion of grade level standards work

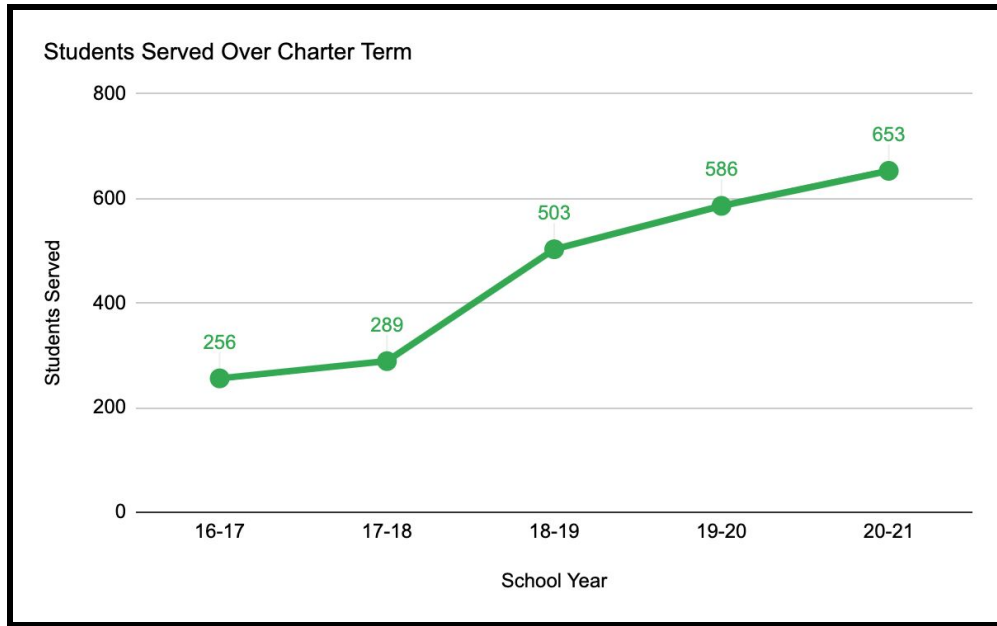
- Compared to OUSD and the State, Lodestar offers students an additional 1 to 1 ½ hours instruction per day. Age-appropriate schedules for students that allow for synchronous and asynchronous learning in small and large groups. Minutes of synchronous instruction per day range from 180 (average) across grades K - 5 to 260 for grades 6 - 9; Minutes of asynchronous instruction per day range from 140 minutes across K - 5 to 140 minutes for grades 6 - 9 .
- Daily crew meetings via zoom to provide connection and community building
- Weekly teacher/family check-ins via text, call, or zoom
- Home delivery of technology and food as needed, as well as weekly meal distributions on site.
- Monthly town hall meetings for parents with above average attendance (last month, 85 parents participated when typically 20 - 25 parents would attend on-site meetings)
- Contact with all families whose students have IEPs to engage in conversation about services during distance learning
- Special education service delivery model that combines support inside and outside of the general education classes and ongoing collaboration with the teaching team
- Mental health and counseling to 4.6% of our students and building out systems that will allow us to serve a larger population

These supports have resulted in about 95.8% ADA across grades K - 9; 100% of students and families having a parent/teacher conference in the first two weeks of school.

3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

At Lodestar, we believe that our schools must represent the rich diversity of Oakland's East Region. To that end, we use several strategies to ensure we enroll a diverse student population. Our school's enrollment grew from 256 students in 2016-17 to 653 in 2020-21. In Years 1 - 2, we were at two different sites in the Fruitvale region of Oakland and starting in Year 3, we have been located in Sobrante Park in Deep East Oakland.



Recently we added a preference to our enrollment priorities to students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lodestar is located. This preference will increase the chances of families who are living in the immediate areas of where we operate. It is also the two areas where the city population is diverse with different ethnic groups specifically Hispanics and African Americans families at the top of those groups.

Our commitment to Brookfield and Sobrante Park families is evident in our strategic outreach to local churches, libraries, community centers, and small businesses. Connecting them to our school and to the families we serve is emblematic of our commitment to building a stronger community together.

Student diversity of the past five years is below.

Ethnicity	16-17	17-18	18-19	19-20	20-21
Latino	65.4%	63.0%	67.6%	69.7%	70.8%
African-American	19.7%	19.7%	21.5%	20.3%	17.3%
Two or More	6%	6.2%	4.2%	4.6%	6.3%
API	2.7%	1.4%	2.8%	3.6%	3.0%
White	6.8%	2.8%	2.6%	0.7%	0.6%
Unknown	0%	6.9%	0.8%	1.2%	2.0%

Of those reporting, “two or more races,” most of them are Black/AA + another race, putting students that identify as Black/AA at 25.8%. Although our Black/AA student population dropped slightly, this decline is

parallel to the decline in Black/AA students overall in Oakland, declining from 26.2% in 16-17, 24.3% in 18-19, to 22.9% in 19-20.¹

If we compare ethnicity data² of Lodestar to the nearest schools³, we serve more African-American students than the average of schools around us.

Ethnicity	Lodestar 19-20	Avg Comparison 19-20
Latino	69.7%	74.3%
African-American	20.3%	16.9%

Over the course of our charter term, we have seen an increase in our student diversity⁴ including:

- Increase in percent of English Learners from 28.2% to 38.5%
- Increase in percent of Students with Disabilities from 6.5% to 9.3%
- Increase in percent of low-income students from 70.1% to 78.9%

In 2019-20, we made a bolder effort in collaboration with OUSD to ensure that we serve African-American students by changing our admission preferences. While we were able to get those preferences changed in time for our lottery, we know it may take 1 - 2 years of these preference changes to see a difference. It should be noted that if we include the two or more race students that include African-American in their identity, 25.8% would be African-American.

Recruitment Strategies

Because we are committed to continuing to ensure that our student population reflects the community in which we are located. We take a very grassroots approach to recruitment which means walking the neighborhood, recruiting from locations where families are, home visits, and supporting families through the application process with technical and relational support from our family liaisons and front desk staff. Lodestar has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Distribution of 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.

¹ [OUSD Fast Facts](#)

² CDE Dataquest

³ Brookfield, Madison Park TK - 5, Madison Park 6 - 12, Greenleaf, Global Family, Reach, Elmhurst, New Highland, Esperanza, East Oakland Pride, Encompass, Korematsu, Acorn, Frick

⁴ CDE Dataquest

- Outreach meetings in local churches and mosques, laundromats, community centers, grocery stores, and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies such as clinics and mental health providers that serve the various racial, ethnic, and interest groups of the district.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Future Plans to Serve Special Populations

Lodestar is a willing player in the effort to serve every student in Oakland. We will do our part to recruit and retain a student population that requires more services and resources. We are all in, in Oakland.

A Focus on Unsheltered and Housing Insecure Students

Oakland's homeless population and families facing housing insecurity was already on the rise. The pandemic and economic crisis it has created has only exacerbated the issues of homelessness in our town. Since 2015, the Oakland homeless population has doubled.⁵ To that end, Lodestar is committed to seeking out and providing wrap-around services to homeless and housing insecure families. Currently, 1.4% of our student population is unsheltered. In partnership with local community organizations, we will target families who are housing insecure in our recruitment efforts. We are proposing a change to our admissions process to accommodate unsheltered families outside of the typical admission process requirements. We will be building out and bolstering our current infrastructure to provide additional mental health and basic needs support to our unsheltered students, as well as improve the services we provide to unsheltered families. We are exploring partnerships with the OUSD McKinney Vento office, the East Oakland Collective, Moms 4 Housing, and Community Education Partnerships to expand our services to unsheltered and housing insecure families and students.

Increasing African American Student Population

At Lodestar, our current African American student population is 17.3%, although if we include multiracial students who have one race identified as African-American, this number is 25.8%. While this number is higher than our sister school, Lighthouse, we know that according to the East Oakland Initiative's Community Plan, Lodestar's neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35% and we can do more to increase our African-American student population. As stated above, we've made changes to our admissions preferences that will allow more black students to be admitted. While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lodestar is a place where they feel a sense of belonging. Over the past few years, we have increased affinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. In 2020, we are forming a partnership with the Oakland chapter of the NAACP to strengthen our instructional approaches with African American students. These will support students' sense of belonging. In addition, a critical area of focus has been on the hiring and retaining teachers of color, particularly black teachers and leaders. We are proud that we have increased the number of African American/Black/Latinx teachers from 20% in 2016 to 32% in 2020.

Students With Disabilities (SWDs)

Since opening, we have grown the special education population we serve from 7% in 2016 to 9.5% in 2020. 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with

⁵ <https://www.salon.com/2020/06/14/with-affordable-housing-already-scarce-oakland-is-poised-for-a-post-pandemic-homelessness-boom/>

moderate-severe disabilities. We continue to increase our enrollment of students with disabilities as we strive to more closely mirror the enrollment of students with disabilities in our surrounding district, which in 2019-20 was 13.5%.⁶ We are gaining traction with this effort. Most notably, 14% of our founding high school class qualify for special education services. We will continue to attract and recruit students with disabilities and encourage students with all abilities, including moderate-severe students, that they have a place at Lodestar. See below (serving special populations section) for a more thorough breakdown of the types of special education students we currently serve.

English Learners

Over the course of our charter, the percentage of English Learners has increased from 22% to 36%. We will continue to strengthen our EL Learning program so that the progress our students make attracts English Learner Families. As always, we will continue to publish our recruitment materials, as well as host recruitment meetings, in both English and Spanish.

4. Student engagement

Are there opportunities for students to be involved in decision-making and the governance of the school?

Lodestar students are at the center of school-wide decision making. During the 19-20 school year Lodestar launched a student government that engaged students in planning and leading both grade level celebrations and school wide student events. Furthermore, Lodestar student ambassadors have played a central role in hosting and leading events such as EXPO (Celebration of Learning Nights), fundraisers and more. Lodestar students play a central role in interviewing prospective Lodestar teachers and leaders, including Lighthouse Community Public Schools leaders. Every single teacher and leader that Lodestar has hired during the first charter cycle was interviewed by both students and parents. Students, then, provide feedback to school leadership, and the organization on candidates. At Lodestar, we believe that students know best who should teach and lead them in the classroom and schoolwide.

All Lodestar students take an annual (mid-year) student experience survey which provides feedback to teachers about their classroom culture and instructional practice, but also informs leaders about students' feelings about campus climate, safety and culture. Through dedicated professional development inquiry cycles, teachers unpack this data, make shifts in their classroom practices and provide students with clear messaging about how they are incorporating their feedback into their class instructional and cultural shifts.

What is an example of a change you have made to the school based on student feedback?

Based on student feedback, Lodestar leadership has made several shifts to our instructional program and cultural schoolwide structures. Two of the most exciting changes we are implementing based on student feedback for the 20-21 school year and beyond is launching a Black Student Union and a comprehensive sports program for our middle and high school once the pandemic settles. Our Black Student Union will lift and center Black greatness and excellence both inside and outside the Lodestar community and engage our entire community in celebrating Black culture. Upon return to school post COVID19, Lodestar High School

⁶ CDE DataQuest, Special Education by Age & Disability for Oakland Unified

and Middle School plan to launch both girls and boys sports programs to engage our students in athletic competition, which will, in turn, bolster schools spirit and pride, and student health and sense of belonging.

5. Family Engagement

Family engagement is a cornerstone of Lodestar’s design for several reasons. We believe that parents are the child/youth’s first teacher and know their child best. They are partners in the work of educating their child and we have several formal and informal ways to engage them. In addition, we believe that our school is strengthened by the diversity of voice and input that our families bring. Their input has made our school better over their years and whenever possible, we involve them in the decision making that affects their individual child and the school. Several staff members send their own children to Lodestar, a testament to the quality and connection of our community. Engaging families is everyone’s job at the school, but Lodestar also has a Family Engagement Coordinator who helps to coordinate and support parents from recruitment to leadership opportunities.

Lodestar Families have several ways to get involved in school.

- **Engagement with Students Learning**

- *Quarterly Student Led Conferences (SLC)*: At the end of each quarter, students facilitate - from start to finish - a conference with their parent/guardian and their crew leader to review their progress. These conferences include the review of students grades and achievement, as well as reflection on goals for the quarter, as well as connect to their work habits and life interests. Preparation for a student-led conference creates an authentic purpose for good organizational and communication skills. The structure builds students’ sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets. SLCs are not only a key family engagement practice, but are also a key component of student engaged assessment.
- *EXPO of Student Work*: Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester. Another form of authentic, student-engaged assessments, students prepare demonstrations, display process boards, give speeches and performances. Family members are the key audience for these energetic and lively displays of learning grades K - 12.
- *Passage*: In Kinder, 2nd, 4th, 6th, 8th and soon to be 10th, and 12th grades, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers. Family members form a part of the “passage panel” that discuss, critique, and weigh the academic evidence the child’s performance on grade level standards. Students often discuss their standards-aligned portfolios of student work and their hopes for their future.

- **Engagement with School Leadership**

- **Coffee Tuesdays**: Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including monthly updates from school leaders. Topics range from how to understand your child’s report card to the importance of attendance, to building community across difference.

- **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as school culture, diversity and inclusion, and local political engagement.
- **Family Leadership Group (FLG)**
 - **The Lodestar Family Leadership Group** is a group of Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all family members every month. Family members can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

Family Monitoring of Student Progress

Lighthouse provides several ways for families to closely monitor students' progress.

- **Crew Leader** - The crew leader provides a primary point of contact for families; the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.
- **Parent View of Lodestar's Learning Management System.** Lodestar uses Altitude, as its online Learning Management System (LMS). Altitude, originating from the innovative Alt School model, supports K - 12 students to complete work and master grade level standards. The parent portal will allow parents to see completion and mastery for their individual student.
- **Quarterly Student Led Conferences** (See above)
- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs. every six

Communication with Families

Communication with parents is essential. Information is like oxygen in a system. There are many ways we communicate with families so they have the information they need, when they need it. Formal and informal communication methods exist ranging from quarterly student led conferences, weekly coffees, to weekly newsletters, ongoing texts and messages via Aeries' SignalKit, and more informal methods like Facebook and Instagram.

Family Voice

Family voice, perspective, and leadership is critical to having a strong school community. At Lodestar, we engage with families to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- **Annual Survey:** Parents complete an annual survey to provide feedback on our school community in the areas of Connection, Decision-Making, Family Participation, Learning and Assessment, and School Climate.
- **Coffee Tuesdays:** Each week parents have an opportunity to connect with our family liaison and school representatives. These have continued during Shelter in Place.
- **CEO/CAO Listening Sessions:** The CEO and CAO conduct regular listening sessions pushing into Coffee Tuesdays to hear concerns, ideas, and accolades directly from families

Families have multiple ways to express concerns when they arise. First, our leaders (including school site and systems level leaders) and teachers have an open door policy and respond to parent calls or emails within 24 hours. Also, they freely give out their cell numbers and text frequently with parents. Should

parents still not feel comfortable expressing their concern directly to a leader or teacher, each campus has a Family Engagement Coordinator whose job it is to field and direct parent concerns as needed.

Family Decision Making & Governance

- **LCAP Feedback**
One way parents engage in decision making is through their contribution to the LCAP planning process. They provide feedback on areas for improvement and offer their assessment of our school's program.
- **Participation on hiring committees for school leaders**
Parents play a key role when we are hiring leaders for our school community. Parents provide key input on the qualities they would like to see in candidates. These are used by the hiring committee during the hiring process. In addition, parents can be members of the hiring committee or participate in the day of hiring interviews.
- **School Committees**
Parent leaders participate in monthly meetings to build community and support the work of the school. Last year, a school culture team supported a model redesign in the K - 5 and a playground committee worked to host fundraisers to support the building of the playground.

Examples of Changes Made Based on Family Feedback

Parent feedback has resulted in many changes at Lodestar including:

- **A significant model redesign in grades K - 5.** During the fall of 2018, as a result of achievement and culture data, as well as parent concerns, the K - 5 leadership spearheaded a model redesign to address issues and strengthen assets of the program. Through a series of parent engagements, families shared concerns and ideas for improving the student learning experiences. These ideas were operationalized into a new school model that included decreasing class size, increasing access to core academic content (ELA, Math), reducing time in crew and enrichments, and eliminating the self-directed learning lab (SDL).
- **Meal Provider.** Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.
- **Parent Tech Workshop Classes** were offered as a result of parents expressing their need to be explicitly taught tech skills.

6. Teacher Engagement

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

Sharing leadership and decision-making with teachers and staff is an integral part of the school's vision and is a core practice of exemplary EL Education schools. Teachers have several ways to be engaged and share their voice and perspective on issues that impact the school community. These opportunities are both formal and informal.

Formal Engagement

- **Instructional Leadership Team (ILT) & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community.

- The Instructional Leadership Team (ILT) is composed of departmental/instructional leaders. The Culture Team is composed of grade level leads. Each of these teams contribute to and make decisions that affect the whole school.
- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on Lodestar. In January, teachers complete Gallup's Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete a survey that draws on the Insight Survey published by TNTP. They also provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school through the EL Education Implementation Review (IR) process.
- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Leadership (Principals, Assistant Principals, Deans):** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development. In 2020, a new Principal evaluation tool will be piloted, but teacher voice and feedback will be an integral part of whatever tool we select.

Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with their supervisor (Principal, Assistant Principal, Dean, Director) who supports them. These are opportunities that provide direct access to leaders and enable staff to raise concerns, get support and ensure their questions are answered. Teachers who are in their first year receive weekly coaching support.
- **Grade Level & Department Configurations:** Teachers meet weekly in grade level and departmental configurations to plan, collaborate, and problem solve.
- **CEO Office Hours:** On a quarterly basis the CEO holds an open office hours session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind. They are often where some of the best ideas for school improvement are heard and vetted.
- **Teacher Focus Groups:** We've held scheduled teacher focus groups to provide teacher voice and input on changes in programs related to teacher compensation, our annual calendar, our teacher evaluation system, and other academic programs.

Examples of Changes Made Based on Teacher/Staff Feedback

Teacher feedback has resulted in many changes at Lodestar including:

- **Shift in Student Led Conference Cadence.** Teachers gave feedback that SLCs were scheduled too close to each other during the school year. In Crew, Students were spending too much time reflecting on and preparing for SLCs, rather than spending time building important social-emotional skills. A shift from three to two SLCs per year was based on teacher feedback.
- **Selection of Curriculum.** Teachers are asked for their guidance and input when selecting curriculum. As a result of their engagement, vetting, and piloting of several curricula, the selection of EL Foundational Skills and Eureka is taught at Lodestar.
- **Increased Synchronous Time During Distance Learning.** Teachers, in response to their students' needs and assessment data, gave the feedback that students needed more synchronous time in order to master grade level standards. The distance learning schedule that students participate in is based on teacher input and feedback.

- **Access to Paper Packets During Distance Learning.** Even though 100% of Lodestar students have been provided the technology necessary for learning, teachers saw that some of their students responded better to paper packets. As a result, paper packets are available to students, to supplement online learning.

7. Performance of key student groups (Data Sources: [CSDC Comparison Schools Report](#), [Lodestar Calculations](#), [Schoolzilla](#), [CA School Dashboard](#), and [CDE Dataquest](#))

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?

In this section of the performance report, we will address five key student groups. Of these, English Learners are the only significant subgroup in both 2017-18 and 2018-19. Starting in 2018-19, African Americans were also a significant subgroup.

1. English Learners
2. Students with Disabilities
3. Students in need of remediation
4. Advanced Students performing above grade level
5. Other Groups we are paying attention to: African American Students

We will share data for these subgroups, as well as compare subgroup data performance to the attendance areas of the fourteen schools⁷ in which the vast majority of Lodestar students live. This comparison is done in the spirit of collaboration with OUSD, showing how Lodestar is contributing to the East Oakland landscape of school options for families. In addition, as a part of AB1505, the charter granting agency must find that it is in the best interest of pupils to not renew a charter school. While Lodestar is in the “low track” of renewal tiers, we believe this evidence demonstrates we fully understand where we must improve, what are plans for doing so, and why it is in the best interest of students to renew the Lodestar charter. Additional metrics and plans for improvement are found in the Lodestar Performance Improvement Plan.

The following tables show how Lodestar students performed on the CAASPP compared to the neighboring school areas in which Lodestar students live and the state, as well as how Lodestar is trending on students scoring proficient on the CAASPP, as compared to the district and state, overall.

Percent of Students Scoring Proficient - ELA

- In ELA, Lodestar outperforms Oakland Schools in our students attendance areas - overall and by student subgroups, but performs below state averages.
- Lodestar’s African American students proficiency rates are 12% higher than that of Oakland schools in our students attendance areas

	2019 ELA
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⁷ When Lodestar students are mapped across Oakland, the vast majority of students live in areas of these schools. Where we show comparisons, it is to these 14 schools: ACORN Woodland Elementary, Greenleaf Elementary, Esperanza Elementary, Madison Park TK - 5, Madison Park 6 - 12, East Oakland Pride Elementary, Brookfield Elementary, Fred T. Korematsu Discovery Academy, Encompass Academy, Elmhurst Community Prep, Global Family, New Highland Academy, Reach Academy, Frick Middle School.

	Lodestar	Average of OUSD Schools students might otherwise attend	State
Overall	28%	20%	51%
African-American	23%	11%	32%
Socio Economically Disadvantaged	28%	20%	39%
English Learners	9%	3%	13%
Students with Disabilities	9%	2%	16%

Percent of Students Scoring Proficient - Math

- In Math, Lodestar outperforms Oakland Schools in students attendance areas - overall and by student subgroups, but performs below state averages.

	2019 Math		
	Lodestar	Average of OUSD Schools students might otherwise attend	State
Overall	19%	15%	40%
African-American	13%	6%	21%
Socio Economically Disadvantaged	19%	15%	27%
English Learners	11%	4%	13%
Students with Disabilities	4%	0%	13%

CORE Data - Growth and Performance (DFM) for Lodestar and OUSD schools

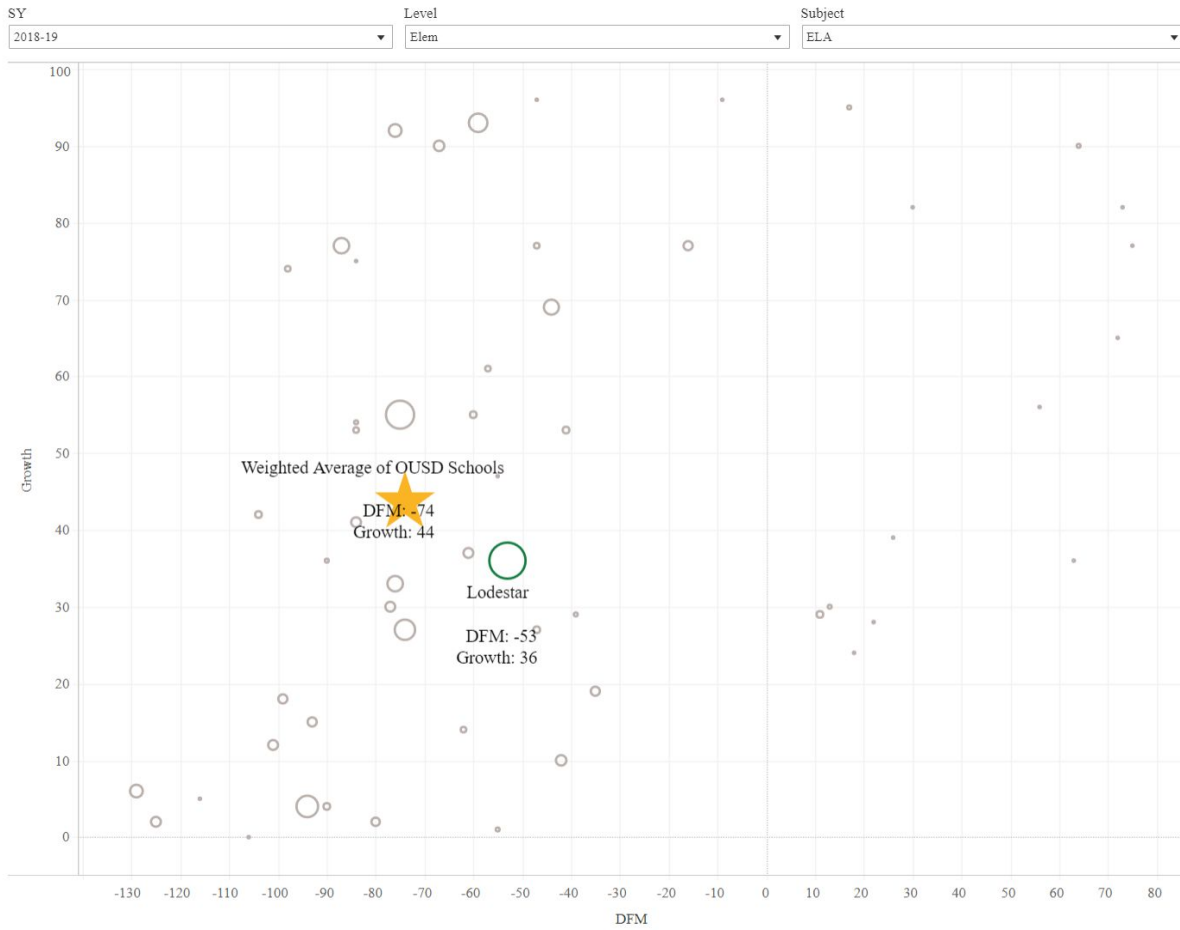
Key:

- *x-axis - Distance from Meeting (DFM) y-axis - growth*
- *Green circle represents Lodestar*
- *Yellow star represents the OUSD weighted average of all programs*
- *All other circles represent OUSD schools*

The following four graphs show the relative comparison of Lodestar’s growth and performance to OUSD’s elementary growth and performance.

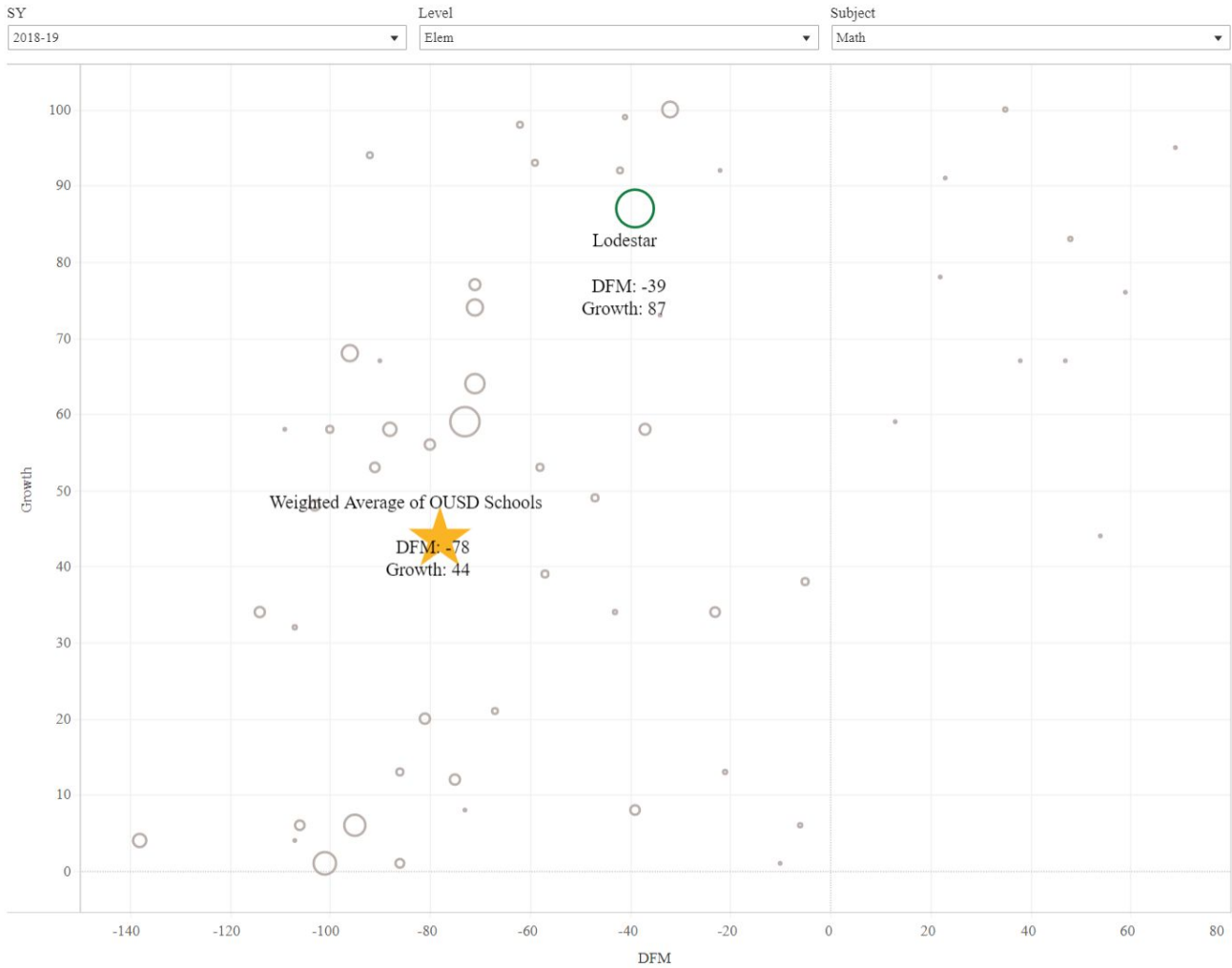
Elementary ELA 2019

- Lodestar outperformed OUSD average in ELA in 2019 (DFM), but growth was slightly below OUSD average.



Elementary Math 2019

- In Math, Lodestar is in “high growth/high performance” when compared to other OUSD public and charter elementary programs.



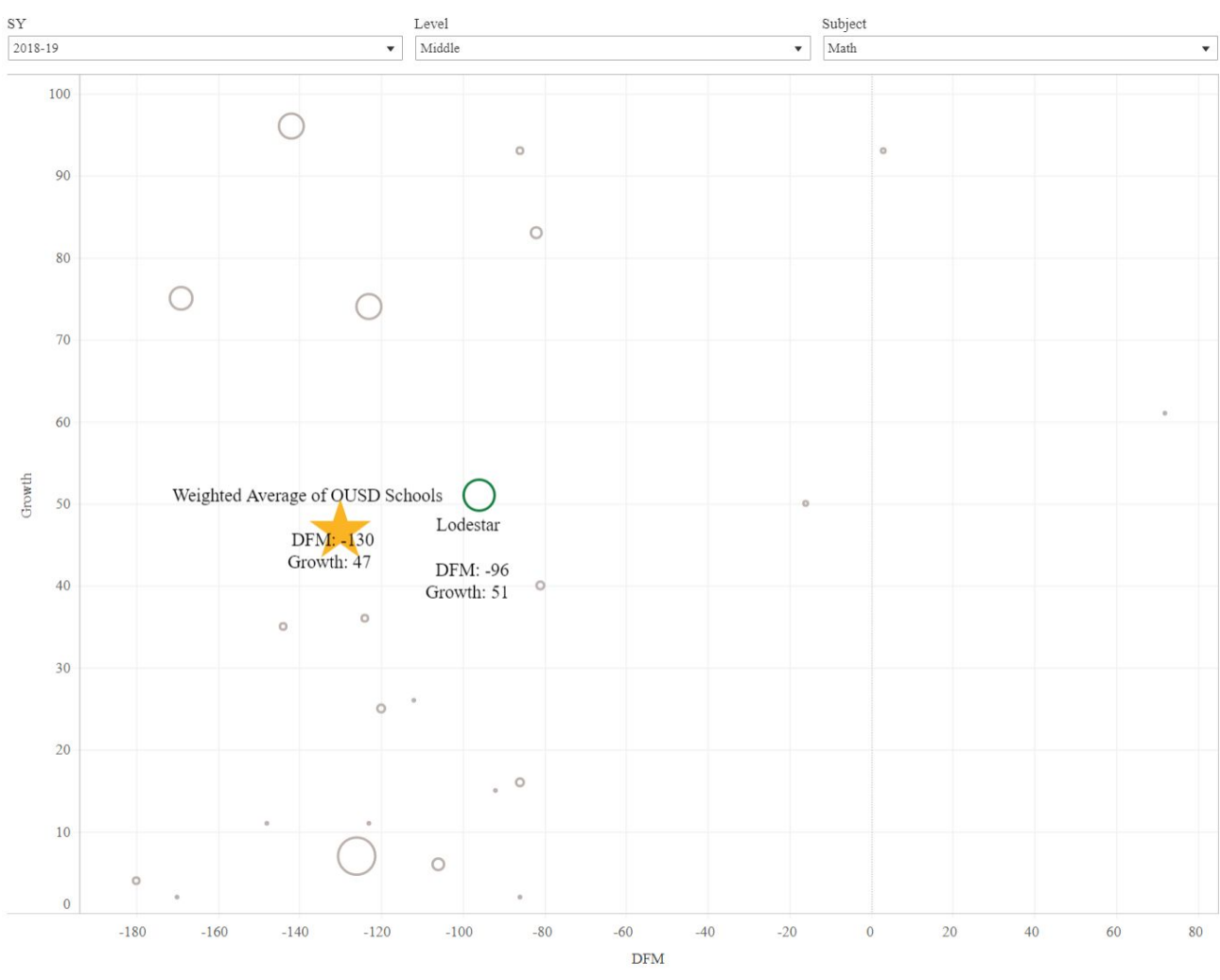
Middle School ELA 2019

- Lodestar is in “high growth/high performance” when compared to other OUSD public and charter middle school programs.



Middle School Math 2019

- Lodestar outperformed OUSD average in Math in 2019 (DFM), and growth was slightly higher than OUSD average.



Trends for Growth as Compared to the State from 2018 to 2019 - Overall Students Proficient

- In ELA, Lodestar saw declines in student proficiency on the CAASPP overall and in all subgroups from 2018 to 2019
- In Math, Lodestar saw increases in student proficiency on the CAASPP overall and in 3 of 4 subgroups from 2018 to 2019

	ELA			Math		
	Lodestar	OUSD	State	Lodestar	OUSD	State
Overall	-4	0	+1	+2	0	+1
African-American	-11	0	+1	-5	0	+1
Socioeconomically Disadvantaged	-3	0	+1	+3	0	+1
English Learners	-3	+2	0	+1	+2	0
Students with Disabilities	-7	+2	+1	+4	+1	+1

Distance From Met, by Cohort Over Time

While not 100% consistent for all grade levels, the tables below show that our students are making progress in getting closer to standard.

Overall Grade Level Cohort Data; Distance from Standard

	ELA						Math				
	3	4	6	7	8		3	4	6	7	8
2019	-55	-58	-57	-68	-17	2019	-38	-43	-101	-83	-100
2018	-39	NA	-44	-33	NA	2018	-51	NA	-98	-82	NA
2017	NA	NA	-42	NA	NA	2017	NA	NA	-120	NA	NA

Distance From Met Comparisons - 2019

Below are several charts that visualize where Lodestar student achievement falls in comparison to the schools they might otherwise attend in OUSD.

This table demonstrates that students who attend Lodestar are closer to meeting the standard than schools that they would otherwise attend, according to Live-Go Data. Across all grade levels, Lodestar is closer to meeting standard.

ELA DFM 2019		Math DFM 2019
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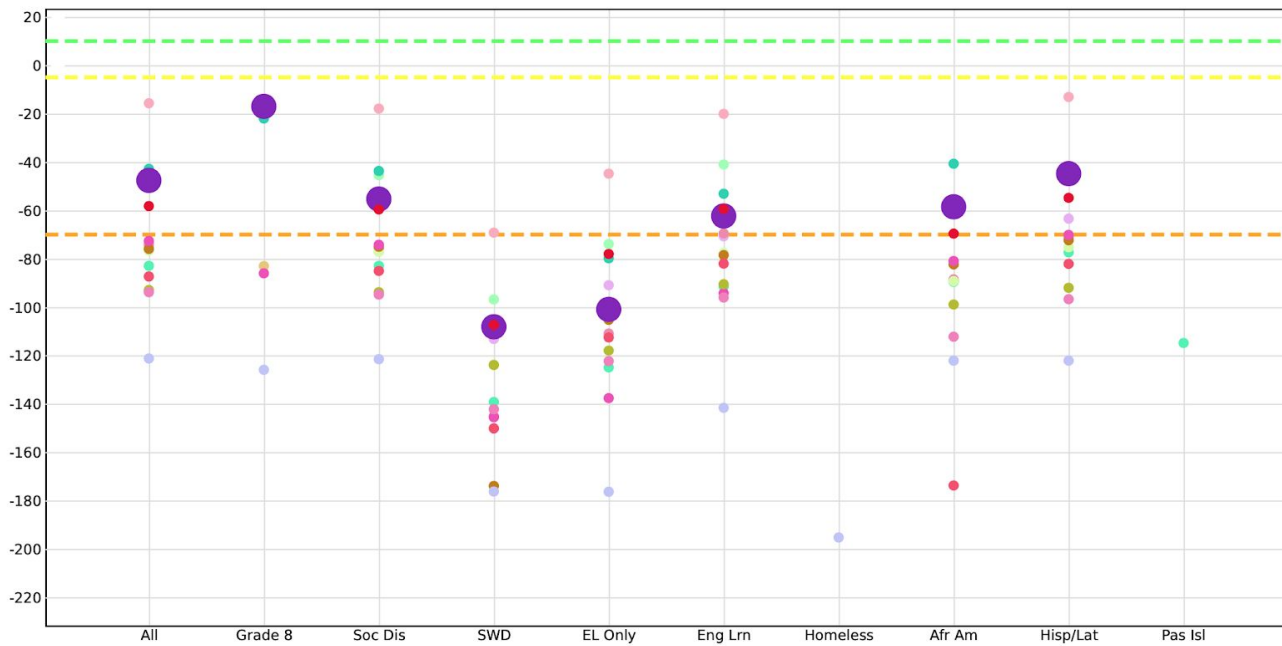
	3	4	6	7	8		3	4	6	7	8
Lodestar	-55	-58	-57	-68	-17		-38	-43	-101	-83	-100
Selected Schools	-78	-76	-83	-70	-63		-68	-74	-118	-109	-113

Distance From Met, Comparisons by Subgroups, 2019

Key:

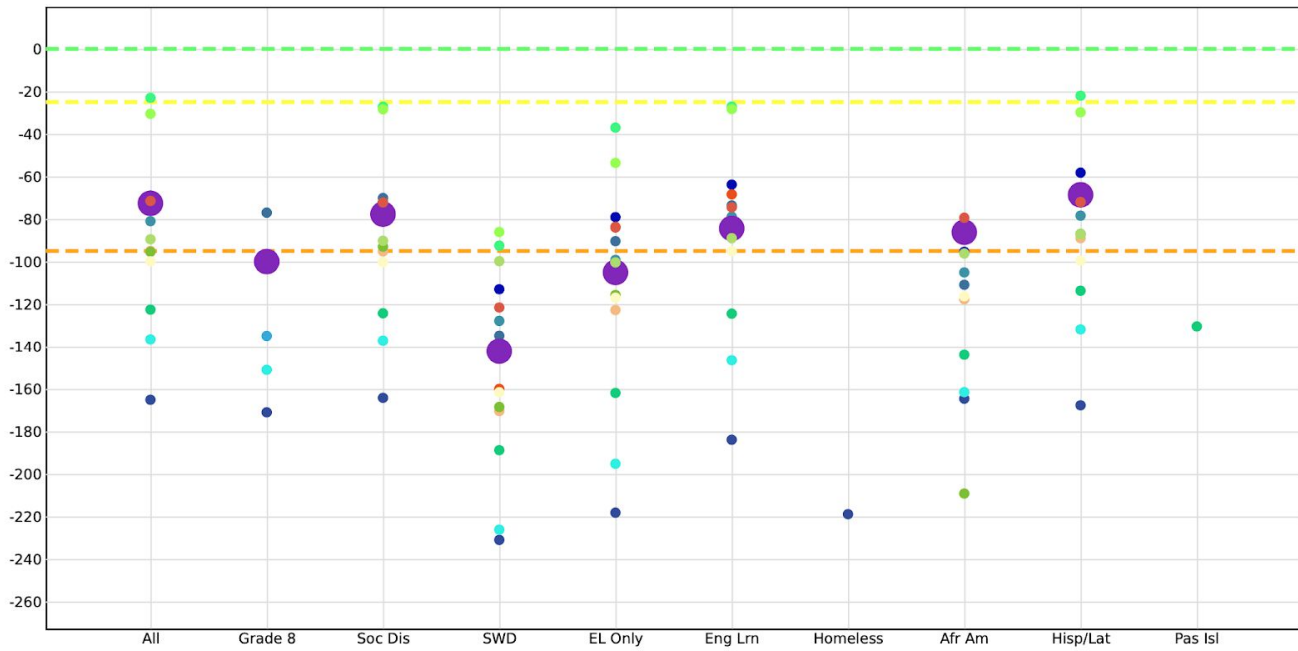
- X axis is subgroups
- Y axis is Distance from Met (DFM)
- Orange, yellow, and green dashed lines show Dashboard color cut points.
- The large purple dot is Lodestar. The other colored dots represent the 14 schools students would otherwise attend.

English Language Arts: Lodestar: A Lighthouse Community Charter Public



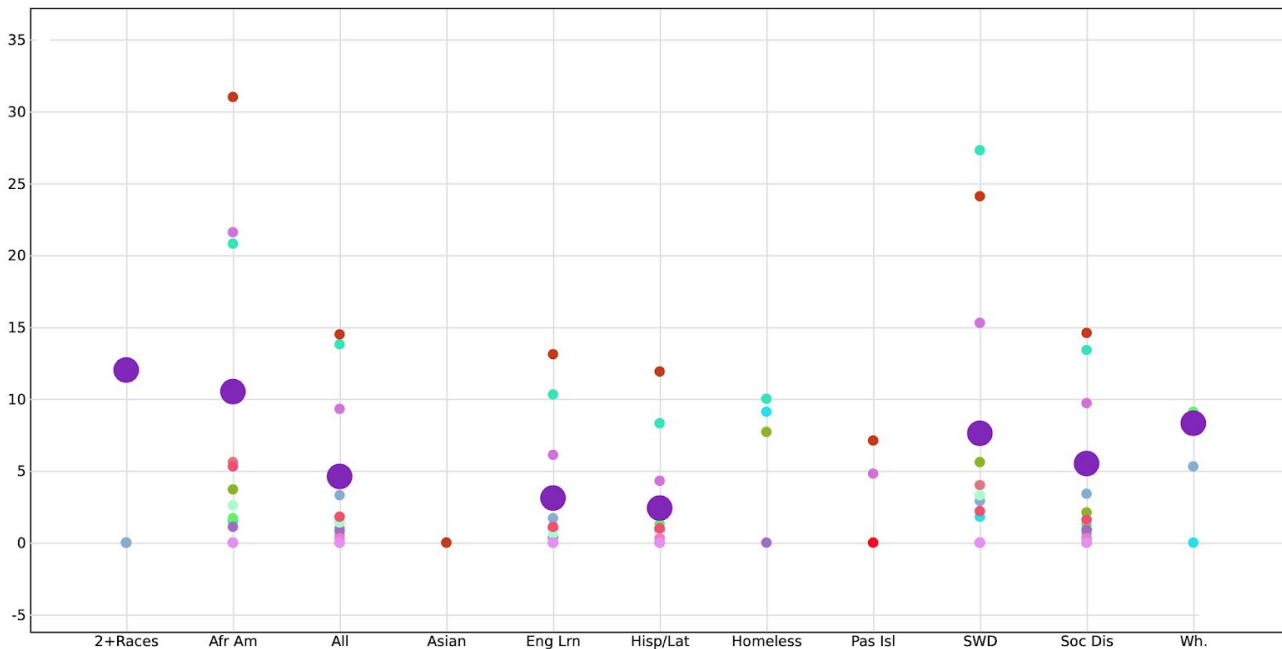
In 2019, Lodestar was closer to meeting the standard than most other schools in ELA. Lodestar 8th graders far surpassed other 8th graders; and for African American students and Hispanic students, Lodestar performed at the top of the pack.

Mathematics: Lodestar: A Lighthouse Community Charter Public



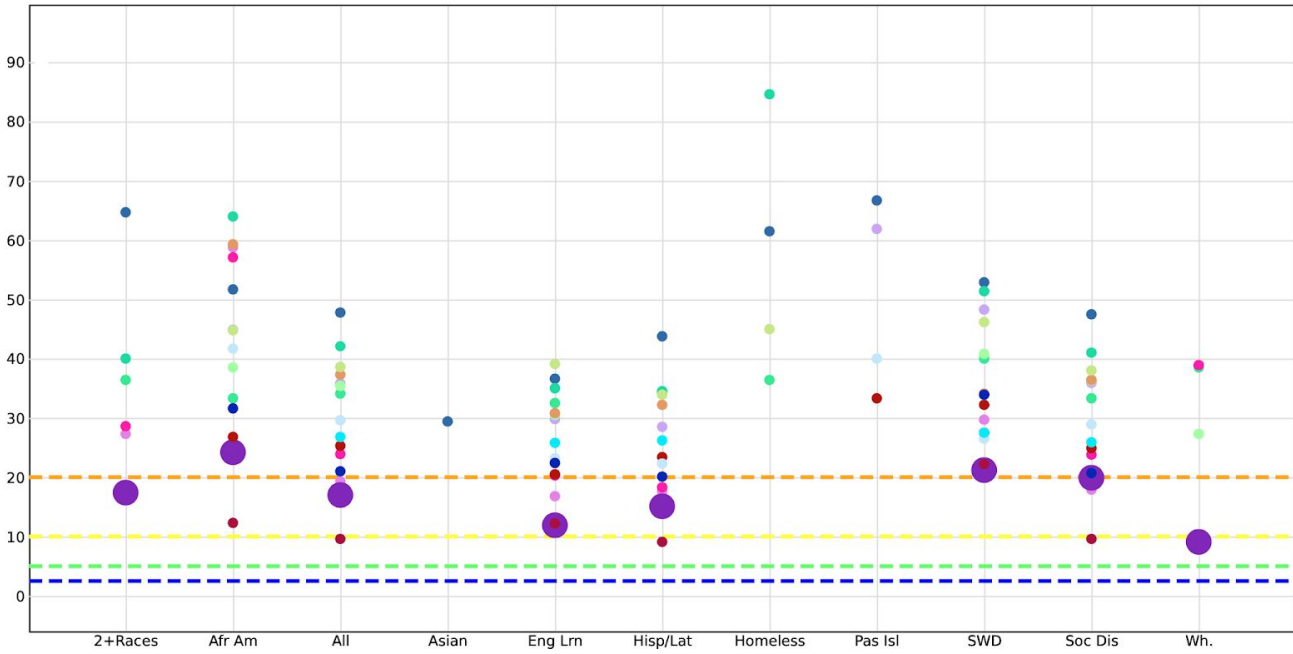
In 2019, Lodestar was closer to meeting the standard than most other schools in math. Lodestar 8th graders were near the top; and for African American students, Lodestar performed at the top of the pack.

Suspension: Lodestar: A Lighthouse Community Charter Public



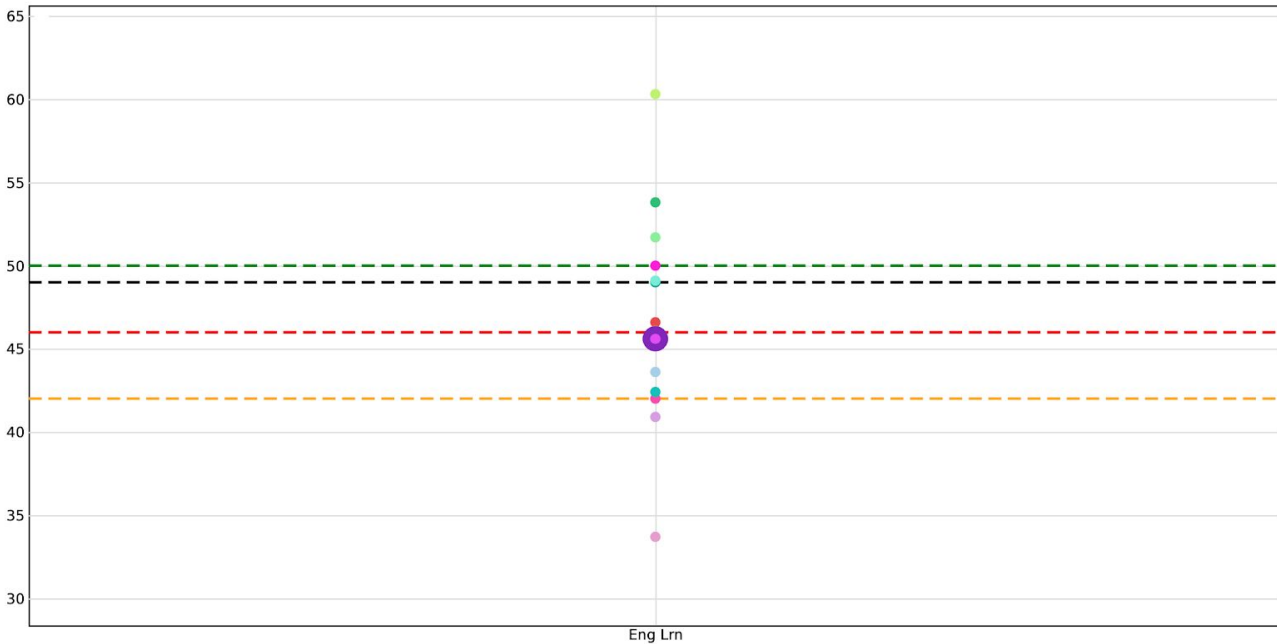
In 2019, suspension rates at Lodestar were in the midrange of most schools and for some subgroups, suspension rates were higher. In the 19-20 school year, suspension rates plummeted to 0.8 overall because of a concerted effort to drastically reduce suspension rates.

Chronic Absenteeism: Lodestar: A Lighthouse Community Charter Public



In 2019, only one school in the group had a lower chronic absenteeism rate for all students overall and for African American, Latinx, and Socioeconomically Disadvantaged. All other subgroups, Lodestar had the lowest chronic absenteeism rate.

English Learner Progress: Lodestar: A Lighthouse Community Charter Public



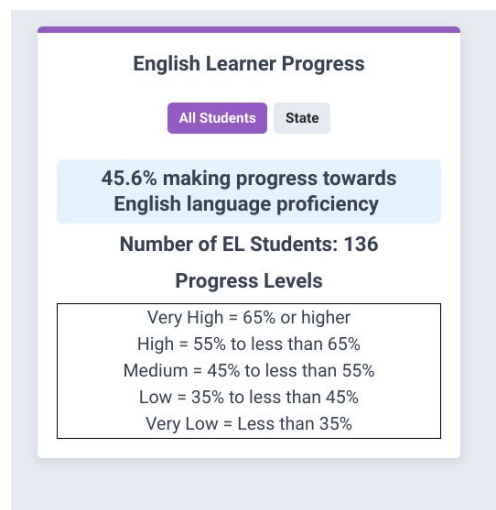
In 2019, Lodestar English Learners performed in the middle of the pack of Live-go schools. We document below the work we are doing to improve their achievement.

1. English Learners

2019 CA Dashboard Status = YELLOW in both ELA & Math (Low performance, High Growth)

Lodestar's English Learner population has grown over the course of the charter term from 28.2% in 2016 to 38.5% in 2019.

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate Change. Because only two years of ELPAC data are now available, only Status will be reported for the 2019 Dashboard. In 2019, 45.6% of students were making progress toward English Language Proficiency as reported on the California School Dashboard, putting Lodestar in the "Medium" progress category.



Over the past four years, 11.7% of English Learners have been chronically absent, 2.8% less than the overall student population of Lodestar. In 2019, Lodestar EL students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.⁸ Over the past four years, 5.2% of English Learners were suspended at least once, slightly less than the overall student population by 0.7%.

Below is a summary of aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

What is working?

- Lodestar K-5: K-5 English Learners received designated ELD instruction through EL Achieves curriculum; the instruction is grouped by language level, in their Expedition classes – these ELD experiences are connected to course content but focused explicitly on building the bricks and mortar of language that would not be developed through non-designated teaching experiences.
- We have approximately one staff member at each grade level who can review document translations for parents and students, such as classwork, homework, informational one-pagers.
- All of our EL trade books for ELA and Open Up Math curriculum are translated to Spanish to support our emerging bilingual Latinx students.

⁸ California Comparison School Report published by CSDC. Published August 18, 2020

We know that we have significant work to do to better support our English Learners. What needs improvement?

- Teachers and administrators need for more training to support newcomers and emerging bilingual students through ongoing professional development.
- While we have many Spanish bilingual staff members, we do not have staff members or resources to support our non-English and/or non-Spanish speaking young people (e.g. Vietnamese, Mandarin, Mum, etc.)

What are our planned current and future actions?

- Lodestar, and our sister school Lighthouse K - 8, is partnering with [Ensemble Learning](#) through its Learning While Leading program to the development of our instructional leadership in support implementation of our plan to support specific needs of our English Learners. This is in response to the recognition that this is an area of growth/need.
- Lodestar is in the process of hiring an ELD coordinator and teacher for K-9. This role will support the program coordination and coaching of the ELD program and designated ELD instruction

What are some of our barriers?

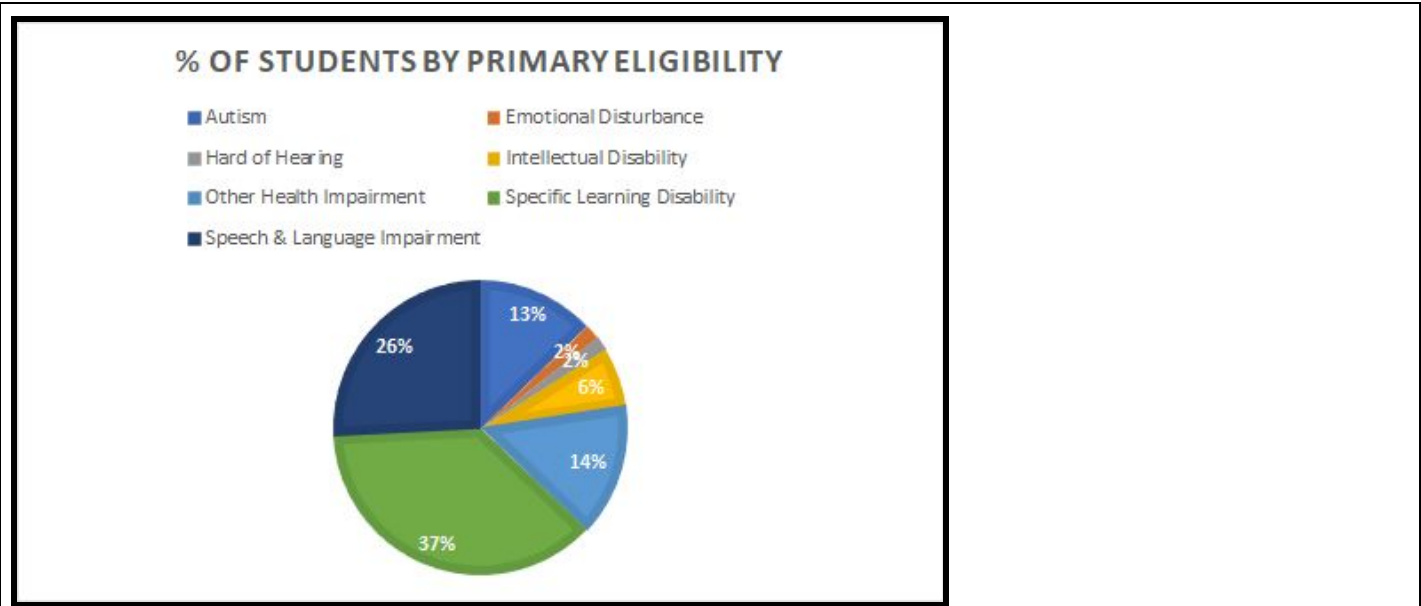
- Keeping pace with our English Learner population
- Articulation of ELD Model and Approach, including curriculum, class composition/frequency, and assessment strategy. We believe our participation in the Ensemble Learning program will support us to articulate an LCPS-wide model.

2. Students with Disabilities (SWD)

Since opening, we have grown the special education population we serve from 7% in 2016 to 9.5% in 2020. We continue to increase our enrollment of students with disabilities as we strive to more closely mirror the enrollment of students with disabilities in our surrounding district, which as of December 2018, OUSD's SPED school-aged population was 11.3%.⁹ Most notably, 14% of our founding high school class qualify for special education services. We will continue to attract and recruit students with disabilities and encourage students with all abilities, including moderate-severe students, that they have a place at Lodestar.

The following is our current distribution of students with disabilities by primary eligibility category:

⁹ CDE DataQuest, Special Education by Age & Disability for Oakland Unified



Lodestar serves students with a range of special education needs. When compared to the most recent OUSD data posted on Dataquest, we can see that, overall, Lodestar is serving a comparable special education population as OUSD.

Disability Type	Lodestar	OUSD
Intellectual Disability	6%	7.0%
Speech and Language Impairment	26%	19%
Emotional Disturbance	2%	4.8%
Other Health Impairment	14%	11.6%
Specific Learning Disability	37%	35.8%
Autism	13%	16%

Over the past three years, 17.2% of students with disabilities have been chronically absent, 2.7% more than the overall student population of Lodestar. In 2019, Lodestar students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.¹⁰ Over the past three years, 10.5% of Students with Disabilities were suspended at least once, 4.5% more than the overall student population.

We strive to serve students with disabilities experiencing a wide range of need and impact. 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities. A key component to continuing to increase the enrollment of our students that are most impacted is to ensure we are offering a program that effectively supports all students' individual needs. We leverage an inclusive model of special education programs that maximize students' involvement within the general education program through the delivery of a range of services. We believe that inclusion benefits all

¹⁰ California Comparison School Report published by CSDC. Published August 18, 2020

students in the classroom, not only our students with disabilities.¹¹ Additionally, over the past few years we have significantly expanded our program to provide increased educationally related mental health services to ensure we are addressing the needs of the whole child.

Below is a summary of aspects of our program that are currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

What is working?

- We have continued to increase the enrollment of students with disabilities, in particular students that qualify with moderate-severe disabilities. We believe this in large part to families seeking an inclusive model of special education.
- Performance on the CAASPP increased in Math by 4% for students with disabilities.
- We saw a 15.3% decline in suspension rates for students with disabilities from 2018 to 2019. This is in large part due to the implementation of tier 1 programming to support students' social-emotional and behavioral needs, including integrating trauma-informed practices and restorative practices. Additionally, we will continue expanding our provision of mental health services.
- We continue to refine our collaboration/consultation model to ensure that teachers have the support and partnership needed to design inclusive educational experiences.
- Starting in Middle school, students with disabilities have the agency to co-leading their IEP meetings with their case manager. This shift increased the student and parent's understanding of their IEPs, how and what to advocate for in class, and, thus, gaining a more clear understanding of the purpose and impact of IEPs on academic and/or socio-emotional success.

We know that we have significant work to do to better support our Students with Disabilities. What needs improvement?

- Performance on the CAASPP declined in ELA from 2018 to 2019.
- For students with disabilities, only 4% demonstrated "standard met" on CASPP in math in 2019.
- Students with disabilities are chronically absent at higher rates than their other Lodestar peers, which impacts access to instruction and special education services.

What are our planned future actions?

- Given our successful decrease in suspension rates for our SWDs, we will continue to build out our behavioral health programming. To support the systematic identification of students' needs, we will administer a universal screener. We will also facilitate bi-weekly student talks and opportunities for consultation with our clinical team to identify possible interventions and monitor student response. For SWDs who are not responding to these earlier interventions, we will conduct additional evaluations to identify their specific needs and design behavior intervention plans and offer educationally related mental health services as appropriate.
- To increase student attendance, we will engage students and families in discussion to learn more about what is impeding the students' attendance. Based on student and family responses, we will tailor appropriate interventions to increase the student's attendance. This may include strengthening the student's relationship with peers and teachers, supporting families in setting up visual schedules, or designing positive behavior incentive systems to reinforce student's attendance.
- To support general academic achievement and growth, we will continue to strengthen our collaboration model. We recognize that collaboration is a key lever to better integrating SWDs into

¹¹ Ruijs, N.M. & Peetsma, T.T.D. (2009). Effects of inclusion on students with and without special education needs reviewed. *Educational Research Review*, 4(2), 67 - 79.

the inclusive learning environment. Increased collaboration and professional development cycles will support teachers in integrating accommodations and modifications into their planning process and instructional delivery.

- To improve reading achievement, we will build out students' access to strong reading instruction both within tier 1 and as a part of their specialized academic instruction. This includes providing interventions in foundational reading skills and ensuring that students have the opportunity to receive pre-teaching and re-teaching on content and standards being introduced in the general education curriculum.
- To improve math achievement, we will ensure that math interventions and services prioritize essential prerequisite skills and focus on the major work of the content to increase students' ability to access the general education curriculum. Leveraging the coherence map will be critical as we build out our math interventions and instruction.

3. Students in Need of Remediation

At Lodestar, students have a range of remediation needs. Our current focus is to improve Tier 1 supports for all students and continue to strengthen Tier 2. In addition, we are proud to say that in 2020, we are partnering with the Oakland Chapter of the NAACP to pilot the administration of a universal dyslexia screener for all of our students.

Our Multi-Tiered System of Support (MTSS) includes an Response to Intervention (RtI). Within RtI, all students receive Tier 1 supports as part of the core instruction. Tier 2 supports include additional reading and math intervention that is targeted to addressing unfinished learning. Tier 3 supports are the most intensive level of individualized support, most often reflected in a students' Individualized Education Plan (IEP). Lodestar's initial model theorized that "just-right" instruction in reading and math would lead to greater growth toward proficiency. However, given the report of the Opportunity Myth and based on our student proficiency data, we began shifting away from "just right" groupings in the 17-18 school year (our second year of operation) and increased focus on strengthening core Tier 1 instruction for all students to access rigorous, grade-level content. In our initial years of ensuring all students have access to grade level standards, there were significant numbers of students we identified as needing Tier 2 supports both within core classes and in additional instructional time.

What's working?

- Lodestar Lower has scheduled intervention blocks for students whose Reading and/or Math data indicated unfinished learning. Reading and Math intervention was initially held by designated intervention teachers and has since evolved to being held by the students' core teacher in order to leverage the teachers' knowledge to each students' academic and SEL strengths and growth areas.
- Lodestar Upper has scheduled blocks of intervention taught by all classroom teachers to support unfinished learning in Reading and Math. The "all hands on deck" approach ensures that reading and math literacy are held across all disciplines.
- Shift from personalized learning model to a greater focus on grade level access for all students (see above). This shift increases student engagement with rigorous, grade level content. Our theory is that this shift will reduce the number of students who need Tier 2 or 3 supports.

Areas for Growth

- More clearly articulated MTSS/SST process, with research-based Tier 2 supports that are broadly applicable to a range of different learning needs.
- Continue professional development of Tier 1 strategies and supports in all content areas

- For all core content teachers to provide data-driven corrective instruction plans for all students to reach grade level standards and reduce the need for remediation/intervention

Planned Actions

- As of the 20-21 school year, our Academic Intervention Specialist (AIS) is coordinating the academic and social emotional MTSS process in collaboration with Assistant Principals and Principals.
- We have hired a Director of Student Services to help coordinate delivery and implementation of MTSS at our site.
- We have 3.0 FTE of Academic Intervention Specialists (AIS) across our school to support small caseloads and quality delivery of Specialized Academic Instruction.

4. Advanced students performing above grade level

Lodestar believes in inclusive, heterogeneous learning environments, and so the key approach to supporting students who are achieving above grade level has been through differentiation of curriculum, ensuring rigorous experiences for all students, and providing opportunities for students to apply learning to projects that incorporate student choice and agency.

What is working?

- Student acceleration criteria and considerations based on NWEA MAP proficiency levels, in combination with other factors such as attendance and social emotional considerations, provide students with the opportunity to accelerate to the next grade level or in a specific content area.
- We have identified criteria in which grade acceleration makes sense and partnered with students and families to ensure that students who are socially and academically ready can move up a grade. In the 19-20 school year, we had 5 students move up a grade.

Areas for Growth

- Beyond grade acceleration or taking a course above grade level, we need to more clearly define what “exceeding” options exist in all student work – how to make sure that students who have already demonstrated mastery of course learning targets have consistent opportunities to extend their learning.

Future plans

- Clearly articulating our program, approach, and vision for meeting the needs of advanced students performing beyond grade level.

5. African American Students

2019 CA Dashboard Status = ORANGE for both ELA & Math (for Low Performance and Declines in Performance)

Over the current charter term, Lodestar has seen an increase in the number of African American students attending, at 17% in the 20-21 school year (25.8% if you include multiracial students who identify with being African-American). Lodestar is unique among Oakland charter schools in the relatively high proportion of African American students served, which is the result of explicit recruitment work as well as practices we have implemented to ensure that our African American community feels a strong sense of belonging, reflected in student and family experience surveys.

While we know we have considerable work to do, we are proud of our service to African-American students. In 2017-18, Lodestar African-American students significantly outperformed African-American state averages in both ELA and Math. In 2018-19, Lodestar African-American students significantly outperformed African-American state averages in Math.

Over the past three years, 16.4% of African American's have been chronically absent, 1.9% more than the overall student population of Lodestar. In 2019, Lodestar students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.¹² Over the past three years, 10.2% of African Americans were suspended at least once, 4% more than the overall student population.

What is working?

- We are recruiting and retaining African American students.
- Suspension rates for African-American students at an all time low. At the end of the 2019-20 school year, only 2.3% AA students had been suspended, still higher than overall suspensions (0.8%), but great progress!
- In 2017-18, Lodestar African-American students significantly outperformed African-American state averages in both ELA and Math. In 2018-19, Lodestar African-American students significantly outperformed African-American state averages in Math.
- Black Joy and Excellence are a hallmark theme of Lodestar's culture. (see Successes above)

What needs more work?

- We still need to work on disproportionality in AA discipline data
- We need to increase AA proficiency on the CAASPP.

Future Actions Planned

- Continue implementation of the revised Discipline Policy
- Continue to support the growth and development of affinity spaces for students including the Black Student Union.
- Continue deep Diversity, Equity, and Inclusion work for all staff to identify and dismantle anti-black practices in instruction and discipline.

Deepening our Work to Serve Unsheltered Students

The pandemic has affected our East Oakland communities in profound ways. Not only have our communities seen more cases and deaths from Coronavirus, but our students and families have had heavy hits to the incomes. Trends show that a post-pandemic homeless boom is coming. Lodestar aims to demonstrate a strong commitment to recruiting and supporting students whose families are unsheltered. We will be taking this year to build out supports, partnerships, and programs to ensure our unsheltered students are best served at Lodestar.

¹² California Comparison School Report published by CSDC. Published August 18, 2020

8. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?

The Lighthouse Community Public School Board of Directors oversees and governs the three LCPS charter schools: Lighthouse K - 8, Lighthouse 9 - 12, and Lodestar K - 12. The Board meets approximately 6 times per year in regular meetings and typically has 1 - 2 retreats. In addition, the Board has several committees that meet with varying frequency including:

- Governance
- Academic Accountability
- Finance
- Fund Development
- CEO Evaluation

The Board interacts with students, parents, and teachers in many ways. In addition to interacting with them during open board meetings, board members also frequently volunteer for student support events such as Passage interviews, EXPOs, and as guest speakers. Board members host a special coffee Tuesday of parents at least twice per year to hear parent concerns and celebrations. While hiring the CEO last winter, Board members relied heavily on parent voice in the process, allowing for a great deal of interaction and communication.

Does the governing board evaluate the school leader?

The governing board does NOT evaluate the school leader. The school leader is evaluated by the Chief Academic Officer. The LCPS Board of Directors evaluates the LCPS Chief Executive Officer only. The LCPS Board uses a 360-degree tool to evaluate the CEO called the Leadership Practices Inventory (LPI). In addition, Board On-Track, an online system that supports board functions, provides tools Staff, families, and direct reports are invited to provide feedback to the Board on the CEO's performance on an annual basis.

Provide an example of a recent issue or policy that the board is working on.

Most recently, the Board developed and passed a series of COVID19 related policies including updated health and safety policies and procedures, telework policies, giving authority to the CEO to make COVID19 related spending, and development and approval of 2020-21 Objectives & Key Results (OKR).

Anti-Racist Stance & Policy

The Board is currently working on its stance toward being an anti-racist organization to ensure that at every level of the organization, a clear commitment to equitable outcomes for all children and a commitment to dismantling systems of anti-blackness exist. Modeling from a policy that was written in 2008 (Commitment to Immigrant Children), the board is adopting a policy and a set of actions that will bolster its already adopted Diversity, Equity, and Inclusion (DEI) strategies.

Alumni Fellowship Program

As a part of creating a system that centers the voice of students and stakeholders and in our commitment to being an anti-racist organization, the Board recently developed and approved an Alumni Fellowship Program that creates a pipeline for alumni of Lighthouse High to become board members through intensive governance training and mentorship. It was developed because alumni representation on the LCPS Board of Directors is an authentic way for the current board to better understand the experience of being a student at Lighthouse and a recent graduate attending college and/or entering the workforce. The purpose of this Fellowship is two-fold: 1) bring alumni voice and perspective to the board discussions and decisions, and 2) provide an opportunity for alumni to experience the participation, mentorship, and leadership growth opportunities of professional board participation. The Fellowship program kicks off in January 2021.

9. Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Response to Covid19

Our response to Covid19 has been nothing but innovative. Our ability to respond to the needs of our students and families, while ensuring manageable workloads and planning time for teachers and staff have resulted in our students returning to school on August 10, 2020 ready to learn. Details are above in the “Areas of Success” portion of the narrative. Our ability to innovate and pivot so quickly to distance learning can be attributed to several factors:

- The persistence and determination of our students
- The dedication of our teachers and leaders to put student needs first
- Our families flexibility and feedback into what is working and what requires improvement
- Values of love, community, social justice, agency, and integrity and a clear decision making protocol that guided swift, but thoughtful decision making
- The ability to flex dollars to what was needed most
- Our small size and support from a small, but mighty back office team

Data Based Decision Making

Lodestar leaders and teachers use data to reflect on programmatic effectiveness, and make commensurate shifts. These have included:

- Shift from “just-right” grouping to focus on grade level access with strong differentiation based on data and current research (i.e. Opportunity Myth).
- Adoption of research based curriculum (ELA: EL Education, Math: Eureka K-5, Open Up 6-8, and ___ Grade 9) and corresponding interim assessments to drive rapid improvement in student outcomes.
- Adoption of standards-aligned interim assessments (Achievement Network) to ensure that staff have a common definition of rigor.
- Dissolving of the Self-Directed Lab: Learnings from SDL helped elevate greater need for student agency across all spaces (envelope success of SDL into content spaces) and have helped in planning for distance learning.

- Use of Interim Assessments, NWEA MAP, and Student Work. We are working to improve our data culture at Lodestar to ensure we have consistency of administration of assessments such as ANET interim assessments and NWEA MAP and have consistent cycles of looking at student work to ensure teachers have the data they need to best serve students.

Content Specialists in Elementary School

- Lodestar Lower teachers specialize in content areas of either Math or Expedition (ELA) in order to develop strong instructional practices in their focus area and to support sustainability in teacher planning and professional development.

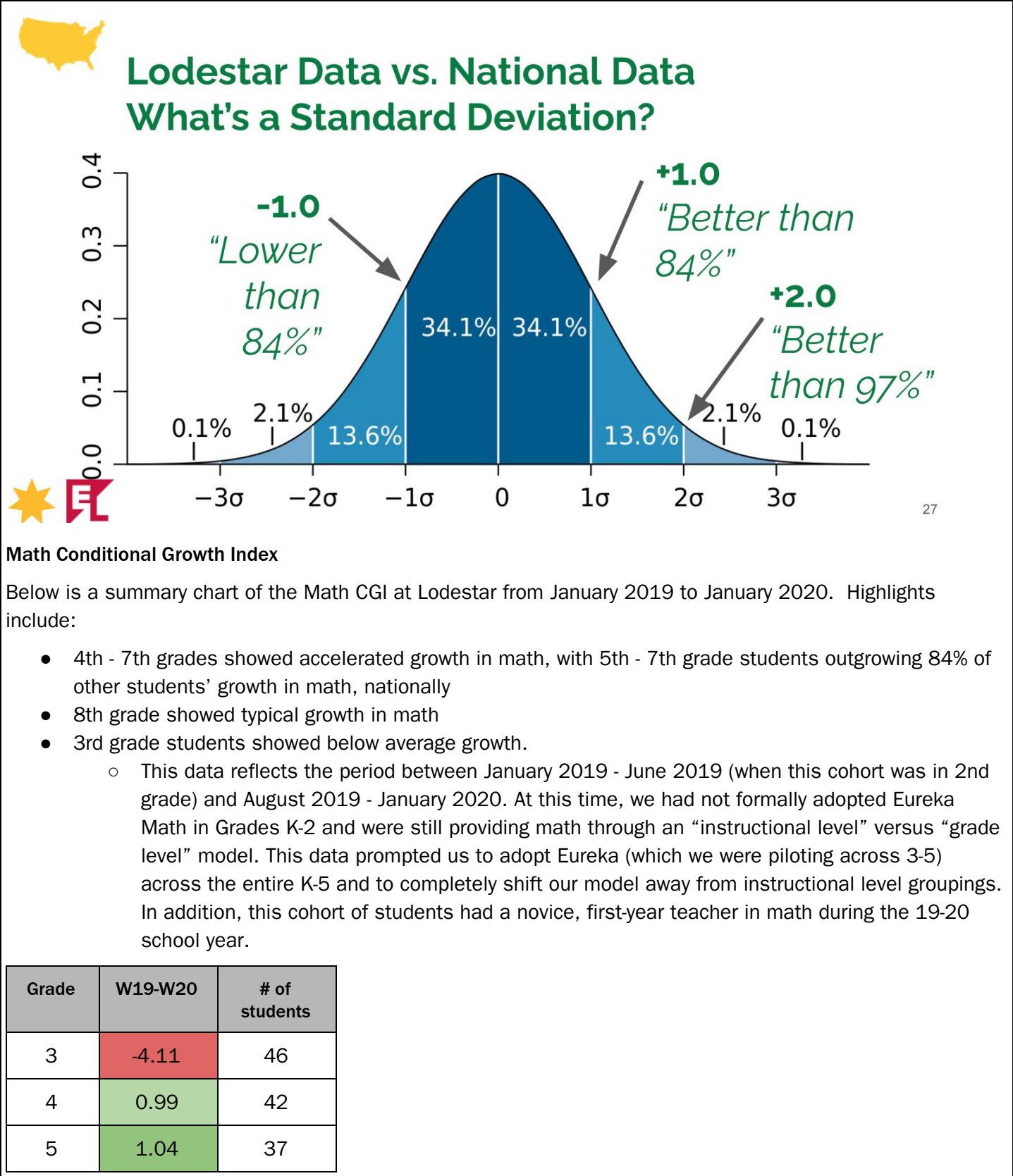
10. Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data)

For data that the school considers to be meeting the Ed Code definition of “verified data”, please include a summary of the results from your school’s verified data.

NWEA MAP Conditional Growth Index (CGI) Results

Lodestar uses NWEA MAP to monitor student growth over the course of the school year. Below, we share our data story from MAP, emphasizing the Conditional Growth Index (CGI), a standardized measure of growth compared to growth norms. We believe this data demonstrates that our students were making considerable progress toward one year or more’s worth of growth in the 19-20 school year when the pandemic prevented our students from being able to demonstrate their ability to show this growth on the CAASPP.

According to NWEA, a CGI of 0 suggests typical growth and a CGI above 0.5 is an indicator of accelerated growth. When compared to national growth norms, a CGI of +1.0 suggests better than 84% of those tested, a +2.0 suggests better than 97% of those tested nationally.



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Math Conditional Growth Index

Below is a summary chart of the Math CGI at Lodestar from January 2019 to January 2020. Highlights include:

- 4th - 7th grades showed accelerated growth in math, with 5th - 7th grade students outgrowing 84% of other students' growth in math, nationally
- 8th grade showed typical growth in math
- 3rd grade students showed below average growth.
 - This data reflects the period between January 2019 - June 2019 (when this cohort was in 2nd grade) and August 2019 - January 2020. At this time, we had not formally adopted Eureka Math in Grades K-2 and were still providing math through an “instructional level” versus “grade level” model. This data prompted us to adopt Eureka (which we were piloting across 3-5) across the entire K-5 and to completely shift our model away from instructional level groupings. In addition, this cohort of students had a novice, first-year teacher in math during the 19-20 school year.

Grade	W19-W20	# of students
3	-4.11	46
4	0.99	42
5	1.04	37

6	1.92	59
7	1.02	33
8	0.25 ¹³	52

Reading - Conditional Growth Index

Below is a summary chart of the Reading CGI at Lodestar from the Winter of 2019 to the Winter of 2020. Highlights include:

- 4th, 5th, 6th, and 8th grades showed accelerated growth in reading compared to all other students nationally:
 - 5th and 6th grade students outgrew 84% of other students growth, nationally
 - 4th and 8th grade students outgrew 99% of other students growth, nationally!
 - 3rd and 7th grade students showed below average growth
 - Grade 3: As with Math, our Grades 3-5 had fully adopted the EL Education Modules. This data reflects the January 2019 - June 2019 period when this 3rd grade cohort was in 2nd grade, and again prompted a shift to adopt the modules across the entire K-5.
 - Grade 7: This cohort had a maternity sub during the January 2019 - June 2019 period while the 6th grade humanities teacher was out on leave, and this is reflected in their achievement data during this window.

Grade	W19-W20	# of students
3	-2.29	43
4	5.09	38
5	1.83	45
6	1.37	59
7	-0.94	34
8	5.55 ¹⁴	50

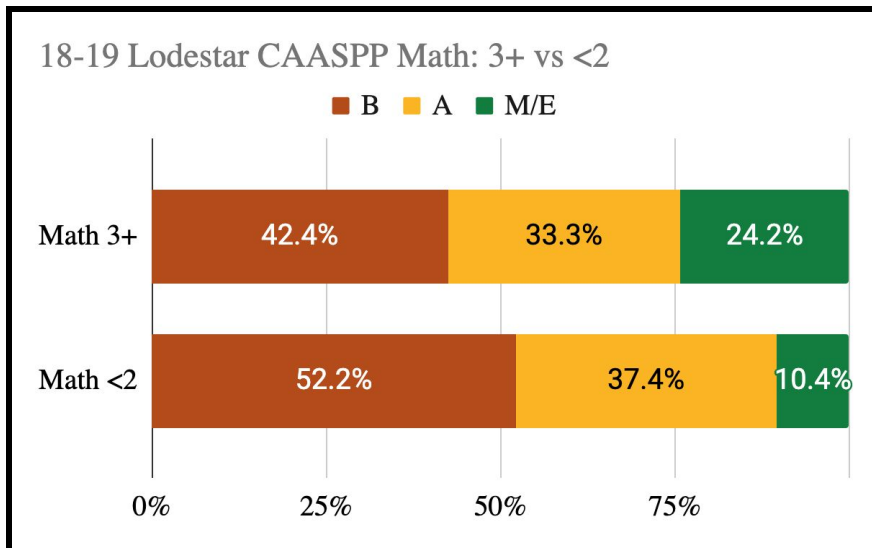
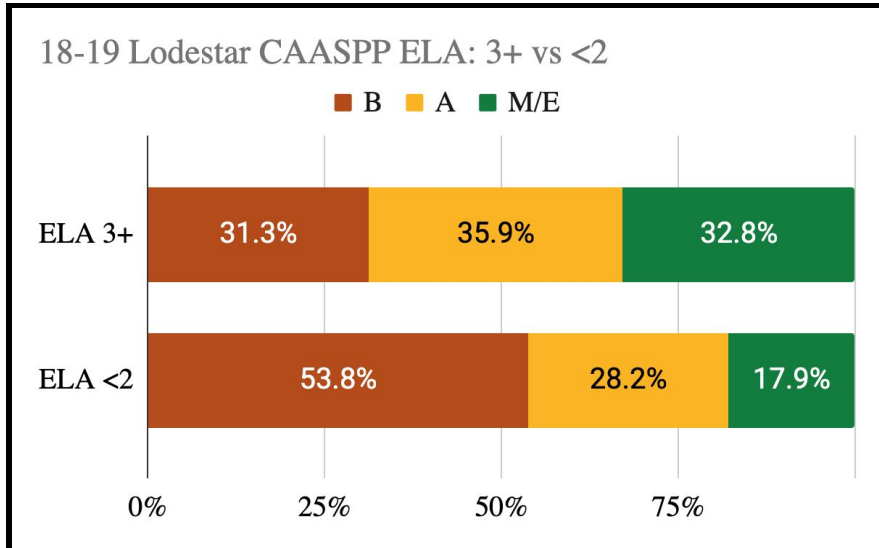
STAYING POWER: Student Proficiency Increases with Years at Lodestar - Dramatically

When we analyze CAASPP results of students who have been with us for three years, we see what we are calling “The Lodestar Effect,” a demonstrable increase in CAASPP performance over time. Students who joined Lodestar in 2016-17 and stayed through the 2018-19 school year and took the CAASPP, scored

¹³ 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

¹⁴ 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

significantly higher in ELA and math than students who had been with Lodestar less than two years. We believe an additional two years with a charter renewal, our students will be able to demonstrate even more significant gains on the CAASPP. In the visuals below, B = beginning (standard not met); A = approaching (standard nearly met); M/E = meeting/exceeding (standard met or exceeded).



Distance from Standard - DFM Improves with Years at Lodestar

The following shows how students who have been continuously enrolled at Lodestar since 2016 outperform students who have been at Lodestar only one year, another way to look at “The Lodestar Effect.”

	ELA		Math	
	All Students	Continuously Enrolled from 16-17 through 18-19	All Students	Continuously Enrolled from 16-17 through 18-19
18-19	-50.06	-31.49	-64.52	-44.21

17-18	-37.29	-26.74	-50.00	-36.76
16-17	-40.39	-35.44	-61.39	-56.44

Charter Renewal Performance Report – Data Request

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
Year 1 2016-17	2/3/16	K	91	60	25
		6	70	60	12
		9	N/A	N/A	N/A
Year 2 2017-18	3/17/17	K	125	73	37
		6	107	72	18
		9	N/A	N/A	N/A
Year 3 2018-19	3/9/18	K	214	72	19
		6	195	79	33
		9	N/A	N/A	N/A
Year 4 2019-20	3/6/19	K	77	72	17
		6	83	80	26
		9	N/A	N/A	N/A
Year 5 2020-21	3/9/20	K	57	52	3
		6	112	15	85
		9	14	36	3

Pupil Mobility

Student Group	Number of Students				Percent of Total Enrollment			
	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4

Students who joined the school after the first day of school	39	35	57	68	16.67%	11.55%	10.92%	11.18%
Students who left the school during the school year	45	30	58	63	19.23%	9.90%	11.11%	10.36%

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	652	100%
Asian	3	0.5%
Black or African American	112	17.2%
Filipino	8	1.2%
Hispanic or Latino	462	70.9%
Native American or Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	9	1.4%
White	4	0.6%
Two or More Races	41	6.3%
Race Not Reported	13	2.0%
Male	318	48.8%
Female	334	51.2%
Homeless Students	9	1.4%
Foster Youth	2	0.3%
FRPM-Eligible/Economically Disadvantaged	409	68.3% ¹⁵
English Learners	239	36.7%
Special Education/Students with IEPs	61	9.4%

* If official data for certain student groups are not yet available, please provide the most updated unofficial number.

Expulsions

Lodestar has had zero expulsions over the term of its charter.

Student Group	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4

¹⁵ As of Draft on 9/15, this number was still being captured.

Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Teacher Recruitment/Retention (for each year of current charter term)

	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2020-21 Year 5
Total # of classroom teachers	15	16	26	27	31
# of new classroom teacher hires	15 (Year we opened)	5	13	5	14
# of classroom teachers retained from prior year	N/A (School opened in 2016-17)	11	13	22	17
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1 (resigned end of year)	0	2 (resigned due to credential not being issued)	2 (1 resigned, 1 switched to non-teaching role due to credential not being issued)	0
# of currently vacant classroom teaching positions (FTEs)					1 (newly approved ELD Teacher/Coor.)

See teacher

Teacher Ethnicity (for Year 5 of current charter term)

Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force; and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identified as people of color and/or mixed race.

Total # of classroom teachers	31
# Asian	6
# Black or African American	5
# Hispanic or Latino	5
# White	11
# Other Ethnicity or Missing	4

Charter Renewal Performance Report – Facilities and Proposed Material Revisions/Substantial Changes

Facilities
<p>Does the school’s current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Lodestar leases a newly-renovated four-acre property in East Oakland from Pacific Charter School Development (PCSD) until June 30, 2028. Prior to that, Lodestar plans to execute on a purchase option to assume ownership of the facility. Lodestar’s campus is newly renovated with three academic buildings: a K - 5 school, a middle school/admin building, and most recently, a newly constructed 9 - 12 building, complete with science labs, art studios and maker spaces. The campus is state of the art, uses solar energy and other energy-saving measures, such as water bottle filling stations and motion-sensor heating and lighting systems. High speed internet throughout ensures students and staff can access learning at all times and the school is heavily soundproofed to ensure the nearby trains do not distract learners. The grounds are rich with play structures, a basketball court, a peace path to help little ones solve playground conflicts, and a large playing field. We are proud of the beautiful mural that adorns the building, on the building’s exterior at 105th and Edes. It is a student-created piece of art, in partnership with the Bay Area Mural Project (BAMP!). The mural, named with the mash-up of two suggestions from an 8th grader and 1st grader is “Oakland Love: The New Future.”</p>



Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term? No.

Proposed Material Revisions/Substantial Changes

Note: Material revision requests typically will need to be submitted *separately* from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission.

There will be no material revisions to the Lodestar charter with the exception of:

Changes to lottery preferences or admission procedures - We will revise our enrollment priorities in order to accomodate recruiting and accepting an unsheltered student population. Our change will be a revision and a reordering of our priorities. The table below shows the change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	Siblings of enrolled and admitted students to keep families together	No Change
2	Children of Lodestar staff and LCPS Board Members (not to exceed 5%)	Children of Lodestar staff and LCPS Board Members (not to exceed 5 2.5% of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area	Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.

	of the district’s public elementary school(s) in which Lodestar is located	(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lodestar is located
5	Students zoned to attend underperforming schools within OUSD ⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school	Students living in the 94621 or 94603 zip code

	option to Oakland students and families	
6	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland 6. All other applicants	Students zoned to attend underperforming schools within OUSD ⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families
7	All other applicants.	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
8		All other applicants.

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lodestar (Charter 1783)
 Version: Charter Renewal - Term beginning July 1, 2021

	Curr. Yr. FY21 Lodestar Forecast	Multi-year projection					
		Year 1	Year 2	Year 3	Year 4	Year 5	
		FY22 Lodestar Forecast	FY23 Lodestar Forecast	FY24 Lodestar Forecast	FY25 Lodestar Forecast	FY26 Lodestar Forecast	
Summary							
Unrestricted							
Revenues							
8000	Local Control Funding Formula	6,262,858	7,070,064	7,778,675	8,519,904	8,520,171	8,690,574
8100	Federal Revenue	965,137	486,862	504,876	553,895	583,288	589,988
8300	Other State Revenues	1,325,441	1,377,155	1,555,585	1,696,072	1,709,233	1,743,496
8600	Local Revenues	295,804	342,878	350,299	358,356	360,287	362,237
8800	Fundraising and Grants	66,000	75,000	68,000	64,000	-	-
	TOTAL	8,915,240	9,351,959	10,257,436	11,192,227	11,172,979	11,386,296
Expenses							
1-2000	Compensation	3,678,211	4,040,037	4,511,255	4,997,037	5,096,977	5,198,917
3000	Employee Benefits	791,842	901,558	1,021,461	1,143,742	1,187,414	1,236,790
4000	Books and Supplies	964,156	577,244	617,359	667,557	675,234	683,103
5000	Services & Other Operating Exp.	3,252,466	3,476,105	3,694,498	3,983,048	4,049,823	4,150,642
6000	Capital Outlay	-	-	-	-	-	-
	TOTAL	8,686,674	8,994,944	9,844,573	10,791,384	11,009,448	11,269,452
	Operating Income, before Depreciation	228,566	357,016	412,862	400,843	163,532	116,844
	<i>Operating Income, as a % of expenses</i>	<i>2.6%</i>	<i>4.0%</i>	<i>4.2%</i>	<i>3.7%</i>	<i>1.5%</i>	<i>1.0%</i>
6900	Depreciation Expense	19,345	-	-	-	-	-
	Change in Unrestricted Net Assets (inc. Depreciation)	209,222	357,016	412,862	400,843	163,532	116,844
	<i>Operating Income, as a % of expenses</i>	<i>2.4%</i>	<i>4.0%</i>	<i>4.2%</i>	<i>3.7%</i>	<i>1.5%</i>	<i>1.0%</i>
Temporarily Restricted							
	Revenues / Contributions	-	-	-	-	-	-
	Expenses / Releases from Restriction	6,000	-	-	-	-	-
	Change in Restricted Net Assets	(6,000)	-	-	-	-	-
Fund Balance							
	Beginning Balance	-	-	-	-	-	-
	Unrestricted (unaudited)	1,536,499	1,451,373	2,171,483	2,584,345	2,985,188	3,148,720
	Restricted (unaudited)	6,000	363,094	-	-	-	-
	Total Beginning Balance	1,542,499	1,814,467	2,171,483	2,584,345	2,985,188	3,148,720
	Projected Ending Balance	1,745,721	2,171,483	2,584,345	2,985,188	3,148,720	3,265,563
	<i>Ending Balance, as a % of Operating Expenses</i>	<i>20%</i>	<i>24%</i>	<i>26%</i>	<i>28%</i>	<i>29%</i>	<i>29%</i>

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lodestar (Charter 1783)
 Version: Charter Renewal - Term beginning July 1, 2021

	Curr. Yr. FY21 Lodestar Forecast	Multi-year projection				
		Year 1	Year 2	Year 3	Year 4	Year 5
		FY22 Lodestar Forecast	FY23 Lodestar Forecast	FY24 Lodestar Forecast	FY25 Lodestar Forecast	FY26 Lodestar Forecast
Student Enrollment						
Budgeted Enrollment (Minimum)						
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	56	54	52	52	52	52
3	56	54	52	52	52	52
4	56	54	52	52	52	52
5	56	54	52	52	52	52
6	80	75	75	75	75	75
7	76	75	75	75	75	75
8	76	75	75	75	75	75
9	66	75	75	75	75	75
10	-	72	72	72	72	72
11	-	-	68	68	68	68
12	-	-	-	64	64	64
Total	626	692	752	816	816	816
Attendance Percentage						
Average	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
ADA						
K-3	205	201	198	198	198	198
4-6	182	174	170	170	170	170
7-8	144	143	143	143	143	143
9-12	63	140	204	265	265	265
Total ADA	595	657	714	775	775	775
Demographic Information						
Enrollment (CBEDS)	626	692	752	816	816	816
FRL (#)	376	415	451	490	490	490
EL (#)	194	215	233	253	253	253
Unduplicated (#)	446	493	536	582	582	582
FRL (%)	60.1%	60.0%	60.0%	60.0%	60.0%	60.0%
EL (%)	31.0%	31.1%	31.0%	31.0%	31.0%	31.0%
Unduplicated (%)	71.2%	71.2%	71.3%	71.3%	71.3%	71.3%

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lodestar (Charter 1783)
 Version: Charter Renewal - Term beginning July 1, 2021

		Curr. Yr. FY21 Lodestar Forecast	Multi-year projection				
			Year 1	Year 2	Year 3	Year 4	Year 5
			FY22 Lodestar Forecast	FY23 Lodestar Forecast	FY24 Lodestar Forecast	FY25 Lodestar Forecast	FY26 Lodestar Forecast
Revenue Detail							
8000	Local Control Funding Formula						
8011	State Aid	4,719,409	5,514,075	6,211,286	6,940,355	6,940,622	7,079,434
8012	Education Protection Account	118,940	131,480	142,880	155,040	155,040	158,141
8096	Funding in Lieu of Property Taxes	1,424,509	1,424,509	1,424,509	1,424,509	1,424,509	1,452,999
	Subtotal	6,262,858	7,070,064	7,778,675	8,519,904	8,520,171	8,690,574
8100	Federal Revenue						
8290	Title Funding	152,147	166,375	186,581	206,423	225,223	229,728
8181	Special Education	73,574	79,355	89,476	99,179	109,772	111,968
8220	Child Nutrition	218,546	241,132	228,819	248,293	248,293	248,293
8100	Other Federal Revenues	520,870	-	-	-	-	-
	Subtotal	965,137	486,862	504,876	553,895	583,288	589,988
8300	Other State Revenues						
8381	Special Education	365,960	403,607	437,832	483,825	493,501	503,371
8300	All Other State Revenues	959,481	973,548	1,117,754	1,212,247	1,215,732	1,240,125
	Subtotal	1,325,441	1,377,155	1,555,585	1,696,072	1,709,233	1,743,496
8600	Local Revenues & Philanthropy						
	All Local	295,804	342,878	350,299	358,356	360,287	362,237
Total Revenue		8,915,240	9,351,959	10,257,436	11,192,227	11,172,979	11,386,296

Lighthouse Community Public Schools
 Multi-year budget
 Site: Lodestar (Charter 1783)
 Version: Charter Renewal - Term beginning July 1, 2021

		Curr. Yr. FY21 Lodestar Forecast	Multi-year projection				
			Year 1 FY22 Lodestar Forecast	Year 2 FY23 Lodestar Forecast	Year 3 FY24 Lodestar Forecast	Year 4 FY25 Lodestar Forecast	Year 5 FY26 Lodestar Forecast
Expense Detail							
1000	Compensation: Certificated						
1100	Teacher Salaries	2,127,063	2,458,327	2,801,992	3,158,419	3,221,588	3,286,019
1300	Administrator Salaries	879,567	897,158	915,102	1,028,572	1,049,144	1,070,127
1400	Bonuses & Other Compensation	23,100	23,100	23,562	24,033	24,514	25,004
	Subtotal	3,029,730	3,378,586	3,740,655	4,211,025	4,295,245	4,381,150
2000	Compensation: Certificated						
2900	Other Non-certificated Salaries	531,873	542,510	608,600	620,772	633,188	645,852
	Subtotal	648,481	661,451	770,600	786,012	801,732	817,767
	Total Compensation	3,678,211	4,040,037	4,511,255	4,997,037	5,096,977	5,198,917
3000	Employee Benefits						
3400	Health & Welfare Benefits	397,277	467,822	537,584	608,595	642,212	681,323
3000	Other Employee Benefits	394,564	433,736	483,877	535,148	545,202	555,467
	Subtotal	791,842	901,558	1,021,461	1,143,742	1,187,414	1,236,790
4000	Books and Supplies						
4100	Textbooks & Curriculum	27,060	31,888	36,596	41,283	42,315	43,373
4200	Books & Other Materials	15,791	18,169	20,491	22,805	23,375	23,959
4300	Materials and Supplies	325,095	119,421	132,322	142,448	146,009	149,659
4400	Noncapitalized Equipment	330,000	94,575	88,067	92,674	94,991	97,365
4700	Food	266,210	313,191	339,884	368,348	368,545	368,747
	Subtotal	964,156	577,244	617,359	667,557	675,234	683,103
5000	Services & Other Operating Exp.						
5100	Subagreements for Services	796,308	911,070	1,011,398	1,120,181	1,148,186	1,176,890
5200	Travel and Conferences	500	601	734	853	874	896
5300	Dues and Memberships	7,393	9,052	9,997	10,873	11,085	11,362
5400	Insurance	35,039	39,428	42,229	45,119	46,247	47,403
5500	Utilities	174,000	199,712	209,973	218,918	224,391	230,001
5600	Leases, Repairs, and Improvements	1,105,425	1,268,772	1,275,835	1,371,350	1,375,597	1,409,987
5800	Professional Services & Other Exp.	1,089,608	993,361	1,084,573	1,150,758	1,177,178	1,206,181
5900	Communications	44,193	54,110	59,760	64,995	66,265	67,921
	Subtotal	3,252,466	3,476,105	3,694,498	3,983,048	4,049,823	4,150,642
6000	Capital Outlay						
6900	Depreciation Expense	19,345	-	-	-	-	-
	Subtotal	19,345	-	-	-	-	-
Total Expenses		8,706,019	8,994,944	9,844,573	10,791,384	11,009,448	11,269,452

Lodestar 2020 Charter
Measurable Student Outcomes

02. Measurable Student Outcomes

District Required Language

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

Increases in Student Academic Achievement, Overall and by Subgroup

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

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

Application of Education Code section 47607.3

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

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting

Lodestar 2020 Charter
Measurable Student Outcomes

with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS OUTCOMES

LCPS Organizational Objectives and Key Results (OKR) drive long and short term goals for continuous improvement at LCPS and at Lodestar.

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

Lodestar 2020 Charter
Measurable Student Outcomes

		E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx
IMPACT	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lodestar. B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day. B) Finish 2020-21 with a 3.2% contribution to reserves.

LODESTAR OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES

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

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

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

Lodestar will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and

Lodestar 2020 Charter
Measurable Student Outcomes

for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

Furthermore, Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Lodestar will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

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

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

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

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

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

Lodestar 2020 Charter
 Measurable Student Outcomes

<ul style="list-style-type: none"> ● 75% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups. ● 75% of students meet grade level proficiency in Math as measured by the SBAC, overall and in each of the significant subgroups. ● The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard. 	<ul style="list-style-type: none"> ● Percent of students who are level 3 or 4 in ELA will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● Percent of students who are level 3 or 4 in math will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are high achieving or high growth on the ELA NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of students who are high achieving or high growth on the Math NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of English Learners making annual progress toward fluency will increase by 10% annually.
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Actions

- a. Develop plan for high school, to launch in 2020-21, that ensures all students have access to and meet A-G requirements
- b. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms
- c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.
- d. Provide targeted interventions for students identified as needing additional support through MTSS
- e. Develop individual student schedules that allow for grade-level ELA and math instruction, high-quality learning expeditions, and targeted interventions.
- f. Action not continuing
- g. Leverage technology to provide additional student math and reading practice.

Lodestar 2020 Charter
Measurable Student Outcomes

- h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.
- i. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
- j. Implement interim assessments and bi-weekly data meetings to assess student mastery of CCSS in ELA and math.
- k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports
- l. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.
- n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.
- o. Use growth targets for English Language Proficiency that lead to reclassification
- p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth
- q. Develop and implement a portfolio assessment system.
- r. Align passage structures to Graduate Profile
- s. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups
- t. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.
- u. Support student academic proficiency through increased Instructional Aide support.
- v. Closely monitor SBAC test completion to ensure all students take the test.

Goal 2: Lodestar Students are healthy relationship-builders who are connected to the community and each other.

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

Measures	Growth Goals
<ul style="list-style-type: none"> ● 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. ● Fewer than 5% of students are Chronically Absent, according to state definitions, overall and within each of the significant subgroups. ● 70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the SCAI, overall and in each of the significant subgroups. 	<ul style="list-style-type: none"> ● Reduce suspension by 1% during the school year, overall and within the significant subgroups. ● Reduce chronic absenteeism by 2% every year from baseline, overall and within each subgroups until 5% CA rate is attained. ● Increase student positive responses on eh SI and AC SCAI Dimensions by 5% each year until goal is attained.

Lodestar 2020 Charter
 Measurable Student Outcomes

Actions	
<ul style="list-style-type: none"> a. Utilize crew as a venue in which students are supported socially, academically, and emotionally b. Incorporate community fieldwork and service learning into the curriculum. c. Develop opportunities for student leadership d. Provide healthful universal breakfast e. Refine and utilize data management systems to track student culture and behavioral data f. Utilize a Restorative Justice model to provide social, emotional and behavioral support through Deans of Students. g. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS, including an expansion of counseling services. h. Train all teachers in the use of Restorative Justice practices in the classroom. i. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions. j. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports 	
<p>Goal 3: Lodestar Families are connected to the school and each other as partners in their children’s education. <i>This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.</i></p>	
Measures	Growth Goals
<p>Annual growth toward the following targets:</p> <ul style="list-style-type: none"> ● 95% of families participate in their child’s Student-Led Conferences at least one time during the school year. ● 70% positive responses to Winter Family Survey connection questions. ● 70% positive responses to family partnership questions on Winter Family Survey. 	<ul style="list-style-type: none"> ● Increase positive responses on family survey by 5% annually until goal is attained
Actions	
<ul style="list-style-type: none"> a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically b. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals a. Provide opportunities for families to advise school through formal and informal leadership structures. 	

Lodestar 2020 Charter
 Measurable Student Outcomes

<p>b. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.</p> <p>c. Hold parent learning events based on parent interest, need, and school goals.</p> <p>d. Provide Spanish translation at all parent meetings and Student-Led Conferences.</p> <p>e. Utilize family portal to better keep families informed of student progress and school events.</p>	
<p>Goal 4: Lodestar Staff are engaged members of the school community. <i>This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.</i></p>	
<p>Measures</p>	<p>Growth</p>
<p>Annual growth toward the following targets:</p> <ul style="list-style-type: none"> 75% of LCPS staff are engaged on the Q12. 85% of LCPS staff are satisfied with their total compensation package. 	<ul style="list-style-type: none"> Increase staff engagement on the Q12 by 3% each year
<p>Actions</p>	
<p>a. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices</p> <p>b. Teachers are regularly observed and provided feedback to continually improve practice.</p> <p>c. Provide teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of licensure.</p> <p>d. Continue to implement a new compensation model, including retention bonuses for staff at key retention points.</p> <p>e. Provide 8% matching retirement contribution for all staff.</p> <p>f. Support Diversity, Equity and Inclusion work through quarterly professional development.</p> <p>g. Review and refine Teacher Growth and Development framework.</p>	
<p>Goal 5: Lodestar students develop the mindsets to be successful in college and the career of their choice <i>This work is aligned to state priorities 4,5,8 and LCPS OKRs Objectives 4.</i></p>	
<p>Measures</p>	
<ul style="list-style-type: none"> The percentage of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met. 	
<p>Actions</p>	

Lodestar 2020 Charter
 Measurable Student Outcomes

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

Collective MPOs

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

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

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 70% percent of students positively rate school safety.	Growth target 3%
3. Each year, at least 70% percent of students positively rate academic instruction.	Growth target 3%

Lodestar 2020 Charter
 Measurable Student Outcomes

4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	Growth target 3%
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Additional Site Based MPOs	
MPO	Target (%)
Each year, 95% of families will attend their child’s student led conference meetings.	95%
Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community.	90%

Student Outcomes

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

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

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

Graduation Standards

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

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

Lodestar 2020 Charter
Educational Program

01. EDUCATIONAL PROGRAM

District Required Language

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

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

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

Local Control Accountability Plan (LCAP)

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

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

Lodestar 2020 Charter Educational Program

- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Lodestar shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

Because Lodestar serves grades 9 - 12, Lodestar shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students scheduled for June 2024.

Mathematics Placement Policy

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

Student Enrollment and Grade Levels Served

For the term of the Charter, Lodestar projects the following grade levels and enrollment:

Figure #A.1: Enrollment Projections

<i>Proje cti on</i>	<i>Current SY</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
SY	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	56	54	52	52	52	52
3	56	54	52	52	52	52
4	56	54	52	52	52	52

Lodestar 2020 Charter
Educational Program

5	56	54	52	52	52	52
6	80	75	75	75	75	75
7	76	75	75	75	75	75
8	76	75	75	75	75	75
9	66	75	75	75	75	75
10		72	72	72	72	72
11			68	68	68	68
12				64	64	64
TOTAL	626	692	752	816	816	816

Maximum enrollment of school during the upcoming charter term: 816 students

Lodestar acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Who We Are

Mission

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

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Vision

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

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

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

Core Values

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

Lodestar Core Values



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

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

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

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

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

Lodestar is an EL Education School

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

When students enter adult life, they will be celebrated not for their performance on basic skills tests, but rather for the quality of their work and their character. That's why EL Education builds students' capacity for Three Dimensions of Student Achievement¹.



- Mastery of Knowledge and Skills.
Students will:

¹ The Three Dimensions of Student Achievement: <https://bit.ly/32Ary6C>

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- Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
- Apply their learning: transfer knowledge and skills to novel, meaningful tasks
- Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines
- Character
Students will:
 - Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
 - Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
 - Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)
- High-Quality Student Work
Students will:
 - Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding
 - Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
 - Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

Target Student Population

At Lodestar, we believe our schools must represent the rich diversity of Oakland's East Region. We currently serve students from Kindergarten through 9th grade throughout Oakland. Lodestar is open to all students in the state of California (Education Code Section 47605(d)(2)(A)-(B) and Lodestar will continue growing into a K-12 over the next three years. We will actively recruit students from Oakland who have traditionally been underserved (students of color, English Learners, and socio-economically disadvantaged students). We also will have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes of East Oakland, African American students, and unsheltered

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students. The school intends to maintain an enrollment of approximately 816 students across these grades, as detailed below. See Enrollment Projections above.

For far too many low-income Latino and African American students, pursuing the college and career of their choice has been an unattainable dream. While Oakland Unified School District has made significant strides to meet the academic and developmental needs of its high-school-aged students, the college-going rate is far too low to prepare Oakland youth for 21st-century jobs. Furthermore, we believe that the preparation for college and career begins long before high school, which is why we are dedicated to operating as a K-12 school community along with its sister school Lighthouse.

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

Attendance Requirements

School Year

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

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

The school year includes 177 instructional days, 2 more than the required 175 days for charter schools.² Teachers of LCCPS and Lodestar have an additional 13 days of

² *California Code of Regulations*, Title 5, Section 11960.

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School Day

The instructional day at Lodestar is built to prepare students for college and the career of their choice, exceeding instructional minute requirements. In Kindergarten through 8th Grade, the school day for students is 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday and Friday (360 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (240 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 59,040 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 p.m. on Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 65,100 minutes of annual instructional time (not including lunch and passing times). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through 8th grade and exceed those for 9th through 12th grade as well.

Philosophy & Approach to Education

LCPS Graduate Profile

The LCPS Graduate Profile³ articulates the skills, knowledge, and dispositions that we strive to ensure all students build throughout their time at Lodestar. 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. (See Appendix 1.2 for LCPS Graduate Profile)

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

³ LCPS Graduate Profile: <https://bit.ly/32xA3zd>

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learners in the 21st Century. The Graduate Profile is organized around these five domains:

- **Purposeful and Self Aware** - Critical to our students' success in college and a career of their choice is the idea that all students develop and take pride in their personal and community identities. In a society where our students' identities are persistently under attack, Lodestar strives to be a school community that honors and uplifts our students' myriad cultures so they can thrive both within and beyond their K-12 experience. Specifically, we provide an educational program that supports students to cultivate their personal interests, passions, and career objectives and to develop their leadership voice. Throughout our educational program, we work to support our young people to make responsible and ethical decisions.
- **Academically Proficient** - In order for our students to be successful in college and a career of their choice, they must demonstrate deep conceptual understanding as well as fluency in academic disciplines. They need to communicate ideas and produce high-quality work in a range of formats, use and integrate multiple perspectives and sources of information, and apply knowledge to understand unfamiliar questions and issues. Our educational program is grounded to support all young people in developing these skills. (See Academic Program)
- **Committed to Service and Justice** - Students graduate from Lodestar committed to service and justice. Through Lodestar's entire Academic Program, but especially within our Crew structure, students develop the skills to advocate for themselves and others skillfully and courageously. (Crew is EL Education's advisory program.) Lodestar provides opportunities to learn from meaningful service as a way to embody optimism and make change. Our approach is grounded in anti-racist principles and supports learners in developing their own voice as changemakers.
- **Relationship Builders** - Students cultivate relationships based on kindness, compassion, and empathy. Lodestar prioritizes collaboration across difference; communication and relationships are essential for students' success within and beyond the classroom. Students are supported in developing and maintaining physical and emotional health and well-being and develop the skills required to navigate systems and persist when faced with challenges. These relational and collaborative skills prepare students for success in the 21st Century
- **Lifelong Learners** - At Lodestar, students develop their skills and confidence in taking productive risks, innovating, and having a sense of adventure. Throughout their education, students grapple with complexity and develop stamina and confidence in doing so. Students engage in deep problem solving and are

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encouraged to develop their initiative and critical thinking to address complex scenarios. They seek feedback to learn from failure and success and set achievable goals that advance personal and academic development.

How Learning Best Occurs: LCPS Instructional Stances

At LCPS, we believe that high-quality instruction is essential to prepare students for college and a career of their choice. Our instructional stances draw upon *EL Education's Core Practices*⁴ and *Expanded Definition of Student Achievement*⁵, Zaretta Hammond's *Ready for Rigor Framework*⁶, and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.⁷ Our Instructional Stances⁸ encompass our vision for high-quality teaching and learning.

At LCPS, learning is:

- **Purposeful**

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

⁴ EL Education's Core Practices: <https://bit.ly/32A4hSd>

⁵ Expanded Definition of Student Achievement: <http://bit.ly/2G0Ky2s>

⁶ Ready for Rigor Framework: <https://bit.ly/3iA6rHd>

⁷ The Four Keys to College and Career Readiness: <https://bit.ly/32A55qw>

⁸ LCPS Instructional Stances: <https://bit.ly/35FNEqj>

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- **Relationship-Based**

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

- **Learner-Driven**

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

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Principles in School Design

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

In order to achieve our mission, Lodestar has committed to five design principles:

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

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

Design Principle 1: High Expectations for All Students

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

At Lodestar, High Expectations means:

- **Three Dimensions of Achievement:** We start with the belief that every child deserves to reach their fullest potential. To do so, every child must be held to clearly articulated, high expectations for achievement. And be supported to do so.

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Our Expanded Definition of Achievement, as defined by EL Education, has three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work.

- **A college-going culture.** We work hard to facilitate events and activities that help students see college as a legitimate, viable, and exciting option. Whether taking students on college visits so that they see people who look like them in college, holding financial aid workshops for families, or hosting annual College Declaration Days, it is important that we help students see college as a place for them to ultimately pursue the career of their choice.
- **College-eligibility for all.** At Lodestar High School, our program is designed to ensure all students complete A-G requirements within their four years at Lodestar High School. As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, our aim is for there to be flexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes.
- **College and career prep as core subjects.** At Lodestar High School, we take college and career counseling out of an office and integrate it into the school day via our College and Career Prep course and Senior Seminar course. By ensuring all students engage in these classes, post-secondary education is accessible to all students, especially for those considering a technical certificate or military training or those who will be the first in their families to attend college. Both of these classes include assessments so that students can see the value in and get feedback on what they are learning as well as access information to support their decision-making.
- **All students are part of a pathway.** Lodestar High School will conduct a research and information gathering process to determine its Career Technical Education (CTE) pathway⁹. The process will include input from the community, families, and most importantly, Lodestar students. With the goal of developing a vision for a fully realized pathway beginning in the 2021-2022 or 2022-2023 school year. Once decided, every student will receive the benefit of being part of the pathway. Students in the K-8 program participate in the Maker Program via Making Art & Design. In doing so, all students are active participants in building and shaping their worlds by looking closely at the world around them, exploring the complexity of how objects or systems are designed, and designing opportunities to enact change in their environments to create a more just and equitable world.
- **Junior Year Internships.** At Lodestar High School, all juniors participate in internships or work experiences that provide them with opportunities to integrate

⁹ California's Career Technical Education: <https://bit.ly/35HRO14>

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academic learning and real-world experience. These experiences provide students with work-based learning, so they have the opportunity to explore a career interest within the local community. Beyond the application of knowledge and technical skills, these internships promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility.

- **Passage & Senior Passage.** Students take part in passage, a tradition that confirms students' readiness to move forward in all realms of achievement at selected grade levels. During 12th grade, all seniors will design, develop, and carry out a research project on a topic of interest to them. Research projects demand an ability to conduct and synthesize academic research and the capacity to leverage resources and support in school and the wider communities. This paper is a critical element of the Senior Passage experience and is essential to a student's preparation for college-level rigor and an opportunity to celebrate the culmination of the educational experience.

Design Principle 2: Rigorous Curriculum & Deep Learning

Lodestar's curriculum is aligned with the California Common Core State Standards¹⁰¹¹ and prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for a technical certificate, military training, or a two-year or four-year degree after graduation. Lodestar provides a college-bound curriculum that includes content knowledge and skills such as literature and statistics, academic research and writing skills, art, technology literacy, theater, and movement.

We've adopted a top-rated curriculum based on the extensive research of Ed Reports¹²¹³¹⁴ and have prioritized the ongoing training of teachers and leaders to deepen the impact on student growth and achievement. For subject areas that have not adopted the curricula, they use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks, and produce high-quality work.

¹⁰ California Common Core State Standards for ELA: <https://bit.ly/3hAKdUj>

¹¹ California Common Core State Standards for Math: <https://bit.ly/2Rtc3qT>

¹² Ed Redports Curriculum Review Process: <https://bit.ly/2ZlflkL>

¹³ EL Education ELA Curriculum: <https://bit.ly/3c2eEkZ>

¹⁴ Eureka Math / Great Minds: <https://bit.ly/2Ry2nLA>

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

Academic Content and Performance Standards

At Lodestar, we 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. Through curriculum aligned with the State Standards, students will achieve appropriate age or grade-level mastery that fulfills or exceeds the UC/CSU A-G requirements in:

- **English Language Arts** - Grounded in the Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision, editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.
- **Mathematics** - Grounded in the Common Core State Standards for Mathematics, students engage in problem-solving and mathematical discourse as a way of bringing math alive. Students have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific context. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. Students will have regular opportunities to also work on their group collaboration skills. At Lodestar High School, students may engage in advanced mathematics courses upon completion of a three-year math sequence.
- **History and Ethnic Studies** - Students will explore history through social, political, and economic lenses. Engaging in research, debate, and analysis, students will

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deepen their commitment to service and justice. At the high school level, students will have an opportunity to take Ethnic Studies in 9th grade and culminating with an Advanced Ethnic Studies course in 12th grade, students will research and analyze national and world histories, cultures, and perspectives.

- **Science & Engineering** - Grounded in the Next Generation Science Standards, students experience scientific concepts grounded in labs and inquiry-based projects. In these courses, students will think critically using the Scientific Method. Students will be able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection, analysis, and problem-solving.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas and explore and honor stories. Students will also leverage cross disciplinary skills developed in ELA, History, and Humanities courses at Lodestar.
- **Academic Electives** - Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an Lodestar student. Students will also use this time to gain the academic skills and support needed for success on A-G coursework.
- **World Languages** - At Lodestar High School, students will be able to communicate effectively in reading, writing, speaking, and listening in a world language other than English.
- **CTE Pathway** - Lodestar High School will determine a CTE pathway engaging stakeholders in the community enabling students to develop portfolios to showcase their work and collaborate with industry professionals and real-world clients.

Curricular Design

Key aspects of Lodestar’s curriculum include but are not limited to the following:

- **Inquiry-Rich** - Lodestar’s curriculum focuses upon being rich in inquiry including rigorous questions, involving experts, and participating in fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth and is rooted in the EL Education design principle of having wonderful ideas¹⁵.
- **Real World** - Lodestar’s curriculum integrates fieldwork, presentations from experts and public showcases. These practices help students relate their learning

¹⁵ EL Education’s Design Principles: <https://bit.ly/33vtBrS>

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to a real experience, extend their connections within their community, and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.

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

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- **Vetted by Experts** - Lodestar has adopted EL Education for ELA and Eureka/Great Minds, OpenUp, and CPM for math. All of these curricula have earned “green” ratings from EdReports.

Design Principle 3: Serving the Whole Child

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

- **Family as Partners** – Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learn, and be involved with their child’s education. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, Student-Led Conferences and bi-annual Expositions of Student Work (“EXPO”) ensure all families are involved in their children’s education. Families are also encouraged to actively participate as community members through the Family Leadership Group, Coffee Tuesdays, and other family-led events.
- **Cultivating Character Development/HoWLs** – Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations. Students’ emotional and social growth is supported through the teaching of the Habits of Work and Learning (HoWLs), which are based on our Core Values and Graduate Profile. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world. These principles and skills are developed during specific parts of

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the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community.

- **Small Cohort Size** – A smaller cohort size promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition, they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – At Lodestar, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Crew (commonly known as advisory) exists to ensure that each Lodestar student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting goals, developing effective strategies to achieve designated goals, and ensuring consistent communication with families. These goals are revisited at least three times each year at Student Led Conferences meetings (see below) which positions students to be leaders of their own learning. Taught in small groups, the Crew curriculum integrates students into Lodestar’s culture, specifically the Core Values, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all Lodestar staff assume the role of Crew Leader in addition to their core responsibilities.
- **Student Led Conferences** – Every student at Lodestar develops annual and quarterly goals that are collaboratively created with the student, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the student’s goals is student-driven and includes parent voice. At Student Led Conferences a student’s academic, social, emotional, and personal strengths and challenges are shared and detailed strategies are developed to improve a student’s ability to succeed in school.
- **Sports Program** - Lodestar aims to join the Bay Area Charter Schools Athletic Conference (BACSAC) and may offer Cross Country, Basketball, Soccer, and Volleyball.
- **Mental Health & Wellness** – Lodestar supports our students wellness through providing on-site access to counselors who are available to support students emotional and psychological needs. Counselors may work with students who are

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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 students and families, Lodestar may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Alameda County Mental Health and the Seneca Family of Agencies.

Design Principle 4: Families as Partners

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

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 Education¹⁶ 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 Lodestar’s high academic and behavioral outcomes.
- **Build Relationships** – Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students’ families. Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the 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

¹⁶ Parent Power, U.S. Department of Education: <https://bit.ly/35HWyYy>

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who have a strong understanding and commitment to what Lodestar does are advocates in the wider community and are more likely to give back to the school.

To support family involvement, Lodestar provides multiple methods and entry points to meet the diverse needs of our families. Lodestar 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 not required, these events are a part of the fabric of the school and the hope is that a family member or caring adult of students attend which they do:

- **Student Led Conferences (SLCs)** – Three times per year (Fall, Winter, and Spring), parents and students are required to attend SLCs meetings to discuss their child’s progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals and review student progress towards graduation benchmarks. While are generally scheduled over the course of several days, Lodestar schedules SLCs flexibly to meet the needs of working families (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)
- **Celebrations of Learning/EXPO** – At least twice per year, parents are invited to attend Celebrations of Learning, showcasing and reviewing high quality work of students and their reflections as learners for families and community members. Parents have multiple opportunities to attend Celebrations of Learning, so parents who are unable to attend a particular Celebration of Learning have other options.
- **Back to School Night** – Back to School Night provides teachers a chance to introduce families to their classroom specific policies and curriculum and to build community amongst parents. If parents are unable to attend, Lodestar makes an attempt to provide an alternative way to reach the parent/provide the information (e.g., by phone, by video call, on a home visit, at an alternate time, day, or location.)

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

- **Home Visits** – Teachers are encouraged to schedule and conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.

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- **Coffee Tuesdays** – On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family’s academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **College and Career Prep Nights** – The Director of College and Career will host a series of evening events on topics such as College Application Processes and Financial Aid. Often, these events feature workshops and speakers on various topics pertinent to our families’ needs.
- **Family Leadership Group (FLG)** – The Family Leadership Group form the parent leadership body of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues including LCAP and school plans, and plan parent and community events that help foster parent to parent relationships.
- **Workdays** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

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

Design Principle 5: Professional Community of Learners

For learning to best occur, all staff must be part of a Community of Learners. We work together on behalf of students to improve the school’s program, share expertise, build knowledge in our disciplines, and model collaborative learning. Staff adult culture is characterized by relational trust and respectful collegiality. At Lodestar, we believe having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research and modeled after the Framework for Professional Development in EL Education Schools¹⁷, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Student Learning** - Academic, social, and emotional learning is at the core of our mission. Professional inquiry brings educators together to discuss practice, analyze data, make action plans, and investigate new strategies.

¹⁷ Framework for Professional Development in EL Education Schools: <https://bit.ly/3iFQTBK>

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

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

Site Based Professional Development

- **Content Team Meetings** – Weekly planning time for content teams is built into the school day with a common prep period so that teachers can develop and refine curriculum and instruction. Content Leads are part of the Instructional Leadership Team and facilitate these learning spaces.
- **Culture Team Meetings** – Time for teachers to work together with a Culture Team Leader 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 considered across the school community. Culture Team Leads are part of the School Culture Leadership Team and facilitate these learning spaces.
- **Wednesday Professional Development** – A student early release day is utilized as a common professional development experience. The focus of this work aligns with our organizational goals and adjusts each year to meet the needs we are seeing in our school community. **See a sample PD Calendar in Appendix XYZ.**

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

LCPS Wide Professional Development

- **Professional Development Institutes (“PDI”)** – PDI occurs when students are off campus and are times in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Teachers also collaborate with families to support the individual learning goals of their students in Student Led Conferences.
- **Diversity, Equity and Inclusion** – The entire LCPS community comes together to deepen our shared understanding of how to best support Diversity Equity and Inclusion in our school community. These sessions build on the ongoing work that staff engages in during PDI weeks in affinity and across difference.
- **New Teacher Mentor** - Lodestar pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education¹⁸, Reach Institute for School Leadership¹⁹, and Great from the Gate²⁰.
- **Evaluating Teachers** - Teachers are evaluated with a tool that prioritizes our expanded definition of student achievement and growth. Our tool, to the greatest extent possible, includes specific criteria for teacher performance and observations; data analysis and feedback are aligned to this tool to support teacher growth and to provide assessment for learning. Teachers participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement.
- **External Professional Development**
 - **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of

¹⁸ Alder Graduate School of Education: <https://bit.ly/32A2mgL>

¹⁹ Reach Institute for School Leadership: <https://bit.ly/32Ba89Y>

²⁰ Great from the Gate: <https://bit.ly/2ZK7f4Z>

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the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education connected to EL Core Practices.²¹

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

ACADEMIC PROGRAM

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

- Lodestar Core Curriculum
- Graduation Requirement
- Lodestar School Culture Practices and Character Development.

Lodestar Core Curriculum

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

In the chart below, we have detailed our core base curricula for all of our course offerings. In the case where we have an adopted curriculum, we recognize that

²¹ EL Education Calendar of Events: <https://bit.ly/2ZIAQM3>

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classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it is sometimes appropriate to adapt or enhance a curriculum while maintaining fidelity to the State Standards and the integrity of the curriculum’s aims and methods. Adaptation or enhancement can be a wise choice if it increases students’ understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

	K-5	6-8	9-12
English	EL Education		Match Education
Math	Eureka Math/ Great Minds	OpenUp	CPM
Science	EL Module Integrations	PBIS EL Module Integrations	Patterns Physics
History	EL Module Integrations		Teacher Created, Facing History & Ourselves
Enrichment	Teacher Created		
Spanish	n/a		
CTE	n/a		

Over the course of the charter Lodestar may make changes in order to address changes to state requirements and/or student needs. These would not constitute a material revision to the charter.

PATHWAY PROGRAM

All high school students will participate in Career Technical Education (CTE) Pathway . Lodestar High School will conduct a research and information gathering process to determine its Career Technical Education (CTE) pathway²². The process will include input from the community, families, and most importantly, Lodestar students. With the goal of developing a vision for a fully realized pathway beginning in the 2021-2022 or 2022-2023 school year. Once decided, every student will receive the benefit of being part of the pathway. Students in the K-8 program participate in the Maker Program via

²² California’s Career Technical Education: <https://bit.ly/35HRO14>

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Making Art & Design. In doing so, all students are active participants in building and shaping their worlds by looking closely at the world around them, exploring the complexity of how objects or systems are designed, and designing opportunities to enact change in their environments to create a more just and equitable world.

GRADUATION REQUIREMENTS

See Appendix #A.** for the LCPS Graduation Policy.

LCPS College Preparatory Diploma

The following outlines the course requirements for an LCPS College Preparatory Diploma. The overall course grade is calculated by an average of all Learning Targets' calculated scores on a 4-point scale. GPA is determined by averaging the scores across each course. Overall GPA is determined by the average of all course scores. Below is the letter grade translation for secondary grade reporting for the end of the semester:

GPA Requirements

Students must hold a minimum weighted cumulative (9-12) Grade Point Average ("GPA") of a 2.0 in order to obtain a diploma.

Grade Point Average	Letter Grade	Percent Grade	Credit
4.0	A	93-100	Diploma Earned
3.7	A -	90-92	
3.3	B +	87-89	
3.0	B	83-86	
2.7	B -	80-82	
2.3	C +	77-79	
2.0	C	73-76	
1.7	-	-	No Diploma Earned
1.3	-	-	

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1.0	-	-	
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LCPS A-G Graduation Requirements

(A) History/Social Sciences	30 Units Required
(B) English	40 Units Required
(C) Mathematics	30 Units Required 40 Recommended
(D) Lab Science	30 Units Required 40 Recommended
(E) Language Other Than English	20 Units or Equivalent Required
(F) Visual & Performing Art	10 Units Required
(G) College Preparatory Elective	10 Units Required
CTE Pathway Courses	10 Units Required
<i>A-G Required/Recommended Units²³</i>	<i>180 A-G Units</i>
LCPS' Additional Credits	30 units total
<i>Total Units</i>	<i>210 Units Required 240 Units Recommended</i>

LCPS Milestones

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

²³ UC A-G Policy Resource Guide: <https://bit.ly/2ZHWqjO>

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to proceed. These happen at grades K, 2, 5th, and 8th in the K - 8 years. In high school, grade level expectations are as follows:

- 10th Grade: Students must successfully complete 10th grade passage to move to 11th grade.
- 11th Grade: Students must successfully complete College and Career Seminar, including their Junior Year Internship in order to move to 12th grade.
- 12th Grade: Seniors must successfully complete 12th grade passage and Senior Seminar in order to graduate.

Lighthouse State Basic Diploma

In some cases, for *qualifying* students with disabilities documented in an Individualized Education Program (“IEP”) or Section 504 Plan, a LCPS State Basic Diploma may be earned in cases in which the student's disabilities *preclude* attainment of the LCPS College Preparatory Diploma. This recommendation is made with the IEP/504 Team and requires approval by the Principal and Chief Academic Officer (“CAO”). In addition, migratory students and newly arrived immigrant students, students who are in foster care, students who are homeless, or students who are former juvenile court students, and students of a military family may be excused from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. In such cases, students would receive a LCPS State Basic Diploma.

The following outlines the requirements for an LCPS State Basic Diploma.

GPA Requirements for the State Basic Diploma

There is no minimum GPA for a LCPS State Basic Diploma.

Course Requirements for the State Basic Diploma

In order to obtain credit in courses, students must master 60% of learning targets for the course or as indicated by IEP.

LCPS Basic Diploma Requirements

(A) History/Social Sciences	30 Units Required
(B) English	30 Units Required
(C) Mathematics	20 Units Required <i>including 10 Units Algebra or Algebra Equivalent</i>

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(D) Lab Science	20 Units Required
LCPS' Additional Credits	80 units total
<i>Total Units</i>	180 Units Required

Transfer of Courses & College Entrance Requirements

Courses offered by Lodestar that are accredited by the Western Association of Schools and Colleges ("WASC") may be considered transferable to other public high schools, and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements. Parents will be notified of the courses offered and the graduation requirements in Lodestar Student and Parent Handbook given to parents and students upon enrollment at the Charter School.

Western Association of Schools and Colleges (WASC)

Lodestar High School is in the process of applying for WASC Accreditation²⁴ and will complete its first self-study during the 2021-2022 school year.

Lodestar School Culture & Student Character Development

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

- Love
- Social Justice
- Integrity
- Agency
- Community

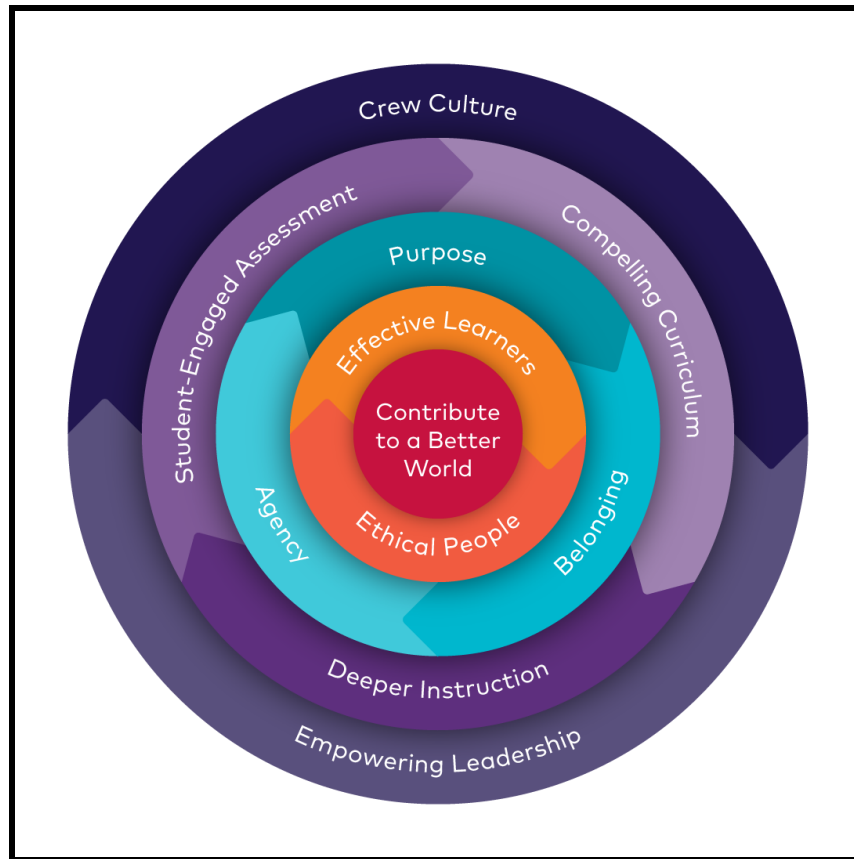
Lodestar's culture is equal parts love and rigor created to bring out the unique light in every student. The community of learning is undergirded by beliefs, behaviors, and

²⁴ Western Association of Schools and Colleges (WASC): <https://bit.ly/3mq1cgX>

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practices that recognize and celebrate the diversity of of cultures and learners; that strive to create a deep sense of belonging for all students, families, and staff; and that is unapologetically anti-racist. The act of creating and maintaining a school’s culture is an ongoing process of discovery and continuous improvement. As an EL Education school, we have adopted and modified the EL Character Framework for our context.

Figure XYZ: EL Education Character Framework



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

The Lodestar School Culture is	Behaviors, Structures, and Practices
A Celebration of Learning	<ul style="list-style-type: none"> ● Academic Growth and Achievement ● Culturally and Linguistically Responsive Teaching ● Habits of Work and Learning

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	<ul style="list-style-type: none"> ● Complex tasks & Authentic Work Products, with a commitment to contributing to a better world
Belonging in Community	<ul style="list-style-type: none"> ● Crew ● Student Voice
Restorative Practices	<ul style="list-style-type: none"> ● Development and use of norms ● Open dialogue through community meetings and restorative circles ● Positive approach to discipline and restorative justice

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

THE CELEBRATION OF LEARNING

Academic Growth & Achievement

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

Culturally and Linguistically Responsive Teaching Practices

Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Lodestar teachers recognize the cultural capital and tools that students of color bring to the classroom and utilize their students’ cultural learning tools throughout instruction.

Habits of Work and Learning (HoWLs)

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

Complex Tasks & Authentic Work Products

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

BELONGING IN COMMUNITY

Lodestar strives to be a school community where all students feel a deep sense of belonging and where they can thrive.

Crew

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

Student Leadership & Voice

Students voice, perspective, and leadership is critical to having a strong school community and supporting students as lifelong changemakers. At Lodestar, we engage

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with students to learn about their perspectives and to hear their concerns in a variety of formal and informal ways. Below are some of the proven core practices that we have developed to ensure we are listening to and responding to student voice.

- **Annual Student Survey:** Each year, students complete an organizational survey where students evaluate their experience at Lodestar. The key domains are: Student Interactions, Attitude and Culture, and Learning and Assessment. This data is reviewed by the staff and organization-wide to better understand the needs of students and make plans to improve student experiences.
- **Student Experience Survey:** As part of the Lighthouse Teacher Growth and Development System (See Appendix A.XYZ for detail on Framework for Transformational Teaching or “FTT”), students complete a teacher survey each year that provides direct feedback to teachers on the efficacy of their instruction and the inclusiveness of their classroom community. These surveys are anonymous, and teachers review these to set goals for their own growth based on the data.
- **Crew Circles:** A critical feature of the Crew classroom is having community circles. In these circles, students are able to voice concerns and needs and Crew leaders work as advocates to support students.
- **Student Body Leadership:** Lodestar will launch a student government to support the inclusion and elevation of students’ voice.
- **Participation in Hiring Processes:** Student voice is a significant element in the hiring process when teacher or Principal vacancies arise. Students representatives engage with teachers and new Principal candidates and provide their feedback directly to the Hiring Manager.
- **Focus Groups:** Students are often asked to participate in focus groups to get their input and feedback on decisions. Students contributed to the LCPS Theory of Change and gave input to adjust distance learning plans.

RESTORATIVE PRACTICES

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

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Development & Use of School Norms

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

Core Value	Core Value in Action	Behaviors
COMMUNITY	We are better together. We build community by listening, sharing, and learning together.	<ul style="list-style-type: none"> We repair harm and engage in courageous conversations, even if uncomfortable We have fun and bring joy to our work We establish and promote an inclusive environment for all stakeholders
INTEGRITY	We do and say what is just & equitable, even when it is not easy, and we reflect on our words and actions.	<ul style="list-style-type: none"> We expect, inspect and respect failure We are radically candid with each other by balancing care with honesty We surface and take action to eliminate patterns of inequity. We act on the shared values laid out in our Theory of Change, Graduate Profile, and Mission
LOVE	We follow In Lak'ech as 'Tu Eres Mi Otro Yo' which means You Are My Other Me.	<ul style="list-style-type: none"> We lean in to help others for the greater good We stay curious about our differences and commonalities to build relationships We acknowledge each other as equals in our role of creating change
SOCIAL JUSTICE	We remember Sankofa. We reflect on our past to create a better future.	<ul style="list-style-type: none"> We work to disrupt implicit bias, racism, and any form of discrimination based on difference in our school We prioritize both relational and technical work We are mindful about our privileges during our interactions
AGENCY	We actively engage in learning to become changemakers.	<ul style="list-style-type: none"> We complete our work with craftsmanship, timeliness and flexibility We work to clearly define decision making, team structures & roles/responsibilities Rather than staying stuck, we follow the energy of "Yes!"

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Open dialogue Through Community Meetings and Restorative Circles

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

Positive Approach to Discipline & Restorative Practices

At Lodestar, we believe that community is created and must be fostered constantly. We use Restorative Justice as a tool to help nurture our community. The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit.

Role of the Family

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

Staff Role

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

Lodestar Student Behavior Expectations

At Lodestar, we expect that students will be prepared to meet the expectations of the school community in alignment with our Charter School's core values. However, we recognize that at times students may struggle to uphold those norms. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. In all of our classrooms, we expect to see the following behavior modification techniques:

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

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

- The student's actions cause danger to the physical and/or emotional well-being of other students.
- Multiple attempts at behavior redirection have been made, without change in the behaviors and the actions of the student is greatly inhibiting the learning of the other students.
- The student's actions constitute one or more enumerated offenses in the Lodestar suspension and expulsion policy.

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

The Use of Consequences

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

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

Referrals

If a student violates any behavior expectations, they may be referred to an administrator for additional support at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain with the administrator to take a break and reflect, and an

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appropriate consequence will be devised. It is important to note that a student may be immediately suspended for certain/specific behaviors. (See Element 10 for **Suspension and Expulsion Policies and Procedures.**)

Serving Special Populations of Students

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

- Students who are not meeting learning outcomes,
- Students with disabilities,
- English Learners,
- Socio-economically disadvantaged students
- Gifted students
- Unsheltered students

VISION FOR SERVING ALL STUDENTS

Lodestar's mission is to prepare all students for college and career of their choice and to empower students to be changemakers in their communities. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This belief is in ALL students, including students with disabilities, English Learners, and students performing below grade level. All students, regardless of their ability, can achieve at high levels given the right supports. Lodestar will give to ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready.

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

Lodestar believes that all students are able to excel and succeed and we are committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. Lodestar supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access

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to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum.

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

We implement an aligned, integrated system of student support so that all students become lifelong changemakers prepared to be successful in college and a career of their choice. A Multi-Tiered System of Supports (MTSS) provides an integrated, comprehensive framework that focuses on instruction, differentiated student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. An element of that system is our tiered intervention model. Outlined below are our systems, practices, and programs that enable us to provide tiered supports to students and families at Lodestar.

Figure A.XYZ MTSS Framework

Key Components of MTSS Framework		
Data	Evidence Based Practices	Levels of Support
Universal Screeners, Curricular Based Data, Assessment Data	Empirically Supported	Maximum Fidelity
Continuous Progress Monitoring	Aligned with Student Need	Opportunities for Intensive and Individual Support
Implementation and Fidelity	Contextually Relevant	Team Coordination and Distributed Leadership

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Systemic Planning

On an annual basis, Lodestar examines the current priority of specific student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture we're aiming to develop and to collaboratively create shared goals and strategies for the school year. The data that is used to inform this planning process includes: student achievement data, student survey data, family survey data, staff survey data, and the Swift Fidelity Integrity Assessment (FIA)²⁵. Lodestar uses these assessments to refine and develop Tiered Intervention Matrices. (An example of a Tiered Support matrix for Attendance is included in Appendix XYZ)

SUPPORTING STUDENTS NOT YET MEETING LEARNING OUTCOMES

Universal Screeners

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

Tiered Intervention Model

By using assessment data to inform educators' decisions about how best to teach and support the development of their students, our Coordination of Services Team ("COST") provides for the early identification of learning and behavioral challenges and timely intervention for students who need support to access their learning. A successful Tiered Intervention Model seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

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

Tiered Interventions

²⁵ The Swift Fidelity Integrity Assessment (FIA) is a self-assessment tool schools utilize to monitor progress with the [CA MTSS Framework](#).

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Within MTSS, tiered interventions that build upon each other are leveraged to address identified student needs. Examples of tiered supports under MTSS are provided in Figure A.xyz.

Figure A.xyz Tiered Interventions

Tier	How It Works	Students	Possible Interventions
Tier 1	<ul style="list-style-type: none"> ● High quality core curriculum and instruction ● Universal screening ● Individual teacher problem solving ● Student progress monitoring ● Identify Tier 2 students 6-8 weeks into school 	All	<ul style="list-style-type: none"> ● Close reading in ELA as a support to understand grade-level texts. ● Vocabulary support for all students. ● Use of models and manipulatives in math to conceptually understand mathematical ideas. ● Discussion routines so that all students are listening and speaking. ● Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. ● Audio of texts to struggling learners, or vocabulary word work for ELs. ● Math fluency block for all
Tier 2	<ul style="list-style-type: none"> ● General, targeted interventions created at the school level based on school-wide data 	Few, roughly 10 - 20%	<ul style="list-style-type: none"> ● Phonics/Decoding support ● ELD support (integrated and designated)

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	<ul style="list-style-type: none"> ● Progress monitoring ● Should not exceed 6 weeks 		<ul style="list-style-type: none"> ● Math fluency support (students that struggle with basic facts and computation)
Tier 3	<ul style="list-style-type: none"> ● Individualized support ● MTSS Team ● Grade level meeting ● Assistant principal or teacher leader is the facilitator, and holds teachers accountable 	<10% students per grade per year	<ul style="list-style-type: none"> ● Functional Behavior Plan/Behavior Intervention Plan ● Behavior contract ● One-on-one tutoring ● Small group tutoring ● Counseling ● Referral to alternative programs within the LEA/district ● Referral to professional and/or agencies outside of the LEA/district

COST Team

The Coordination of Services Team (“COST”) consists of 4-5 key stakeholders, including administration and intervention staff such as Intervention Specialists, Education Specialists and mental health support providers. This team is responsible for ensuring that Lodestar is supporting all students. The COST Team works to inform intervention groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team focuses on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.

The COST Team utilizes data from this assessment framework to monitor student growth, and any lack of progress is flagged immediately. The COST Team is composed of administrators, Interventionists, and Education Specialists. Through the Tiered Support Model, teachers are coached and supported in developing both behavioral and academic

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intervention plans for their students. This support is provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1 interventions can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education and related services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Resources Specialist who will develop an assessment plan if appropriate.

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. Lodestar 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.

Additional Supports

Lodestar provides additional supports to students who are not yet mastering grade level standards in the following ways:

- **Intervention classes** – Specific blocks of time during the day are set aside to provide additional support to students. This may include small group instruction inside or outside of the general education classroom and may be in the form of a stand-alone support class.
- **Extended Day** - Students who need more support are offered a spot in our after school program to provide them homework help and small group instruction.
- **Office Hours** – Lodestar offers office hours to students on a weekly basis. During office hours, students have the opportunity to get further instruction from teachers and to have a supportive environment to complete homework.
- **Credit Recovery** – For our high school students, Lodestar will provide opportunities for students to remediate classes through credit recovery. The primary goal of all credit recovery options is to ensure that students gain the knowledge and skills in the class. For this reason, credit recovery can take many forms including: online courses, community college classes, or repeating a course.

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STUDENTS WITH DISABILITIES

Free Appropriate Public Education

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

Full Educational Opportunity

Lodestar will ensure that all students with disabilities have access to the full range of programs, including extracurriculars, available to non-disabled students.

Least Restrictive Environment

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

Procedural safeguards and confidentiality

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

SELPA

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

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

State and Federal Law

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

Facilities

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

Services

Lodestar hires and supports a well-qualified staff at the school site to provide both tiered interventions and Special Education services in conjunction with the general education faculty. In addition, Lodestar contracts with Seneca Family Services to provide specialized services for students.

Special Education Students and Tiered Support

Lodestar provides a full suite of supports for students with special needs. At the core of the program is the Tiered Support Model described earlier in this charter. The Director of Special Education assists us to integrate Special Education into this larger Tiered Support framework as well as our larger schoolwide assessment framework. The schoolwide assessment framework, described in Element 2 of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress across grade levels and disciplines.

The Lodestar Special Education program is designed specifically to accelerate a student’s growth in target areas and ensure that student’s ability to succeed in the

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general education setting both academically and socially. A student with an Individualized Education Plan (“IEP”) will have access to all of the interventions available schoolwide as required by their IEP. Lodestar Education Specialists ensure IEPs are developed strategically and implemented with fidelity and utilize all the resources available at Lodestar to inform the development of the IEP.

Search & Serve Process

Lodestar understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Lodestar shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual’s exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met through the general instructional program without special education services. Parents will be informed that special education and related services are provided at no cost to them. The Search and Serve Process will be overseen by the Principal under the direct supervision of LCPS Director of Special Education.

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

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

Referral for Assessment Process

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

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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 Lodestar within 15 calendar days.

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

Assessment Process

Assessments will be conducted by certificated individuals. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or if requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Standardized Individual Assessment;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;

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- 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. Lodestar 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 Lodestar will have an IEP that documents assessment results and eligibility determination for special education services. Lodestar will ensure that all aspects of the IEP and school site implementation are maintained. Lodestar will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at Lodestar 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;

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

Lodestar 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. Lodestar 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, Lodestar 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.

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

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

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

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- 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 Lodestar seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of his/her disability or a failure to implement the student's IEP.

In cooperation with the parent or guardian, the IEP will be implemented by LCPS and Lodestar.

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

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet 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 that

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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, Lodestar shall comply with the SELPA. It is Lodestar's understanding that it shall represent itself at all SELPA meetings. Lodestar 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.

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

Lodestar shall comply with Education Code Section 56325 with regard to students transferring into Lodestar within the academic school year.

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

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

For students transferring to Lodestar from another school within a different SELPA, Lodestar, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Lodestar shall adopt the previous IEP or, in consultation with

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parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

State Assessments

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

Professional Development for All Staff

The Education Specialists and other team members 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 receive training to ensure they have research-based instructional strategies specific to

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supporting Special Education students – strategies like the Slingerland Approach, Lindamood-Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Dispute Resolution

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

Complaint Procedures

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

Due Process

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

Reporting

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

SELPA Representation

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

Excess Costs

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Lodestar shall be responsible for all costs above and beyond the State and Federal special education programs for ensuring a legally compliant special education program.

Staffing

Lodestar is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at Lodestar 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 IDEA. LCPS and Lodestar will contract with Seneca to provide targeted services. The Lodestar Principal, Director of Special Education, and the Director of School Partnerships, Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Providing Section 504 Services

Lodestar 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 a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. Lodestar is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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

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

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

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

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

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

Please see Appendix XYZ for LCPS' 504 Board Policy, 504 Administrative Regulation, and 504 Parents' Rights Statement.

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Serving English Learners

Lodestar is committed to supporting English Learners, (“EL”) including long-term English Learners or English Learners at risk of becoming long-term English Learners. Lodestar holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

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

Identification, Designation & Notification

Lodestar 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, Lodestar will assess the English proficiency of all students who do not have a previous EL Classification in the State of California and whose primary home language may not be English using the English Language Proficiency Assessments for California (“ELPAC”) Initial Assessment (“IA”) (“ELPAC”).

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (“I-FEP”) or Intermediate English Learner or Novice English Learner. Should the State of California change its recommendations for classification of EL and I-FEP during the term of this charter, Lodestar will adopt the state recommendations and this change will not be considered a material change of the charter.

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

Ongoing Assessment, Monitoring, and Redesignation Criteria

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

Figure XYZ Reclassification Criteria

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

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Parent Opinion and Consultation	Parent Notification Letter	Notice to parents or guardians and parent’s or guardian’s opportunity to participate in the reclassification process.
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Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as RFEP using the guidance in **Figure A.XYZ**. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Figure A.XYZ Reclassification Criteria for ELs with Disabilities

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

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<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability/significant disproportionality of SLD/EL in our network. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met Standard level (Level 2) or higher on the ELA SBAC. 2. Nearly Met Standard level (Level 2) or higher on the ELA Interim <p>The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)</p>
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Lodestar will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge - including students who are English Learners - are identified for differentiated instructional, acceleration, and/or support services. In addition, Lodestar will monitor the academic progress of reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

Strategies for Supporting English Learners

Academically, Lodestar will meet the needs of its English Learners through a combination of Integrated and Designated English Language Development. Like all students at Lodestar, all English Learners will be held to clearly articulated high expectations, provided access to the school’s rigorous curriculum, and offered personalized support as needed. English Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At

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Lodestar, we believe that holding English 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.

Integrated ELD & Designated ELD Instruction

All teachers will use Integrated ELD strategies to support English Learners to access, participate in and demonstrate knowledge of the content. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students will then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provides an authentic context and desire for the production of English.

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

At Lodestar, our EL Program will adjust to meet the needs of our student learner profiles and will include courses such as:

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

Teacher Qualifications and Professional Development

All core teachers at Lodestar are authorized to teach English Learners, most through a Cross-cultural, Language and Academic Development (“CLAD”) Certification. In addition, Lodestar will provide stipends to teacher’s base salaries to assist in recruitment of teachers who:

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

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In addition to the supports above, all Lodestar will provide professional development to all administrators and teachers, both core and non-core, on effective Integrated ELD Strategies.

Program Assessment and Monitoring

Metrics to assess the progress of Lodestar EL program include:

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

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

Supporting Socio-economically Disadvantaged Students

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

Holding Every Student to High Expectations

- Schoolwide beliefs, by teachers, parents, and students that all students will go to college
- Regular, standards-based assessments to track mastery of learning standards and inform instruction

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- Passage portfolios and presentation during which student demonstrate their readiness for the next grade level
- Untracked heterogeneous classrooms
- College-counseling for every student

Delivering Rigorous, High Quality Curriculum

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

Serving the Whole Child

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

Involving Families

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to supporting college and career readiness)
- 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 conduct regular analysis of student data to improve instruction
- Teacher professional development on the following possible topics: trauma-informed practices, vicarious/secondary trauma and self-care practices, restorative practices, McKinney-Vento protections, etc.

In addition, Lodestar 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 corresponding support services as needed to ensure the child closes any gap and is able to meet our mission of college and the career of their choice.

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Supporting Students Achieving Above Grade Level/Gifted Students

Lodestar 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, Lodestar will also maintain high academic expectations for high achieving youth. Families and students are involved in the process of setting and maintaining high standards at triennial Student Led Conferences where goals are crafted to meet the specific growth goals of each individual student. In addition, high achieving students at the high school level may be encouraged to enroll in challenging internships and college level coursework at local universities, community colleges, and/or online courses as appropriate for each student's needs.

Supporting Unsheltered Students

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

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GOALS AND ACTIONS IN THE STATE PRIORITIES

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

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

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

Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula, as they may be amended from time to time, which include the requirement that Lodestar shall annually submit a Local Control and Accountability Plan /annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Lodestar shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Lodestar shall comply with all requirements of

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Education Code section 47606.5, including but not limited to the requirement that Lodestar “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

Lodestar: A Lighthouse Community Charter Public School Charter Renewal Budget Narrative

Requirements: Financial statements, including the annual operating budget and 3-year cash flow and financial projections, as well as all back up and supporting documents and budget assumptions (ie. Anticipated revenues and expenditures, including special education and ADA).

Format: Excel

This Narrative describes the assumptions of the financial statements for Lodestar: A Lighthouse Community Charter Public School (“Lodestar”). This includes:

- Fiscal Accountability
- Enrollment Assumptions
- Revenue Assumptions
 - FCMAT Calculator & Local Control Funding Formula
 - Other State Revenue
 - Federal Revenue
 - Fundraising and Local Revenues
- Expense Assumptions
 - Compensation and Benefits
 - Books and Supplies
 - Services and Other Operating Expenditures
- Cash Flow

Fiscal Accountability

Lodestar: A Lighthouse Community Charter Public School (“Lodestar”) is operated in conjunction with the Lighthouse Community Public Schools (LCPS), a non-profit organization. Throughout its operation, Lodestar has demonstrated the ability to capably budget and manage its cash flow. As part of LCPS, it is operated with clear communication and sound fiscal policies in conjunction with the other two schools, both authorized by OUSD, in our “family of schools”:

- Lighthouse Community Charter School (CDS #: 01-61259-0130633)
- Lighthouse Community Charter High School (CDS #: 01-61259-0108944)
- Lodestar: A Lighthouse Community Charter Public School (CDS #: 01-61259-0134015).

Key Assumption: Enrollment & ADA

Lodestar has demonstrated a successful track record in maintaining its enrollment targets. Over the five years included in the budget projections (fiscal years 2022-26), we expect to serve up to the enrollment identified on page 2 in the budget. This includes totals of:

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	626	692	752	816	816	816
ADA%	95%	95%	95%	95%	95%	95%
ADA	595	657	714	775	775	775

We expect to serve a population with similar demographics as we served in the most recent full school year. That includes the following percentages, which are impactful when accounting for LCFF and other budget assumptions:

- Percentage of students eligible for Free/Reduced Lunch: 60.0%
- Percentage of English Language Learner students: 30.1%
- Unduplicated Pupil Percentage: 71.3%
- Unduplicated Pupil Percentage within OUSD: 76.5%

Key Assumption: LCFF Calculator from FCMAT

Lodestar follows the best practice of projecting revenues for the Local Control Funding Formula (LCFF) through the LCFF Calculator provided by FCMAT (the state’s Fiscal Crisis & Management Assistance Team).

At the time of generating Lodestar’s budget for charter renewal, FCMAT had released version 21.2 of its calculator. Most notably, this included “flat revenues” for the foreseeable future. This meant that a 0% COLA was applied to LCFF revenues through 2024-25, the last year included in FCMAT’s calculator. Beyond that (in year 5 of the projections), we applied a marginal 2% COLA, assuming the state economy will finally sustain some incremental growth by that time.

To summarize, we project the following COLAs in the subsequent 5 years:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
COLA	N/A; Current	0%	0%	0%	0%	2.00%

Note that the summary tab from our LCFF Calculator is included to provide full detail about our projections.

Other State Revenues. In addition to LCFF, Lodestar is projecting the following additional state revenues beyond that, including:

- Special Education funding: Lodestar is a member of the El Dorado County Office of Education (EDCOE) Special Education Local Education Agency (SELPA). The financial projections use EDCOE’s most recent data, with current state funding (AB602) distributed to member charters at a rate of \$619/ADA in the current year. Additionally, EDCOE makes Educationally-Related Mental Health Services available to its members for eligible Level 2 and 3 services. Based on communication to date with EDCOE, Lodestar conservatively assumes that current year ERMHS funding will be \$8,884, and only projects minimal increases as student enrollment rises in future years.
- Child Nutrition: Lodestar operates within LCPS’ School Food Authority. Based on the NSLP reimbursement structure, revenues for reimbursements have been budgeted to cover 80% of food costs among all sources. Of that revenue, state funding accounts for 7%.
- Charter School Facility Grant Program (CSFGP), also known as “SB740 funding”: Lodestar leases a private facility, and is eligible for reimbursement under SB740. This funding, administered by the California School Finance Authority, provides eligible charter schools with funding at the lessor of 75% of rent cost or based upon a rate per ADA (currently \$1147/ADA). Eligibility is dependent on serving a student population with at least 55% Free- or Reduced-Price Meal Eligibility. Lodestar qualifies based on that criteria, and can also be eligible based on that of the surrounding attendance area.
- Mandated Cost Reimbursements: these funds are budgeted in line with current state expectations, at \$16.86/ADA for K-8 students and \$46.87/ADA for High School students.
- State Lottery: these funds are budgeted conservatively relative to recent year funding, at \$207/ADA, given the potential for variability.

- ASES Funding: Lodestar has received ASES award funding to operate an after school program, and it's assumed to continue at a flat rate of \$177,559.

Federal Revenue. Lodestar is anticipating the following Federal funds:

- Child Nutrition: As stated above, LCPS operates a School Food Authority. Revenues for reimbursements have been budgeted to cover 80% of food costs among all sources. Of that revenue, federal funding accounts for 69%.
- Title funding (I, II, III): Based on its previously-submitted LEA Plan, Lodestar established eligibility for Title Funding. This allows for funding to the LEA, and projections are based on the following rates: Title I: \$117 per Prior year ADA; Title II: \$50 per prior year ADA; Title III: \$114 per ELL student; Title IV: flat funding at \$13,801 with 2% increases annually.

Local Revenue. Lodestar includes the following major revenues within Local Revenues:

- Measure N: based on district communication to date, Lodestar plans to apply for Measure N funding when eligible. At this time, however, we have not assumed this revenue as part of our budget.
- Measure G1 - Compensation: Lodestar has received funding through Measure G1. We assume flat funding into future years.
- Measure G1 - Middle School: Lodestar has received funding through Measure G1, and followed the application & compliance process established by the Measure G1 commission. We assume flat funding into future years.
- Philanthropy: LCPS conducts fundraising efforts, and has been able to support Lodestar's budget. This fundraising is conservatively projected to remain at a constant level of \$152,000 annually.

Key Assumption: Expenditures

Compensation and Benefits.

The staffing model projected at Lodestar is based on the current model in operation, with adjustments in future years based on growth of additional grades:

	Code	Current FY21 FTE	Year 1 FY22 FTE	Year 2 FY23 FTE	Year 3 FY24 FTE	Year 4 FY25 FTE	Year 5 FY26 FTE
1000 - Certificated Salaries		-	-	-	-	-	-
1100 - Teachers Salaries	1100	22.90	26.90	30.90	34.90	34.90	34.90
1148 - Teacher - Special Ed	1148	3.00	3.00	3.00	3.00	3.00	3.00
1180 - Teacher -- Specials	1180	5.00	5.00	5.00	5.00	5.00	5.00
1190 - Teacher -- ELD	1190	1.00	1.00	1.00	1.00	1.00	1.00
1300 - Certificated Supervisor & Administrator Salaries	1300	10.00	10.00	10.00	11.00	11.00	11.00
1311 - Certificated Supervisor - School Year Schedule	1311	1.00	1.00	1.00	1.00	1.00	1.00
Total - 1000 - Certificated Salaries		42.90	47.20	51.20	56.20	56.20	56.20
2000 - Classified Salaries		-	-	-	-	-	-
2100 - Classified Instructional Aide Salaries	2100	3.00	3.00	4.00	4.00	4.00	4.00
2904 - Other Classified - Security/yard duty	2904	2.80	2.80	2.80	2.80	2.80	2.80
2905 - Other Classified - After School	2905	5.00	5.00	5.00	5.00	5.00	5.00
2911 - Other Classified -- Tech Team	2911	1.00	1.00	2.00	2.00	2.00	2.00
2928 - Other Classified - Food	2928	1.50	1.50	1.50	1.50	1.50	1.50
2930 - Other Classified - Maintenance/grounds	2930	4.00	4.00	4.00	4.00	4.00	4.00
2941 - Other Classified - Summer School Special Ed	2941	1.00	1.00	1.00	1.00	1.00	1.00
Total - 2000 - Classified Salaries		17.30	18.30	20.30	20.30	20.30	20.30

Benefits.

- Health Insurance Coverage: LCPS provides health insurance for its employees, with health costs at an average of 11% of salaries. This cost is primarily to provide coverage for its employees through Kaiser Permanente (medical) and Principal Financial Group (dental).
- Retirement Benefits: LCPS provides retirement benefits to its employees through a governmental Retirement Plan. LCPS has budgeted an employer contribution of 8% into the employee's retirement, while the employee also contributes 8%.

Books and Supplies.

- Core Curriculum Materials, Books/Reference, Materials and Supplies: Lodestar has budgeted strategically to provide the necessary materials for classroom materials for all of its students.
- Non-capitalized Equipment: With a particular eye on evolving student needs, Lodestar continues to budget appropriately for implementation of technology in the classroom, assuming 1:1 usage of Google Chromebooks by its students.
- Child Nutrition: As stated above, Lodestar participates in the National School Lunch Program. This has been budgeted at an average cost of \$465 per ADA, which has been consistent with historical trends.

Services and Other Operating Expenditures.

- Among Services and Operating Expenditures, it's important to call out the role of facilities. Lodestar occupies a private facility at 701 105th Ave. Lease costs are budgeted according to existing lease and option agreements, at a below market rate.

Cash Flow Assumptions

Lodestar includes its current and future year cash flow projections for review. On the basis of clear fiscal policies, LCPS staff manages cash needs of Lodestar, and reports out cash positions and outlook regularly to the LCPS governing board.

This projection includes deferrals as outlined in the 2020-21 State Budget.

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Affirmations, Assurances, and Declarations

Affirmations, Declarations, and Assurances

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

Lodestar: A Lighthouse Community Public School (also referred to herein as “Charter School”):

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

Lodestar 2020 Charter

Affirmations, Assurances, and Declarations

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

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

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

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4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

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- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

Lodestar 2020 Charter
Employee Rights of Return

13. EMPLOYEE RIGHTS OF RETURN

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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Attendance Alternatives

12. ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Lodestar 2020 Charter
Retirement Systems

EMPLOYEE RETIREMENT SYSTEM

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The Charter School has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers’ Retirement and/or Public Employees’ Retirement Systems. All staff contribute 8% and Lighthouse Community Public Schools matches that 8% contribution, vesting LCPS contributions over five years. Staff also have access to an optional 403(b) plan on a pre- or post-tax basis up to the federal limits. The LCPS Board of Directors oversees investments of this program. Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the Charter School’s employee policies.

Lodestar 2020 Charter
School Closure Procedures

15. SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

Lodestar 2020 Charter
School Closure Procedures

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

Lodestar 2020 Charter
School Closure Procedures

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

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School Closure Procedures

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

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School Closure Procedures

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's

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School Closure Procedures

governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

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School Closure Procedures

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Lodestar 2020
Dispute Resolution Process

14. DISPUTE RESOLUTION PROCEDURE

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Lodestar 2020
Dispute Resolution Process

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To [Charter School Name], c/o School Director:
[Charter School Name]
[Charter School Address]

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

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Dispute Resolution Process

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 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

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

INTENT

The intent of the Lighthouse Community Public Schools Dispute Resolution Process is to:

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

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

Public Comments

LCPS staff, the LCPS Board of Directors, and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Internal Disputes

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

The District shall not intervene in any such internal disputes without the consent of the LCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCPS Board of Directors/or CEO for resolution pursuant to the Charter School’s policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable

Lodestar 2020
Dispute Resolution Process

cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCPS Board of Directors has requested the District to intervene in the dispute.

LCPS has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. LCPS 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 Charter School, whether the Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the CEO is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's Student and Family Handbook or distributed widely. Please see Appendix 14.1 for the LCPS Uniform Complaint Procedures.

Lodestar 2020 Charter
Fiscal Audits

FISCAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

In compliance with Education Code section 47605(b)(5)(I),) and 47605(m), the Lighthouse Community Public School’s Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the Charter School’s financial affairs. The audit will check the accuracy of the Charter School’s financial statements, revenue-related data collection and reporting practices, and review the Charter School’s internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of the charter school as published in the State Controller’s 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 LCPS 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 LCPS Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year, and a copy of the auditor’s report will be sent to the Charter Schools Office of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year.

The Audit committee of the LCPS Board of Directors and staff leadership will then review any audit exceptions or deficiencies and issue an acceptance of the audit to the Board of Directors along with recommendations on how these will be resolved. Finally, the Director of Finance will create a formal report that addresses any exceptions or deficiencies and submit this report to the District including a description of how the exceptions or deficiencies have or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of Lodestar 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.

Lodestar 2020

Suspension and Expulsion Procedures

10. SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(I) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(II) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

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(i) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(ii) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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OVERALL VISION OF DISCIPLINE

The overall goal of discipline at Lodestar 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, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lodestar's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The Lodestar Student and Family Handbook is included in the Appendix.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

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

SUSPENSION AND EXPULSION PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student

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suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily

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remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

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- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. For grades 9 - 12 only: 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.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

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- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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- ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee’s concurrence.

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2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

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educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with their academic performance.
 - iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i) A message, text, sound, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii) An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

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been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from

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removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of

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serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

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O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

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3. Procedural Safeguards/Manifestation Determination

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

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08. ADMISSIONS POLICIES AND PROCEDURES

***“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].”
– Ed. Code § 47605(c)(5)(H)***

Documentation of Admissions and Enrollment Processes

Upon request, Lodestar will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Lodestar shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Lodestar shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Lodestar makes concerted efforts to recruit students of all backgrounds and abilities. Lodestar will comply with all state requirements and its preferences shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation per Education Code section 47605(e)(2)(B)(iii).

Homeless and Foster Youth

Lodestar shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Lodestar shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Lodestar is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Lodestar shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Lodestar shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal

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Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Lodestar may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Lodestar shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Lodestar shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Lodestar shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Lodestar.

ADMISSIONS

Lodestar will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Lodestar will actively recruit a diverse student population 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.

Lodestar will accept all students who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics

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described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Admission & Enrollment Timeline

By October 1 of each year and/or when the District releases the open enrollment period dates, Lodestar will notify the District in writing of the application deadline and proposed lottery date. The school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. Lodestar will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The table below provides an estimated application, public random drawing, and admission schedule and process. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the Charter School's website.

Proposed Admissions and Enrollment Timeline

Month	Process
October - June	Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
November - January	Open Enrollment Period. Application forms available at school office or online at the Charter School' website.
January	Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning
Last Day of January	All application forms due to the Charter School

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First week of February	Public random drawing conducted (if necessary)
Second week of February	Admission status notification distributed to applicants via School Mint notification
June	Registration and welcome events
June - August	Family/Student orientations held

Admissions Process

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

- Optional school tour
- Attendance at an enrollment meeting to understand the Lodestar’s mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. **(optional)**
- Completion of an application, which consists of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences). Applications are available on-line or in hard copy form in both English and Spanish.

All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.

Admission Priorities

Students will be given preference¹ in Lodestar random public lottery if their parents desire and they are:

1. Siblings of enrolled and admitted students: to keep families together.
2. Children of Lodestar staff and LCPS board members (not to exceed 5% of the total enrollment): to honor those committed to public education
3. Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lodestar is located
4. Students living in the 94621 or 94603 zip code
5. Students zoned to attend underperforming schools within OUSD in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families
6. Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
7. All other applicants

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required.

Lottery Process

¹ Please note, at the time of submission in September 2020, a material revision has been submitted by Lodestar to OUSD to add an admissions preference to allow for priority to be given to students whose families are unsheltered and/or homeless, according to the McKinney Vento definition.

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Admissions Policies and Procedures

If more applications are received than there are available slots, Lodestar will hold a public, random lottery moderated by a neutral third party, Schoolmint, in a public location to determine the following school year's enrollment. The process will be transparent and fair, and parents/guardians need not be present to participate but are welcomed to attend. Applicants will receive lottery results via the Schoolmint platform and through a letter. Communication about both offers and waitlist status are communicated along with additional information on a families next steps to ensure their spot if a family was accepted. Once admitted, students need not apply each year, however, if students should leave Lodestar, the student will need to enter the lottery process again.

Admission priorities, deadlines, dates and times will be communicated during information sessions, in emails to all applicants via Schoolmint and on the Charter School website. Public notice of application deadlines, lottery and final response date are posted once Oakland Enrolls has made these dates public. The Charter School details the admission priorities and the steps taken when running the public drawing during the lottery time. These presentations can be made available at the request at any time if a parent did not attend the public drawing.

Waitlist

Each year, Lodestar will begin collecting applications during Oakland's open enrollment window. A lottery is held within the Oakland Enrolls lottery window within approximately 30 days of the application deadline. Only one lottery is held for applications submitted by the due date. Late applications are considered after the application deadline, and are automatically placed on the waitlist if the number of applications surpasses the number of spaces available.

Should spaces open either before the new school year or during the course of the school year, Lodestar will contact students in the order they appear on the waiting list. Students are asked to accept the spot within 72 hours of notification. Applications are only valid for one school year and will expire in May of each existing school year and shall not carry over to the following school year.

After Acceptance

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

- Proof of Immunization and Physical Exam
- Proof of Oral Exam (Kinder only)
- Proof of minimum age requirements
- Proof of Withdrawal from Previous School (if applicable)
- Completion of general intake form to include student and family information
- Home Language Survey
- Completion of Emergency Medical Information Form
- Optional applications to School based programs (After School Program, School Meals Program)
- Release waivers for technology, fieldwork, media release
- Student/Family Handbook (including annual notifications and school policies)
- Release of Records²

² The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Lodestar 2020 Charter

Means to Achieve a Balance of Students

07. MEANS TO ACHIEVE BALANCE OF STUDENT POPULATION

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

Lodestar aims to serve a diverse student population and offer a program that attracts the families of students who are racially and ethnically diverse, who have special needs, and who are English Learners. In order to ensure that there is a balance of students at Lodestar reflective of the general population residing within the territorial jurisdiction of the district, Lodestar has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in 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.

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

Lodestar 2020 Charter
Health and Safety Requirements

DISTRICT REQUIRED LANGUAGE:

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

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

Site Safety Plan

Lodestar shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

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

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Lodestar shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Lodestar shall maintain student immunization, health examination, and health screening records on file.

Lodestar 2020 Charter
Health and Safety Requirements

Suicide Prevention Policy (Grades 7-12)

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

Employee Training

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

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

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

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

Lodestar shall maintain on file and available for inspection evidence that (1) Lodestar has performed criminal background checks and cleared for employment all employees prior to employment; (2) Lodestar has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Lodestar has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Lodestar shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Lodestar shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Lodestar 2020 Charter
Health and Safety Requirements

Tuberculosis Screening

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

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

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

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

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

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a teacher's certificated assignment
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law, if applicable
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification

Lodestar 2020 Charter
Health and Safety Requirements

- A completed Employment Application for all staff
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

Role of Staff as Mandated Child Abuse Reporters

All Lodestar employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

The Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. The Charter School shall maintain TB records and certificates on file.

Immunizations

The Charter School adheres to all law related to 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, as they are currently and as they may be amended in the future.

Medication in School

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

Emergency Epinephrine Auto-injectors

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Vision/Hearing/Scoliosis

The Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq., related to student immunization,

Lodestar 2020 Charter
Health and Safety Requirements

health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. The Charter School shall maintain student immunization, health examination, and health screening records on file.

Blood-Borne Pathogens

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

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

Drug Free / Smoke Free Environment

The Charter School maintains a drug and alcohol and smoke free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LCPS and the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LCPS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom at the schoolsite and in public areas at the

Lodestar 2020 Charter
Health and Safety Requirements

schoolsites that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in the appendices.

Suicide Prevention Policy

LCPS has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Policy is included in Appendix 6.1.

Emergency Preparedness

LCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes administrators and counselors. LCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training occurs at least bi-annually. Emergency plans are maintained on file and available for inspection. ACE adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios. The Emergency Preparedness Handbook describes procedures for most conceivable emergencies and is included as Appendix 6.2.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Lodestar 2020 Charter
Health and Safety Requirements

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 California Building Standards Code, including provisions for seismic safety. Toward that end, the Charter School:

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

Lodestar 2020 Charter

05. Employee Qualifications

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

Equal Employment Opportunity and Nondiscrimination

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

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

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

A COMMITMENT TO QUALITY STAFF & THEIR ONGOING DEVELOPMENT

We know our mission of preparing students for college and a career of their choice, while also ensuring students are changemakers, is only possible with a staff that is dedicated to the outcomes of all children, who are qualified for their position, and are constantly learning and refining their practice. To that end, Lodestar holds high standards for the employees it hires, while being dedicated to a selection process that is transparent and inclusive of other team members. Fair and transparent

Lodestar 2020 Charter

05. Employee Qualifications

compensation and benefits and ongoing professional development for all employees is a commitment of Lighthouse Community Public Schools and Lodestar.

OVERALL QUALIFICATIONS

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

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

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

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

Lodestar maintains on file current copies of:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance

Lodestar 2020 Charter

05. Employee Qualifications

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

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

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

SELECTION PROCESS

Selection and appointment of employees will be the exclusive prerogative of the Charter School. As such, with the exception of the Principal, those who work at the Charter School shall be selected, employed, and released by their supervising Principal, in accordance with terms and conditions of employment contained in LCPS's personnel policies (see appendix 5.1 for the **Employee Handbook**). Selection and evaluation of the Principal(s) is conducted by the Chief Academic Officer. The Principal hires the Assistant Principals. The Principal or Assistant Principals, in consultation with the Principal, hire all teaching staff. Decisions relative to the selection of all remaining employees rest with the Directors of other functional areas (Operations, Finance, etc).

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

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

EMPLOYEE QUALIFICATIONS

At Lodestar, we have three categories of educators – administrators, instructional staff (teachers, non-certificated instructional staff, and extended day staff), and all other staff. We expect all of our employees, regardless of their position, to have:

- An expressed and evidenced commitment to the mission of the school and the core values of the organization

Lodestar 2020 Charter

05. Employee Qualifications

- Experience with diverse, urban populations, including an expressed commitment to anti-racist practices
- Met the expectations of state and federal requirements as they relate to their teaching position
- Demonstrated they are multi-faceted, life-long learners
- Experience and success working collaboratively with others
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- Alignment to the overall philosophies and ways of working at LCPS

Administrators***Administrator Competencies***

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

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

Principal Qualifications

The Lodestar Principal(s) will have the following qualifications:

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

Lodestar 2020 Charter

05. Employee Qualifications

- Experience working in Oakland schools preferred and charter school experience, a plus,
- EL Education experience, a plus.
- Spanish fluency preferred,

Assistant Principal Qualifications

Lodestar Assistant Principal(s) will have the following qualifications:

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

Dean of Student Qualifications

Lodestar Dean(s) of Students with the following qualifications:

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

Instructional Staff

Teachers

Teacher Core Competencies

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

Lodestar 2020 Charter

05. Employee Qualifications

- Be a collaborative and responsible professional educator

Teacher Responsibilities include:

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

Teacher Qualifications

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

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teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at LCPS and shall be subject to periodic inspection by the charter authorizer.

The minimum qualifications for teachers are:

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

Non-Certificated Instructional Staff

Lodestar may also employ non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve students' work assignments.

After School Program Staff

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

Minimum Qualifications for After School Program Staff are as follows:

- AA degree or equivalent
- Two years' experience in a similar position preferred
- Spanish bilingual, preferred

All Other Staff

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

Professional Development

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

- 5 days of paid summer professional development for all employees new to LCPS schools.
- 5 full days of all LCPS professional development each year,
- 5 full days for planning and other professional development experiences
- Students have an early-release day every Wednesday so teachers can have ongoing professional development

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

Operation by or as a Nonprofit Public Benefit Corporation

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

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

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

Indemnification of District

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

Governing Board Operation

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

Lodestar shall publicly post all governing board meeting agendas in accordance with the Brown Act. Lodestar shall keep accurate records of all governing board meetings, whether they were canceled,

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rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the Lodestar's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Lodestar governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

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

Lodestar Records

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

Lodestar 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 Lodestar to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lodestar and of the District. Lodestar further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lodestar does not have that Lodestar needs in order to meet its obligations, the District shall provide the same to Lodestar in a reasonably timely manner upon request under Education Code section 47604.3.

Lodestar in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Lodestar acknowledges that it is subject to audit by District. If the District seeks an audit of Lodestar, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only

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applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lodestar by law or charter provisions.

Governance Overview

Lighthouse Community Public Schools is a charter management organization which manages and operates three charter schools in Oakland: Lighthouse Community Lodestar (K-8), Lighthouse Community Charter High (9-12), and Lodestar, A Lighthouse Community Public School (K-12). See Appendix 4.1 for an organizational chart.

The governance structure of Lodestar includes the following:

- LCPS Board of Directors
- LCPS Chief Executive Officer
- LCPS Chief Academic Officer
- Lodestar Principals & Other Administrators
- Instructional Leadership Teams
- Lodestar School Site Council & ELAC (Family Leadership Group)

Board members, school administration, faculty, and families are involved in the decision-making process at Lodestar. The governance structure is composed of the Board of Directors which makes decisions and works with the CEO and CAO to oversee LCPS's development and organization; two Principals (one for K - 5 and one for 6 - 12) who manage the Lodestar's operations, academic program and related activities; the Lodestar's Instructional Leadership teams whose purpose is to integrate teacher and staff voice into decisions and to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment, and culture; and the Lodestar Family Leadership Group (FLG) that serves as the Site Council & ELAC which communicate the recommendations of the parents directly to the Principals and LCPS leadership.

California Nonprofit Public Benefit Corporation

Lighthouse Community Public Schools (LCPS), a California nonprofit public benefit corporation, pursuant to California Law, operates Lodestar. LCPS is governed pursuant to the Bylaws adopted by the Incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Lighthouse Community Public Schools' Articles of Incorporation are included in Appendix 4.2, Bylaws are included in Appendix 4.3, and Conflict of Interest Code as Appendix 4.4, which complies with the Political Reform Act, Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. LCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

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Board of Directors

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

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

The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lodestar. In an effort to diversify and ensure the board has a purview into the issues facing students and families, the LCPS will reserve seats on its board for LCPS alumni. See Appendix 4.5 for the Board Roster.

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

Board Meetings

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

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within the jurisdiction of the Charter School and also on the homepage of the LCPS website with a direct and prominent link to the agenda, to encourage community and family attendance.

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- Meetings shall generally be held at a school site. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Oakland, California, that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), two-way communication will be provided at each school site where LCPS operates.
- Meeting agendas will include time for community input.

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

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

Board Duties

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

- Hire, discipline, evaluate, and determine the compensation of the CEO
- Approve and monitor the implementation of general policies of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- Approve annual fiscal audit and performance report
- Approve Annual Review and Revisions of the Local Control and Accountability Plan (LCAP)

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- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the Lodestar's website and at the Lodestar site. The LCPS Board meets every other month at one of the school sites whenever possible to support ease of access for all community members. The minutes of each governing body will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies. Annually, the Board of Directors will host a parent/staff mixer where anyone interested, but especially those on the Family Leadership Group and School Based Leadership teams are encouraged to attend.

Board Committees

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

- **Governance Committee**

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

- **Finance Committee**

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

- **Academic Accountability Committee**

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

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- **Audit Committee**

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

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest, the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or CEO shall undergo such training within 90 days of taking the position with the Charter School.

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

Leadership Bodies that Inform School Governance & Decision Making

Instructional Leadership Teams

Lodestar has two formal Instructional Leadership Teams (ILT): one for K - 5 and one for 6 - 12. ILTs are comprised of administrators and teacher leaders. The ILT is responsible for planning and aligning on weekly professional development including co-creating agendas for department collaboration. The ILT focuses on deep dives on instructional topics (benchmarks, curriculum, etc.) to inform their work with departments. This is the team that is primarily focused on driving student growth and achievement.

School Culture Team

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

Family Leadership Group: School Site Council and ELAC

Family voice is critical to the positive governance of Lodestar. Lodestar convenes a school site council called the Family Leadership Group (FLG). FLG is composed of voluntary parent leaders and/or parent representatives, staff, and students that reflect the diversity of Lodestar. The Family Leadership Group is charged with:

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

In addition, the Family Leadership Group provides opportunities for families to advise and provide input to school leadership on programs and services for English learners, 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.

Leadership Roles

The following is a summary of key leadership roles within LCPS and at Lodestar. Detailed job descriptions can be found in Appendix 4.6.

LCPS Family of Schools Leadership

Chief Executive Officer (CEO)

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

The CEO will have the following core responsibilities:

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

Chief Academic Officer (CAO)

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The Chief Academic Officer at Lighthouse Community Public Schools is the instructional leader for the organization. The CAO is a part of the senior leadership team for LCPS. The CAO manages Principals and other instructional leaders, monitors and evaluates strategic and programmatic outcomes and efficacy with heightened attention to our most vulnerable student populations. The CAO reports to and partners closely with the CEO to lead the instructional vision of the organization.

The CAO will have the following core responsibilities:

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

Director of Finance

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

Director of Operations

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

Director of Talent and Human Resources (HR)

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

Director of Student Services & Special Education

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

Director of Technology

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

Site Based Leadership Roles

Principal

Working in partnership to create a cohesive K - 12 experience for students and families, two Principals (K - 5 and 6 - 12) manage Lodestar's operations, academic program and related activities. At LCPS, the Principal's primary role is that of the instructional leader, and the Principal holds primary responsibility for ensuring the high academic achievement of all students. The Principal's primary responsibility is to manage the school's academic program and develop and supervise teachers and other staff. The Principal is also responsible for cultivating school culture, including serving as a champion and liaison for students and families. The Principal is accountable for student and staff outcomes across grades K - 5 or 6 - 12, accelerating achievement for all students.

Assistant Principal

At Lodestar, two Assistant Principals (AP) (K - 5 and 6 -12) work in partnership with the Principal and Instructional Leadership Team to lead school culture and learning systems. The AP, together with the principal and teacher leaders, will work to foster an innovative, learner-centered community, including being tasked with the leadership of specific school initiatives/systems. The Assistant Principal's primary responsibilities will be to develop, coach, and supervise a subset of teachers and other staff and oversee specific academic programs to achieve increased academic outcomes for all students in line with the Lodestar's mission and vision.

Dean of Students

Two Deans of Students (K - 5 and 6 - 12) oversee and support Lodestar school culture. By bringing Lodestar values of community, integrity, love, social justice, and agency to life, the Dean of Students supports the creation of a community where students are prepared for success in school and life, including college and career of their choice. The Dean of Students primary responsibility is developing and supporting restorative practices and systems to ensure that all students are developing as upstanders within their community who are able to repair harm and find solutions to problems. The Dean of Students is central to creating and upholding a positive school culture where all students belong and develop as lifelong learners and community changemakers.

Teacher Leaders

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

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ADDITIONAL INFORMATION REQUIRED

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent

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involvement practices,

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, the Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

ADMINISTRATIVE SERVICES

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

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

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POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

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

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

FINANCIAL PLAN

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

As detailed in Element 9, the Charter School practices sound financial planning, as see in the following documents attached in the Appendix (Financial Documents) which reflect the best data available to the Charter School at the time of submission:

- Annual operating budget
- 3-year cash flow statement and financial projections
- Backup and supporting documents and budget assumptions

The Charter School understands its responsibility to, and therefore shall, provide financial reports to the Authorizer and the County Superintendent of Schools, in accordance with Education Code Section 47604.33.

Lodestar 2020 Charter
Additional Information Required

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide additional fiscal reports as requested by the Authorizer and/or as required by law, including but not limited to the following:

- California Basic Educational Data System (CBEDS)
- Actual Average Daily Attendance reports
- All financial reports required by Education Code Sections 47604.33 and 47605(m)
- The School Accountability Report Card (SARC)
- The Local Control and Accountability Plan (LCAP)

EXCLUSIVE PUBLIC EMPLOYER

Lighthouse Community Public Schools (LCPS) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"), Government Code 3540 through 3540.2. LCPS shall comply with the EERA. Employees are not required to engage in collective bargaining, but they have that right if they choose to do so.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.

Lodestar 2020 Charter
Additional Information Required

2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. California Education Code Section 47605(h)

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

Lodestar will be located at 701 105th Avenue in Oakland, California. As stated above, the school will hold and maintain appropriate certificates of occupancy.

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations.

CHARTER TERM

By approving the renewal of this charter Lodestar, A Lighthouse Community Public School, OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Furthermore, the renewal of Lodestar, A Lighthouse Community Public School is in the best interest of its students and families.

The Charter School is eager to continue working independently, yet cooperatively with OUSD to establish the highest bar for what a charter school can and should be. The term of the charter renewal shall be July 1, 2021 through June 30, 2023.

Coversheet

Resolution #20200918d Material Revisions for Lodestar: A Lighthouse Community Charter Public School

Section: II. Discussion Items
Item: E. Resolution #20200918d Material Revisions for Lodestar: A Lighthouse
Community Charter Public School
Purpose:
Submitted by: Rich Harrison
Related Material: 2020_09_23_D - Lodestar Material Revisions to Charter Submission .pdf

BACKGROUND:

There are two material revisions associated with the Charter Renewal for Lighthouse Community Charter School (k-8). The first is the change in lottery preference for children of staff, from 5% to 2.5%. The second is the change in inclusion of students who qualify for McKinney-Vento in our lottery preference.

RECOMMENDATION:

CEO recommends that the Board of LCPS approves the material revisions and gives the CEO the authority to submit these materials revisions to Oakland Unified School District as a part of the Lodestar K - 12 renewal package



Resolution of the Board of Directors of Lighthouse Community Public Schools (LCPS)

**Resolution # 20200923-D
Material Revisions to the 2020 Lodestar K - 12 Charter**

WHEREAS, the Board of Directors of Lighthouse Community Public Schools will submit to the Oakland Unified School District a petition to renew the Lodestar K - 12 charter in September 2020;

WHEREAS, the Oakland Unified School District requires material revisions to be submitted separately from renewal petitions;

WHEREAS, Lighthouse Community Public Schools will submit a material revision to the Admission Priorities of the Lodestar K - 12 charter. Changes are highlighted in red. We will revise our enrollment priorities in order to accomodate recruiting and accepting an unsheltered student population.

Priority Number	Current Charter	Proposed Revision
1	Siblings of enrolled and admitted students to keep families together	No Change
2	Children of Lodestar staff and LCPS Board Members (not to exceed 5%)	Children of Lodestar staff and LCPS Board Members (not to exceed 2.5% of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lodestar is located	<p>Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.</p> <p>(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks,</p>



		<p>or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;</p> <p>ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;</p> <p>iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</p> <p>iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lodestar is located
5	Students zoned to attend underperforming schools within OUSD ⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families	Students living in the 94621 or 94603 zip code
6	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland 6. All other applicants	Students zoned to attend underperforming schools within OUSD ⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families
7	All other applicants.	Other prospective students residing within OUSD boundaries: as required by



		Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
8		All other applicants.

BE IT RESOLVED the Board of LCPS approves the material revisions and gives the CEO the authority to submit these materials revisions to Oakland Unified School District as a part of the Lighthouse K - 8 renewal package.

The above resolution was passed by the Board of Directors of LCPS at an authorized meeting where a quorum was present on _____.

Yeas:

Nays:

Abstentions:

Signed: _____ Date _____

Coversheet

Learning Continuity & Attendance Plans (all LCPS charters)

Section: II. Discussion Items
Item: F. Learning Continuity & Attendance Plans (all LCPS charters)
Purpose: Vote
Submitted by: Rich Harrison

Related Material:

LearningContinuityandAttendance Plan_LCCS DRAFT 9.18.2020.docx v2.pdf
LearningContinuityandAttendance Plan_Lodestar DRAFT 9.18.2020.docx v2.pdf
LearningContinuityandAttendance Plan_LCCHS DRAFT 9.18.2020.docx v2.pdf

BACKGROUND:

Per the CDE: The LEA governing board shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting.

RECOMMENDATION:

CEO recommends approval of the Learning Continuity and Attendance Plan for Lighthouse K-8, Lighthouse 9-12, and the Lodestar K-9 Charters.

California Department of Education, July 2020

Learning Continuity and Attendance Plan_LCC

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter School (K-8)	Richard Harrison, CEO	superintendent@lighthousecharter.org

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of COVID 19 on Lighthouse Community Public Schools has been significant. The virus has been more deadly in the East Oakland zip codes where Lighthouse and Lodestar are located than any other zip code in the Bay Area. The other story though, is how the community came together to take care of our most precious resource, our students.

After closing our physical campuses on March 13, principals and teachers immediately got to work to make sure we are in regular communication with our students and that they have the essentials they need for learning from home. Within a week, donations started arriving from foundations and individuals who gave because, as one program officer said, “We know that you know how to best help your families who need it most.” Our incredible community raised over \$134,000 for families' immediate needs.

Because of our partners, we provided food, technology access, and direct financial support to 400 families to cover bills due to lost wages. To highlight one example of the need for this fund, we gave away up to 1,000 meal boxes to any family in need each week *continuously* beginning March 16 — though those numbers dropped when other local schools reopened for the school year and students who attend other schools were able to receive meals at their school. Each box contains 5 lunches, 5 breakfasts and 5 snacks for each child in a family. We also doubled down our commitment to LCPS staff — none lost wages or jobs this spring. Lighthouse Community Public Schools is committed to partnering alongside Oakland Unified School District, Alameda County Office of Education and the Alameda County Office of Public Health to ensure the safety of our students, staff, and community.

Over the summer, principals and teachers planned and prepared for a re-opening unlike any other. On August 10, 1,400 students began a new school year through distance learning. Our strong community response for students and families shows how we can come together and will continue to do so until traditional, in-person school can safely resume.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Families have historically given input on organizational decisions including budget, staffing models, leadership restructure, and leadership hiring in meetings with verbal and written translation from English to Spanish. Through these processes, families have been able to influence future decisions, gain greater insight into our organizational values and decision-making processes, give input on candidates for leadership roles. Families also engage in deeply understanding the annual foci of the school and have specific skill-building sessions to support their academic engagement in the lives of their students. At these input sessions, we are particularly careful to have a representation of students and families of our most vulnerable students including students with disabilities, with limited access to technology, and students who were hard-to-reach during the Spring iteration of our distance learning program. These student and family groups gave input on the quality of asynchronous videos, the clarity of online platforms, and most importantly the design of the Fall schedule with the goal of increased i

A group of teacher leaders offered input and critique on the distance learning model, the learning management system, and parent communication tools.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Lighthouse Community Public Schools collects regular input and feedback leveraging our Family Engagement Coordinators, family advisory meetings, and surveys. This feedback led to the formation of LCPS's Learning Continuity and Attendance Plan. Additionally, all public meetings, public

hearings, parent town halls, and board meetings are open to the public and regularly posts agendas and minutes on the organization's website (lighthousecharter.org/about/accountability/).

[A summary of the feedback provided by specific stakeholder groups.]

Many parents advocated for a consistent daily schedule during distance learning, increased synchronous learning time to ensure learning, and support with accessing online learning. Parents advocated for all teachers to communicate clearly about learning expectations, and to deliver rigorous instruction during synchronous learning. Students indicated that asynchronous learning needed to be coupled with synchronous learning to meet their academic needs. In the Fall Schedule, these shifts are reflected in the structure of our current schedule, resulting in student attendance at about 96% with targeted efforts to connect with and engage our most vulnerable students represented by that 4%.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the stakeholder feedback, LCPS Principals, Assistant Principals, and the CAO/Academic Team developed the distance learning school reopening plan. The plan was rooted in the organizational definition of equity (each student receiving what they need to develop into lifelong changemakers who realize their unique vision), and EL's three dimensions of achievement (Mastery of Knowledge and Skills, Character, and High-Quality Student Work)

LCPS aligned on 4 key conclusions from stakeholder feedback, which was reflected by our internal surveys as well as a survey given to families in the Oakland Community through GO Public Schools. :

#1 - More Instructional Time — LCPS schools will exceed the minimum requirements set by the state. Love and community are two of our core values and our stakeholders want to have the opportunity to rebuild our community, restore connections with our students and families, and leverage our resources to address the needs of our community. Additionally, teachers want to ensure all students are making progress

toward learning grade-level standards in our aligned scope and sequence, and have cycles of teacher coaching observations (in Zoom) so that our instructional leaders can observe and provide feedback.

#2 - Small Group Instruction and One-on-One Check-Ins for every child, and more for students who are most behind — LCPS principals will design Distance Learning in a manner that actively addresses small group instruction, intervention, and meeting the needs of our most vulnerable (Students with Individual Education Plans (IEPs), emerging bilingual students (ELD), students experiencing homelessness, and students who struggled with Distance Learning last spring). Additionally, we want to support our teachers with tools to better support students in their distance learning, data collection, and communication tools with their families.

#3 - Formative Assessments to measure and communicate student progress — During the spring, LCPS did not have a uniform way through which assessments were given to measure the effectiveness of distance learning. Hence, our teams planned for the following:

- Interim Assessments: In partnership with our school principals and assistant principals, LCPS will be launching Interim Assessments in ELA and Math across our family of schools for students in grades 2 through 11. These assessments are aligned to our core curriculum and will be used to measure the effectiveness of student learning during distance/hybrid / in-person learning throughout the school year.
- National Norm-Referenced Assessments: Additionally, we are considering remote administrations as well as running testing sites at our schools for NWEA MAP

#4 - Feedback on Student Work — Every LCPS student must receive feedback on their work every week to accelerate student learning and help parents support them. To that end, LCPS Principals will norm on the following:

- Grading Policies: LCPS Principals norm grading policies so that feedback to students is clear and progress is monitored, along with weekly data roll-up.
- Normed Architecture and Student Experiences of Altitude Learning Management System and other Instructional Technology Tools: LCPS Principals launched a new learning management system to assist in organizing student virtual learning experiences.
- Weekly Newsletter: Each LCPS Principal and our Family Liaisons actively communicate with their families through a weekly newsletter, so that expectations around student work in each class, where to go for resources, and key dates and updates are clear for all stakeholders.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

For the 2020-2021 school year, Lighthouse Community Public Schools implemented a newly enhanced learning management system, Altitude, which allows a one-stop platform to house student-facing units, lessons, and virtual workspaces where teachers can leverage rubrics, give individual student feedback, and grades. In addition, we scheduled additional synchronous learning time across all grades (beyond state minimums) to insure that teacher instruction alongside our use of Altitude leveraged student learning and demonstration of mastery of grade-level standards.

When it is safe for small groups of students or cohorts to return to campus, Lighthouse Community Public Schools is committed to returning to a cohort-based in-person instructional model with the implementation of strict health and safety guidelines. These guidelines include smaller cohorts of students, social distancing measures, personal protective equipment, the redesign of classroom spaces, and enhanced cleaning and sanitation measures per the recommendation of the Alameda County Department of Public Health.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are prioritizing a return to safe, in-person instructional when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	36,180	N
We are creating sufficiently separate spaces to support smaller learning groups for our hybrid learning scenarios.	57,371	Y
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	41,558	Y

We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	170,926	Y
We provide providing in-class teacher residents to support the quality of instruction and to provide additional supports for student learning.	58,140	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Lighthouse Community Public Schools is providing continuity of instruction throughout this school year by ensuring that all students have devices and connectivity, instructional supplies, curriculum materials, a predictable schedule of live instruction, asynchronous independent work through an organized learning management system, and teachers who are equipped with the materials and skills necessary to ensure a high-quality learning experience. Prior to the launch of the school year, additional supplies and curriculum materials were ordered and inventoried to ensure core curriculum is able to be embedded and that students who need physical texts (as opposed to eBook options) could check those out, including students with IEPs. New teachers received a full week of orientation and training prior to all staff returning to work, and all teachers engaged in a week of professional learning centered on building connected and rigorous distance learning environments. All teachers were trained on their core curriculum if they had not been already.

Parents attended orientation nights where they were given information on student schedules, access, and options as well as contacts for support. Students and families have received regular communication on materials distribution that has included packages of instructional supplies, work packets, workbooks, and required textbooks. Weekly schedules were developed to ensure that students receive daily live instruction and also have time for on-grade level independent work.

All lessons across subjects and grade levels are organized through the Altitude Learning LMS, in which all teachers received training and continual support in developing. This LMS allows teachers to organize bundles of content and instructions in a user-friendly interface for live and asynchronous learning. Within the platform, teachers can also embed questions to check for understanding, collect photos of student work completed on paper, share work in a class gallery, stream work to parents, and empower students to set goals and engage in the process of collecting evidence of learning as well, in alignment with our systems of student engaged assessment.

All courses continue to include on-grade level instruction, standards, and curriculum, with identified priority standards for ELA and Math when addressing unfinished learning. To adapt to the needs of distance learning, LCPS has invested significant resources to ensure that every

student has the materials required for continual use of high-quality adopted curriculum, from math manipulatives to ebooks to additional copies of textbooks and student resources.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

LCPS has provided every student with a school-issued Chromebook. LCPS has also provided any student that does not have reliable internet access at their place of residence with a hotspot. Tech support via phone, email, and weekly drop-in hours is also being provided to all students and their parents. Tech support is available in English and Spanish Monday through Friday from 8:00 to 4:00 PM, with occasional weekend hours during peak times.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

We will assess pupil progress through the design of instructional days that are almost exclusively synchronous, with the exception of the asynchronous block for 50% of the crew which gives teachers the opportunity to give feedback and revision opportunities with each pupil. Our internal learning management system serves to organize the instructional materials shared between students and teachers. Our common calendars provide access to all classrooms with links and passwords to ensure that 50% of our staff is observed per week. Students must complete 50% of work in our learning management system, Altitude, which provides analytics on the percentage of completed tasks. Through Altitude's grading functionalities we will also be able to analyze the quality of work as compared to a grade level rubric. This will allow us to get a multifaceted look at each student's attendance, observed engagement, habits of work and learning (completion), and academic performance. This data is being collected from our LMS, shared with and analyzed by teachers, and used to shape purposeful, engaging instructional experiences.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

LCPS has offered all staff a laptop for use at home, a google voice number, and a cell phone stipend. Hotspots are also available to staff members that experience a temporary internet issue at home. All core teachers have been offered an extra monitor and a doc camera to use at home.

All LCPS teachers have received and will continue to receive professional development and support to help them use a variety of software applications for distance learning. This includes but is not limited to: Altitude Learning Management System, Securely teachers tools, Google translation, Read Write, E-books, Audiobooks, Zearn, Dreambox, Clever, Khan Academy, various online assessments, G-Suite, and several other grade-specific software apps. Upcoming PD for teachers will include digital citizenship and online student safety and wellbeing.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

During COVID-19, many of the systems and structures have been re-envisioned to include a virtual learning environment. For example, we have asked students to set up their virtual accounts with the same names entered on the registration document including screen names on virtual platforms. We have assigned enrichment teachers, who teach asynchronously to support learning in core classes and to support compliance with virtual agreements. We have assigned our lunch and playground supervision team and our after school staff to specific grade levels to provide academic support while teachers provide intervention support. We have assigned our coordinator of After School program to support the ongoing growth of instructional aides; oversee the distribution of print and curricular materials; and manage the distribution of purchases. Our Dean of Students is planning virtual cultural events, including a virtual visit to Vida Verde Nature Education, leading outreach to hard-to-reach students, and responding to requests for support in the virtual learning space. All teammates have clearly defined roles, observation, and coaching, goal-setting and accountability.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Lighthouse Community Public Schools continues to provide the full continuum of special education services during distance learning, including specialized academic instruction, behavior intervention services, counseling, occupational therapy, speech and language therapy, amongst other related services. Additionally, we provide integrated and designated English Language Development programming to our English Language Learners and newcomers. The team has partnered with families to support students with the transition to virtual services, including helping families build routines and reinforce academic behaviors in the home setting. The team has also continued to pilot tools for supporting accessibility within the learning management system, including text to speech, speech to text, word prediction, on-demand dictionaries, etc. Additionally, the team has designed individualized learning plans for students who are significantly impacted and are having a difficult time engaging in the current distance learning model. These individualized learning plans integrated modified learning activities and increased access to special education providers. Finally, the special education team has worked closely alongside our general education teachers to support the rollout and implementation of our new learning management system. We continue to monitor students' progress to determine whether student services need to be adjusted and to ensure students are receiving the educational benefits.

Lighthouse Community Public Schools has created a system for capturing information shared by students and/or families with regard to housing insecurity/homelessness. Having this data at both the school and organizational level allows us to plan individual and collective actions to address needs related to homelessness. The team has prioritized the distribution of hotspots to our homeless youth while carefully tracking students' attendance and participation. If students are experiencing high levels of absence, a representative from the school is meeting with families and students to connect them to additional resources and devise an individualized plan to increase attendance and school engagement. The team is engaging in similar processes to support our pupils in foster care.

Pupils with unique needs are also being prioritized as we design a plan for return to in-person learning. We want to ensure that our most vulnerable students have access to the supports and services they require to make progress within their educational program.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	101,160	N
We are providing office hours staffed by our technology team, to support the ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	90,929	Y
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	13,500	N
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with the implementation of distance learning practices.	153,218	N
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	10,800	N
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	25,169	N
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	110,026	Y
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	110,519	N
We are adding ELD support services to ensure the fidelity of ELD instruction while in a distance learning environment.	75,276	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Lighthouse Community Public Schools will provide student assessments — both summative and formative assessments — in distance learning as well as in-person learning. These assessments are built into our math and ELA curriculum.

Formally, we have planned for 2 administrations of the NWEA MAP assessments — one in the fall and one in the spring. For the fall administration, we are planning for a remote administration of NWEA Map Reading and Math to identify percentiles and RIT scores for individual students. This data will be used to group students and identify specific needs and interventions for those who are behind or did not show growth.

Lighthouse Community Public Schools also plans to give 4 interim assessments in English Language Arts and Math to determine student mastery of standards throughout the year. These assessments are published by ANET and will be given every 9 weeks in grades 2 through 11.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

It became evident that the 2020-2021 school year would require us to be flexible, we elevated the voices from our community and adjusted our grading periods for the upcoming school year. A school-wide academic calendar was developed based on family feedback, particularly from our parents of English language learners and students with unique needs. There were a few key design principles that led to this latest calendar:

- We heard feedback from parents and teachers that students began to “hit a wall” around Week 5 and 6 of Distance Learning this spring

- We heard the desire for shorter planning and feedback cycles from teachers and leaders

- We wanted to build infrastructure that would enable us to make quick and safely make adjustments throughout the school year without disrupting the flow of the academic school year.

Clearly laid out in this calendar, Lighthouse Community Public Schools has weekly data protocols and department meetings after school, Wednesday professional development and planning time aligned with asynchronous student learning, and professional development days after every 6 week grading period to assess our strategies and implement new ones to best meet the needs of learners struggling with distance learning, as well as assessing our instructional practices for ELL and special education students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Lighthouse Community Public Schools will communicate the formal progress of in-class assessments using the Altitude Learning Management System to students and their families. Progress relative to Special Education and ELL Programming will be communicated to students and families as part of our practices aligned to state guidelines.

Data from our MAP and ANET assessments will be reported to our parents and family stakeholders, as well as to our Board of Directors on a bi-monthly basis, along with an action plan to address any gaps in standard mastery or any interventions for specific students. Our Organization’s dashboard has specific data presentation with analysis by student group and trends by grade level bands aligned to our “Objectives and Key Results”.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are purchasing and distributing additional copies of Curriculum for student use in a home setting.	12,600	N

We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	169,636	Y
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	32,400	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Lighthouse Community Public Schools has a team composed of full-time mental health clinicians, along with mental health clinical interns or psychology trainees, that monitor and support the mental health and social-emotional well-being of all pupils.

Key Actions to Address Trauma and other impacts of COVID-19 on the school community:

- The counseling team works alongside administrators/teachers to develop crew lessons focused on stress management, suicide awareness, etc. These lessons are intended to supplement the tier 1 instruction that students receive in Crew. Crew is held daily and is a space for students to connect, engage with their peers, and build core social-emotional skills.
- In order to identify students in need of additional mental health supports, we will conduct a school-wide universal screener. This screener will be utilized to determine which students may benefit from individual and/or group counseling to build skills that support them in accessing their learning. Individual and/or group counseling will also provide a space to address trauma or other impacts of COVID-19.
- Students participating in counseling will have a comprehensive plan that includes individualized goals that are monitored regularly. Students' supports and services will be adjusted based on their progress on their individualized goals.
- The team is planning opportunities for family workshops to support families in navigating the new impact of COVID-19 and support their learners.
- Additionally, our family liaisons remain in regular contact with families in order to determine their need for additional resources and support as a result of the impact of COVID-19.

- The team is planning professional development opportunities for teachers to deepen their understanding of the impact of trauma on learning and build skills to address our students experiencing trauma.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Our students have a commonly held understanding that engagement includes presence, focus, and cognitive engagement in academic discourse and collaborative learning. Attendance is the first indicator of engagement and we have averaged 96% historically. Students who drop below 90% ADA receive outreach calls, texts, and emails from their crew leader, which is the caring adult who ensures that students are matched to resources for any need disrupting learning including a wide range of supports from technology challenges to significant socio-emotional needs. These students also have the opportunity to attend Wednesday Intervention Night Session to receive and have explained the missed learning, in this way we inextricably connect attendance to learning. Technology and access issues have been resolved through pick up and limited drop off services. Students with continued absences will have multi-generational family outreach to shift from student-dependent communication to adult communication. These students will attend an additional period to complete and submit late or revised work with feedback from one teacher from each content team. If the student does not engage in any of the supports, the Dean of Students will schedule a socially distant, home visit adhering to Public Health Department guidance for use of PPE and maintaining more than 6 feet distance between resident and guest. The plan has resulted in maintaining a 96% attendance rate during distance learning. We have a wide range of teammates in varying roles who are proficient in written and verbal communication in Spanish, in addition to a dedicated team of translators who ensure that all parent communication, written or spoken is translated.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Lighthouse Community Public Schools continues to ensure that our student community has access to healthy and NSLP compliant meals during our distance and in-person learning school year. During remote learning, LCPS, in partnership with Lunch Master, is offering meals to all families on a weekly basis. All families have access to pick up a boxed meal through a drive-through process that is comprised of 5 breakfasts, 5 lunches, and 5 snacks. LCPS makes these meals available to all enrolled students regardless of their meal eligibility status. Breakfast, lunch, and snack will continue to be offered for drive-through pick up and also delivered to students when we resume any type of in-person learning on campus. Our meal program team members strive to ensure that all families in need are receiving the right resources and have been making personalized outreach efforts to notify families that we have meal distribution available.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health & SEL	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	11,291	N
Mental Health & SEL	We are providing counseling through virtual touchpoints during distance learning.	50,122	N
Engagement and Outreach	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	15,480	N
School Nutrition	We are shifting our staffing needs during Distance Learning to accommodate meal pick-up by families, rather than distribution during a normal school day.	18,852	N

<p>Engagement and Outreach</p>	<p>We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.</p>	<p>378,594</p>	<p>Y</p>
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29%	1,125,356

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Lighthouse Community Public Schools has focused on tracking and disaggregating attendance and engagement data for our foster youth and low-income students. Based on this data, staff is providing targeted follow-up and interventions for our students who are trending toward chronic absenteeism. Interventions that the team has provided include access to a hotspot, support from the tech team in order for families to navigate the new tech platforms or additional support and services from our instructional aides. Additionally, when we are able to provide in-person instruction, the team will prioritize foster youth and low-income students experiencing significant disruptions in their education, per attendance and engagement data, for an early return to campus for targeted interventions and instruction.

Lighthouse Community Public Schools has also identified resources to improve student achievement for English Language Learners. There are plans to use the funding to collaborate with a nationally-recognized professional development partner in improving our integrated and designated English Language Development programs.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Lighthouse Community Public Schools assigned additional personnel whose on-site program roles were impacted (specifically our after school program instructors) to work with small groups of students - specifically English Learners and low-income students throughout the school day. Additionally, all schools have a partnership with Seneca Family of Services, that allows for additional or increased support for students for counseling and socio-emotional support.

California Department of Education, July 2020

Learning Continuity and Attendance Plan_Lodestar (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodestar: A Lighthouse Community Public School	Richard Harrison, CEO	superintendent@lighthousecharter.org

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of COVID 19 on Lighthouse Community Public Schools has been significant. The virus has been more deadly in the East Oakland zip codes where Lighthouse and Lodestar are located than any other zip code in the Bay Area. The other story though, is how the community came together to take care of our most precious resource, our students.

After closing our physical campuses on March 13, principals and teachers immediately got to work to make sure we are in regular communication with our students and that they had the essentials they need for learning from home. Within a week, donations started arriving from foundations and individuals who gave because, as one program officer said, “We know that you know how to best help your families who need it most.” Our incredible community raised over \$134,000 for families' immediate needs.

Because of our partners, we provided food, technology access, and direct financial support to 400 families to cover bills due to lost wages. To highlight one example of the need for this fund, we gave away up to 1,000 meal boxes to any family in need each week *continuously* beginning March 16 — though those numbers dropped when other local schools reopened for the school year and students who attend other schools were able to receive meals at their school. Each box contains 5 lunches, 5 breakfasts, and 5 snacks for each child in a family. We also doubled down our commitment to LCPS staff — none lost wages or jobs this spring. Lighthouse Community Public Schools is committed to partnering alongside Oakland Unified School District, Alameda County Office of Education, and the Alameda County Office of Public Health to ensure the safety of our students, staff, and community.

Over the summer, principals and teachers planned and prepared for a re-opening unlike any other. On August 10, 1,400 students began a new school year through distance learning. Our strong community response for students and families shows how we can come together and will continue to do so until traditional, in-person school can safely resume.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Starting in Spring 2020, we collected feedback from families on our distance learning implementation. This feedback came from live Town Halls, survey data, and 1:1 conversations. In total, we collected feedback on distance learning from over 75% of families. Themes elevated as growth areas from these engagements were (1) a desire for more synchronous learning time and (2) a desire for more frequent feedback on student progress. Themes elevated as strengths from these engagements were (1) families appreciating the weekly 1:1 touchpoint they had with their child's teacher and (2) a deep appreciation for the variety of ways that the school supported families with basic needs (including providing chromebooks, hotspots, tech support, meal packs, and direct financial support for families).

We used this data to shape the design of our 2020-2021 Distance Learning implementation. Drafts of this plan were shared with families over the month of July, again with opportunity for family comment and small focus groups. In addition, when distance learning schedules were sent out two weeks prior to the start of school, all families had the opportunity to give input on the ideal timing of their student's synchronous/asynchronous time (allowing families to build learning schedules around their work and childcare schedules).

During the first week of school, all teachers scheduled conferences with students and families to build connections and learn about students' learning needs. Currently 95% of students have completed a conference; administrators are in touch with the remaining 5% of families to ensure that 100% of students have a completed conference.

Families will have opportunities to give feedback on Distance Learning implementation at a series of monthly town halls (beginning on Monday, August 24, two weeks into distance learning). In addition, our Family Leadership Group (SSC) meets biweekly and will continue to plan to (1) collect family voices around Distance Learning and (2) ensure that families have continued oversight and offer guidance on key metrics associated with our 2020-2021 Distance Learning implementation, including student attendance, engagement, and academic outcomes. In addition, this is a charter renewal year for Lodestar, so there are many additional opportunities for families to contribute voice and guidance around identified areas of work, including a focus on racial justice, the performance of our Emerging Bilingual students, and our fidelity to standards-aligned Math and ELA instruction.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Lighthouse Community Public Schools collects regular input and feedback leveraging our Family Engagement Coordinators, family advisory meetings, and through surveys. This feedback led to the formation of LCPS's Learning Continuity and Attendance Plan. Additionally, all public meetings, public hearings, parent town halls, and board meetings are open to the public and regularly posts agendas and minutes on the organization's website (lighthousecharter.org/about/accountability/).

[A summary of the feedback provided by specific stakeholder groups.]

Many parents advocated for a consistent daily schedule during distance learning, increased synchronous learning time to ensure learning, and support with accessing online learning. Parents advocated for all teachers to communicate clearly about learning expectations, and to deliver rigorous instruction during synchronous learning. Students indicated that asynchronous learning needed to be coupled with synchronous learning to meet their academic needs. In the Fall Schedule these shifts are reflected in the structure of our current schedule, resulting in student attendance at about 96% with targeted efforts to connect with and engage our most vulnerable students represented by that 4%.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the stakeholder feedback, LCPS Principals, Assistant Principals, and the CAO/Academic Team developed the distance learning school reopening plan. The plan was rooted in the organizational definition of equity (each student receiving what they need to develop into

lifelong changemakers who realize their unique vision), and EL's three dimensions of achievement (Mastery of Knowledge and Skills, Character, and High Quality Student Work)

LCPS aligned on 4 key conclusions from stakeholder feedback, that was reflected by our internal surveys as well as a survey given to families in the Oakland Community through GO Public Schools. :

#1 More Instructional Time — LCPS schools will exceed the minimum requirements set by the state. Love and community are two of our core values and our stakeholders want to have the opportunity to rebuild our community, restore connections with our students and families, and leverage our resources to address the needs of our community. Additionally, teachers want to ensure all students are making progress toward learning grade level standards in our aligned scope and sequence, and have cycles of teacher coaching observations (in Zoom) so that our instructional leaders can observe and provide feedback.

#2 Small Group Instruction and One on One Check Ins for every child, and more for students who are most behind — LCPS principals will design Distance Learning in a manner that actively addresses small group instruction, intervention, and meeting the needs of our most vulnerable (Students with Individual Education Plans (IEPs), emerging bi-lingual students (ELD), students experiencing homelessness, and students who struggled with Distance Learning last spring). Additionally, we want to support our teachers with tools to better support students in their distance learning, data collection, and communication tools with their families.

#3 Formative Assessments to measure and communicate student progress — During the spring, LCPS did not have a uniform way through which assessments were given to measure the effectiveness of distance learning. Hence, our teams planned for the following:

- Interim Assessments: In partnership with our school principals and assistant principals, LCPS will be launching Interim Assessments in ELA and Math across our family of schools for students in grades 2 through 11. These assessments are aligned to our core curriculum

and will be used to measure the effectiveness of student learning during distance / hybrid / in-person learning throughout the school year.

- National Norm-Referenced Assessments: Additionally, we are considering remote administrations as well as running testing sites at our schools for NWEA MAP

#4 Feedback on Student Work — Every LCPS student must receive feedback on their work every week to accelerate student learning and help parents support them. To that end, LCPS Principals will norm on the following:

- Grading Policies: LCPS Principals norm grading policies so that feedback to students are clear and progress is monitored, along with weekly data roll up.
- Normed Architecture and Student Experiences of Altitude Learning Management System and other Instructional Technology Tools: LCPS Principals launched a new learning management system to assist organizing student virtual learning experiences. .
- Weekly Newsletter: Each LCPS Principal and our Family Liaisons actively communicate with their families through a weekly newsletter, so that expectations around student work in each class, where to go for resources, and key dates and updates are clear for all stakeholders.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

For the 2020-2021 school year, Lighthouse Community Public Schools implemented a new enhanced learning management system, Altitude, which allows a one-stop platform to house student facing units, lessons, and virtual work spaces where teachers can leverage rubrics, give individual student feedback, and grades. In addition, we scheduled additional synchronous learning time across all grades (beyond state minimums) to insure that teacher instruction alongside our use of Altitude leveraged student learning and demonstration of mastery of grade level standards.

When it is safe for small groups of students or cohorts to return to campus, Lighthouse Community Public Schools is committed to returning to a cohort-based in-person instructional model with the implementation of strict health and safety guidelines. These guidelines include: smaller cohorts of students, social distancing measures, personal protective equipment, the redesign of classroom spaces, and enhanced cleaning and sanitation measures per the recommendation of the Alameda County Department of Public Health.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are prioritizing a return to safe, in-person instructional when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	41,205	N
We are creating sufficiently separated spaces to support smaller learning groups for our hybrid learning scenarios.	65,339	Y
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	47,330	Y

We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	194,666	Y
We provide providing in-class teacher residents to support the quality of instruction and to provide additional support for student learning.	66,215	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Lighthouse Community Public schools is providing continuity of instruction throughout this school year by ensuring that all students have devices and connectivity, instructional supplies, curriculum materials, a predictable schedule of live instruction, asynchronous independent work through an organized learning management system, and teachers who are equipped with the materials and skills necessary to ensure a high-quality learning experience. Prior to the launch of the school year, additional supplies and curriculum materials were ordered and inventoried to ensure core curriculum is able to be embedded and that students who need physical texts (as opposed to eBook options) could check those out, including students with IEPs. New teachers received a full week of orientation and training prior to all staff returning to work, and all teachers engaged in a week of professional learning centered on building connected and rigorous distance learning environments. All teachers were trained on their core curriculum if they had not been already.

Parents attended orientation nights where they were given information on student schedules, access, and options as well as contacts for support. Students and families have received regular communication on materials distribution that has included packages of instructional supplies, work packets, workbooks, and required textbooks. Weekly schedules were developed to ensure that students receive daily live instruction and also have time for on-grade level independent work.

All lessons across subjects and grade levels are organized through the Altitude Learning LMS, in which all teachers received training and continual support in developing. This LMS allows teachers to organize bundles of content and instructions in a user-friendly interface for live and asynchronous learning. Within the platform, teachers can also embed questions to check for understanding, collect photos of student work completed on paper, share work in a class gallery, stream work to parents, and empower students to set goals and engage in the process of collecting evidence of learning as well, in alignment with our systems of student engaged assessment.

All courses continue to include on-grade level instruction, standards, and curriculum, with identified priority standards for ELA and Math when addressing unfinished learning. To adapt to the needs of distance learning, LCPS has invested significant resources to ensure that every

student has the materials required for continual use of high-quality adopted curriculum, from math manipulatives to ebooks to additional copies of textbooks and student resources. Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

LCPS has provided every student with a school issued Chromebook. LCPS has also provided any student that does not have reliable internet access at their place of residence with a hotspot. Tech support via phone, email and weekly drop in hours is also being provided to all students and their parents. Tech support is available in English and Spanish Monday through Friday from 8:00 to 4:00 PM, with occasional weekend hours during peak times.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Lodestar K-9 is taking period attendance across all grades, allowing us to ensure that we know if students are present across each of their synchronous blocks.

All student work is being assigned through our Learning Management System (LMS), Altitude Learning. This allows us to track the completion of work assigned for synchronous and asynchronous completion. Teachers review submitted work and give standards-based feedback on a proficiency continuum (Beginning, Approaching, Meeting, and Exceeding). This feedback also lives in the Altitude Gradebook, giving students and families insight into what students know and are still learning. As discussed above, families wanted more frequent insight into how students are progressing in learning during distance learning, which we have formalized by breaking each semester into three six-week grading cycles.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

LCPS has offered all staff a laptop for use at home, a google voice number and a cell phone stipend. Hotspots are also available to staff members that experience a temporary internet issue at home. All core teachers have been offered an extra monitor and a doc camera to use at home.

All LCPS teachers have received and will continue to receive professional development and support to help them use a variety of software applications for distance learning. This includes but is not limited to: Altitude Learning Management System, Securly teachers tools, Google translation, Read Write, E-books, Audiobooks, Zearn, Dreambox, Clever, Khan Academy, various online assessments, G-Suite, and several other grade specific software apps. Upcoming PD for teachers will include digital citizenship and online student safety and wellbeing.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Staff roles and responsibilities have many things in common with pre-COVID-19 operation.

Crew Leadership. All teaching staff are Crew Leaders, which means that they serve as advisor and primary contact for families. In addition to running their daily advisory, Crew Leaders make regular contact with families (both predictably and in response to family concerns or needs).

Content Teaching. Our core teachers each teach multiple sections of a course (exs. Grade 2 Foundational Skills; Grade 8 Math). They are responsible for daily synchronous instruction as well as assigning and grading work that students complete asynchronously. Teachers build their instruction off of our adopted curricula in alignment with common pacing and assessment calendars.

Participation in continued adult learning. Staff members participate in ongoing professional development and collaboration in configurations including professional learning communities, grade level meetings, and department meetings.

Participation in ongoing observation and feedback structures. Administrators observe and give feedback to all staff members. Each staff member has a biweekly check in with their manager which serves as a continuous, predictable container for feedback. In addition, staff members participate in coaching cycles to develop targeted instructional skills.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Lighthouse Community Public Schools continues to provide the full continuum of special education services during distance learning, including specialized academic instruction, behavior intervention services, counseling, occupational therapy, speech and language therapy, amongst other related services. Additionally, we provide integrated and designated English Language Development programming to our English Language Learners and newcomers. The team has partnered with families to support students with the transition to virtual services, including helping families build routines and reinforce academic behaviors in the home setting. The team has also continued to pilot tools for supporting accessibility within the learning management system, including text to speech, speech to text, word prediction, on-demand dictionaries, etc. Additionally, the team has designed individualized learning plans for students that are significantly impacted and are having a difficult time engaging in the current distance learning model. These individualized learning plans integrated modified learning activities and increased access to special education providers. Finally, the special education team has worked closely alongside our general education teachers to support the rollout and implementation of our new learning management system. We continue to monitor students' progress to determine whether student services need to be adjusted and to ensure students are receiving the educational benefits.

Lighthouse Community Public Schools has created a system for capturing information shared by students and/or families with regard to housing insecurity/homelessness. Having this data at both the school and organizational level allows us to plan individual and collective actions to address needs related to homelessness. The team has prioritized the distribution of hotspots to our homeless youth while carefully tracking students' attendance and participation. If students are experiencing high levels of absence, a representative from the

school is meeting with families and students to connect them to additional resources and devise an individualized plan to increase attendance and school engagement. The team is engaging in similar processes to support our pupils in foster care.

Pupils with unique needs are also being prioritized as we design a plan for return to in-person learning. We want to ensure that our most vulnerable students have access to supports and services they require to make progress within their educational program.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	115,210	N
We are providing office hours staffed by our technology team, to support ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	103,558	Y
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	15,375	N
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with implementation of distance learning practices.	174,498	N
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	12,300	N
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	28,665	N
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	125,307	Y

We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	125,869	N
We are adding ELD support services to ensure fidelity of ELD instruction while in a distance learning environment.	85,731	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Lighthouse Community Public Schools will provide student assessments — both summative and formative assessments — in distance learning as well as in person learning. These assessments are built into our math and ELA curriculum.

Formally, we have planned for 2 administrations of the NWEA MAP assessments — one in the fall and one in the spring. For the fall administration, we are planning for a remote administration of NWEA Map Reading and Math to identify percentiles and RIT scores for individual students. This data will be used to group students and identify specific needs and interventions for those who are behind or did not show growth.

Lighthouse Community Public Schools also plans to give 4 interim assessments in English Language Arts and Math to determine student mastery of standards throughout the year. These assessments are published by ANET and will be given every 9 weeks in grades 2 through 11.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Lighthouse Community Public Schools will provide student assessments in distance learning as well as in person learning. When it became evident that the 2020-2021 school year would require us to be flexible, we elevated the voices from our community and adjusted our grading periods for the upcoming school year. A school wide academic calendar was developed based on family feedback, particularly from our parents of English language learners and students with unique needs. There were a few key design principles that led to this latest calendar:

- We heard feedback from parents and teachers that students began to “hit a wall” around Week 5 and 6 of Distance Learning this spring

- We heard the desire for shorter planning and feedback cycles from teachers and leaders

- We wanted to build infrastructure that would enable us to make quickly and safely make adjustments throughout the school year without disrupting the flow of the academic school year.

In its calendar, Lighthouse Community Public Schools has weekly data protocols and department meetings after school, Wednesday professional development and planning time aligned with asynchronous student learning, and professional development days after every 6 week grading period to assess our strategies and implement new ones to best meet the needs of learners struggling with distance learning, as well as assessing our instructional practices for ELL and special education students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Lighthouse Community Public Schools will communicate formal progress of in-class assessments using the Altitude Learning Management System to students and their families. Progress relative to Special Education and ELL Programming will be communicated to students and families as part of our practices aligned to state guidelines.

Data from our MAP and ANET assessments will be reported to our parents and family stakeholders, as well as to our Board of Directors on a bi-monthly basis, along with an action plan to address any gaps in standard mastery or any interventions for specific students. Our Organization's dashboard has specific data presentation with analysis by student group and trends by grade level bands aligned to our "Objectives and Key Results".

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are purchasing and distributing additional copies of the curriculum for student use in a home setting.	14,350	N
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	193,196	Y
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	36,900	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Lighthouse Community Public Schools has a team composed of full-time mental health clinicians, along with mental health clinical interns or psychology trainees, that monitor and support the mental health and social-emotional well-being of all pupils.

Key Actions to Address Trauma and other impacts of COVID-19 on the school community:

- The counseling team works alongside administrators/teachers to develop crew lessons focused on stress management, suicide awareness, etc. These lessons are intended to supplement the tier 1 instruction that students receive in crew. Crew is held daily and is a space for students to connect, engage with their peers, and build core social-emotional skills.
- In order to identify students in need of additional mental health supports, we will conduct a school-wide universal screener. This screener will be utilized to determine which students may benefit from individual and/or group counseling to build skills that support them in accessing their learning. Individual and/or group counseling will also provide a space to address trauma or other impacts of COVID-19.
- Students participating in counseling will have a comprehensive plan that includes individualized goals that are monitored regularly. Students' supports and services will be adjusted based on their progress on their individualized goals.
- The team is planning opportunities for family workshops to support families in navigating the new impact of COVID-19 and support their learners.
- Additionally, our family liaisons remain in regular contact with families in order to determine their need for additional resources and support as a result of the impact of COVID-19..
- The team is planning professional development opportunities for teachers to deepen their understanding of the impact of trauma on learning and build skills to address our students experiencing trauma.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

As of two weeks into the 2020-2021 school year, we have had contact with 100% of our students and families.

Our general tiered approach to engaging students who are absent is listed here:

Attendance: daily - weekly - monthly cadence (overview)

Daily	<p>Execute daily protocol:</p> <ul style="list-style-type: none"> • Issue tardy slips and request late information from students/parents (<i>Front Desk + Designated Admin Support</i>) • Enter absence/tardy information into Aeries (<i>Front Desk</i>) • Personal call to all families with unexcused absences and tracking reasons in the daily call tracker (<i>Front Desk</i>) • Daily automated call out to families with absent students that reinforces the importance of attendance (<i>Front Desk</i>) • Daily attendance email goes out to Principals, APs, and Deans for Review (<i>Automated by Student Data Analyst</i>)
Weekly	<ul style="list-style-type: none"> • Review attendance trends (<i>CAO, Principals, APs</i>) • Review attendance data at admin meetings (<i>Principals, APs, Front Desk</i>) • Print and mail newest truancy letters (<i>Front Desk</i>) • Schedule truancy meetings (<i>Front Desk</i>)
Monthly	<ul style="list-style-type: none"> • Review larger attendance and truancy trends (<i>CAO, Principals, APs</i>) • Run monthly attendance reporting and submit to OUSD (<i>Director of Operations</i>) • Audit attendance records (<i>Director of Operations</i>) • Print and sign weekly rosters to collect teacher signatures (<i>Operations Associate</i>)
Quarterly	<ul style="list-style-type: none"> • Attendance reviewed at SLCs (<i>Teachers, Director of Data & Assessment provides data</i>) • Attendance "Nudge" letters sent out (<i>Director of Data & Assessment</i>) • Quarterly attendance process assessments (<i>CAO, Director of Operations, Principals, APs, Front Desk</i>)
Ongoing	<ul style="list-style-type: none"> • Consistent communication with families about attendance: visuals, regular mailings (<i>Principals, APs, Family liaisons</i>) • MTSS Team meetings to identify student for interventions, plan interventions and follow attendance progress (<i>MTSS Team, lead by APs</i>) • Follow through on supplemental and intensive support plans identified in MTSS meetings (<i>MTSS Team, Teachers</i>) • Lead truancy meetings (<i>Principals and APs</i>)

However, we recognize that many barriers to participating in distance learning are related to technology and family work schedules. Our Deans are responsible for the outreach and connection with vulnerable students and families, and responses to patterns of disengagement have included:

- Delivering a new Chromebook, charger, or hotspot to a student
- Supporting families in developing a workable daily schedule for their student
- Writing a work completion contract or incentive plan for a student

In situations where there are more complex factors that result in disengagement from learning, our Deans, Principals, and other specialists participate in “Coordination of Services Team” meetings where more customized interventions are designed in partnership with students and families. Our admin team has leveraged socially distanced house visits to ensure that 100% of Lodestar families have the resources they need to be successful in distance learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Lighthouse Community Public Schools continues to ensure that our student community has access to healthy and NSLP compliant meals during our distance and in person learning school year. During remote learning, LCPS, in partnership with Lunch Master, is offering meals to all families on a weekly basis. All families have access to pick up a boxed meal through a drive through process that is comprised of 5 breakfasts, 5 lunches, and 5 snacks. LCPS makes these meals available to all enrolled students regardless of their meal eligibility status. Breakfast, lunch and snack will continue to be offered for drive through pick up and also delivered to students when we resume any type of in person learning on campus. Our meal program team members strive to ensure that all families in need are receiving the right resources and have been making personalized outreach efforts to notify families that we have meal distribution available.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	12,860	N
We are providing counseling through virtual touch points during distance learning.	57,084	N
We provide additional translation supports to ensure that students & families have access to materials and information from the school.	17,630	N

<p>We are shifting our staffing needs during Distance Learning to accommodate for meal pick-up by families, rather than distribution during a normal school day.</p>	<p>21,471</p>	<p>N</p>
<p>We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.</p>	<p>431,177</p>	<p>Y</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	1,329,455

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Lighthouse Community Public Schools has focused on tracking and disaggregating attendance and engagement data for our foster youth and low-income students. Based on this data, staff are providing targeted follow-up and interventions for our students who are trending toward chronic absenteeism. Interventions that the team has provided include access to a hotspot, support from the tech team in order for families to navigate the new tech platforms, or additional support and services from our instructional aides. Additionally, when we are able to provide in-person instruction, the team will prioritize foster youth and low-income students experiencing significant disruptions in their education, per attendance and engagement data, for early return to campus for targeted interventions and instruction.

Lighthouse Community Public Schools has also identified resources to improve student achievement for English Language Learners. There are plans to use funding to collaborate with a nationally-recognized professional development partner in improving our integrated and designated English Language Development programs.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Lighthouse Community Public Schools assigned additional personnel whose on-site program roles were impacted (specifically our after school program instructors) to work with small groups of students - specifically English Learners and low-income students throughout the school day. Additionally, all schools have a partnership with Seneca Family of Services, that allows for additional or increased support for students for counseling and socio-emotional support.

California Department of Education, July 2020

Learning Continuity and Attendance Plan_LCCH (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter High	Richard Harrison, CEO	superintendent@lighthousecharter.org

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of COVID 19 on Lighthouse Community Public Schools has been significant. The virus has been more deadly in the East Oakland zip codes where Lighthouse and Lodestar are located than any other zip code in the Bay Area. The other story though, is how the community came together to take care of our most precious resource, our students.

After closing our physical campuses on March 13, principals and teachers immediately got to work to make sure we are in regular communication with our students and that they had the essentials they need for learning from home. Within a week, donations started arriving from foundations and individuals who gave because, as one program officer said, “We know that you know how to best help your families who need it most.” Our incredible community raised over \$134,000 for families' immediate needs.

Because of our partners, we provided food, technology access, and direct financial support to 400 families to cover bills due to lost wages. To highlight one example of the need for this fund, we gave away up to 1,000 meal boxes to any family in need each week *continuously* beginning March 16 — though those numbers dropped when other local schools reopened for the school year and students who attend other schools were able to receive meals at their school. Each box contains 5 lunches, 5 breakfasts, and 5 snacks for each child in a family. We also doubled down our commitment to LCPS staff — none lost wages or jobs this spring. Lighthouse Community Public Schools is committed to partnering alongside Oakland Unified School District, Alameda County Office of Education and the Alameda County Office of Public Health to ensure the safety of our students, staff, and community.

Over the summer, principals and teachers planned and prepared for a re-opening unlike any other. On August 10, 1,400 students began a new school year through distance learning. Our strong community response for students and families shows how we can come together and will continue to do so until traditional, in-person school can safely resume.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Lighthouse Community Charter School surveyed parents during the spring of 2020 to garner their feedback and input about families' needs for distance learning. Prior to the start of the 2020-2021 academic school year, parents were invited to parent meetings to discuss the distance learning plan for the upcoming school year. Moreover, every parent received a one-on-one conference with their student's advisory teacher during the first 10 days of the school year to gather their input and to ensure that their student's needs were being met.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Lighthouse Community Public Schools collects regular input and feedback leveraging our Family Engagement Coordinators, family advisory meetings, and surveys. This feedback led to the formation of LCPS's Learning Continuity and Attendance Plan. Additionally, all public meetings, public hearings, parent town halls, and board meetings are open to the public and regularly post agendas and minutes on the organization's website (lighthousecharter.org/about/accountability/).

[A summary of the feedback provided by specific stakeholder groups.]

During the spring of 2020 families shared that they wanted their students to receive more "face to face" instruction from their teachers and less asynchronous learning. Families also shared that they wanted to have more communication from their child's specific teachers to learn about the upcoming learning and to know more about their student's academic progress.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the stakeholder feedback, LCPS Principals, Assistant Principals, and the CAO/Academic Team developed the distance learning school reopening plan. The plan was rooted in the organizational definition of equity (each student receiving what they need to develop into lifelong changemakers who realize their unique vision), and EL's three dimensions of achievement (Mastery of Knowledge and Skills, Character, and High-Quality Student Work)

LCPS aligned on 4 key conclusions from stakeholder feedback, which was reflected by our internal surveys as well as a survey given to families in the Oakland Community through GO Public Schools. :

#1 More Instructional Time — LCPS schools will exceed the minimum requirements set by the state. Love and community are two of our core values and our stakeholders want to have the opportunity to rebuild our community, restore connections with our students and families, and leverage our resources to address the needs of our community. Additionally, teachers want to ensure all students are making progress toward learning grade-level standards in our aligned scope and sequence, and have cycles of teacher coaching observations (in Zoom) so that our instructional leaders can observe and provide feedback.

#2 Small Group Instruction and One-on-One Check-Ins for every child, and more for students who are most behind — LCPS principals will design Distance Learning in a manner that actively addresses small group instruction, intervention, and meeting the needs of our most vulnerable (Students with Individual Education Plans (IEPs), emerging bilingual students (ELD), students experiencing homelessness, and students who struggled with Distance Learning last spring). Additionally, we want to support our teachers with tools to better support students in their distance learning, data collection, and communication tools with their families.

#3 Formative Assessments to measure and communicate student progress — During the spring, LCPS did not have a uniform way through which assessments were given to measure the effectiveness of distance learning. Hence, our teams planned for the following:

- Interim Assessments: In partnership with our school principals and assistant principals, LCPS will be launching Interim Assessments in ELA and Math across our family of schools for students in grades 2 through 11. These assessments are aligned to our core curriculum

and will be used to measure the effectiveness of student learning during distance/hybrid / in-person learning throughout the school year.

- National Norm-Referenced Assessments: Additionally, we are considering remote administrations as well as running testing sites at our schools for NWEA MAP.

#4 Feedback on Student Work — Every LCPS student must receive feedback on their work every week to accelerate student learning and help parents support them. To that end, LCPS Principals will norm on the following:

- Grading Policies: LCPS Principals norm grading policies so that feedback to students is clear and progress is monitored, along with weekly data roll-up.
- Normed Architecture and Student Experiences of Altitude Learning Management System and other Instructional Technology Tools: LCPS Principals launched a new learning management system to assist in organizing student virtual learning experiences.
- Weekly Newsletter: Each LCPS Principal and our Family Liaisons actively communicate with their families through a weekly newsletter, so that expectations around student work in each class, where to go for resources, and key dates and updates are clear for all stakeholders.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

For the 2020-2021 school year, Lighthouse Community Public Schools implemented a new, enhanced learning management system, Altitude, which allows a one-stop platform to house student-facing units, lessons, and virtual workspaces where teachers can leverage rubrics, give individual student feedback, and grades. In addition, we scheduled additional synchronous learning time across all grades (beyond state minimums) to insure that teacher instruction alongside our use of Altitude leveraged student learning and demonstration of mastery of grade-level standards.

When it is safe for small groups of students or cohorts to return to campus, Lighthouse Community Public Schools is committed to returning to a cohort-based in-person instructional model with the implementation of strict health and safety guidelines. These guidelines include smaller cohorts of students, social distancing measures, personal protective equipment, the redesign of classroom spaces, and enhanced cleaning and sanitation measures per the recommendation of the Alameda County Department of Public Health.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are prioritizing a return to safe, in-person instructional when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	23,115	N
We are creating sufficiently separate spaces to support smaller learning groups for our hybrid learning scenarios.	36,653	Y
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	26,551	Y

We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	109,203	Y
We provide providing in-class teacher residents to support the quality of instruction and to provide additional supports for student learning.	37,145	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Lighthouse Community Public schools is providing continuity of instruction throughout this school year by ensuring that all students have devices and connectivity, instructional supplies, curriculum materials, a predictable schedule of live instruction, asynchronous independent work through an organized learning management system, and teachers who are equipped with the materials and skills necessary to ensure a high-quality learning experience. Prior to the launch of the school year, additional supplies and curriculum materials were ordered and inventoried to ensure core curriculum is able to be embedded and that students who need physical texts (as opposed to eBook options) could check those out, including students with IEPs. New teachers received a full week of orientation and training prior to all staff returning to work, and all teachers engaged in a week of professional learning centered on building connected and rigorous distance learning environments. All teachers were trained on their core curriculum if they had not been already.

Parents attended orientation nights where they were given information on student schedules, access, and options as well as contacts for support. Students and families have received regular communication on materials distribution that has included packages of instructional supplies, work packets, workbooks, and required textbooks. Weekly schedules were developed to ensure that students receive daily live instruction and also have time for on-grade level independent work.

All lessons across subjects and grade levels are organized through the Altitude Learning LMS, in which all teachers received training and continual support in developing. This LMS allows teachers to organize bundles of content and instructions in a user-friendly interface for live and asynchronous learning. Within the platform, teachers can also embed questions to check for understanding, collect photos of student work completed on paper, share work in a class gallery, stream work to parents, and empower students to set goals and engage in the process of collecting evidence of learning as well, in alignment with our systems of student engaged assessment.

All courses continue to include on-grade level instruction, standards, and curriculum, with identified priority standards for ELA and Math when addressing unfinished learning. To adapt to the needs of distance learning, LCPS has invested significant resources to ensure that every

student has the materials required for continual use of high-quality adopted curriculum, from math manipulatives to ebooks to additional copies of textbooks and student resources.

Every course at Lighthouse High School has a comprehensive curriculum plan to ensure that standards and concepts are adequately covered throughout the duration of this school year so as to ensure that students do not miss out on essential learnings due to Distance Learning or pivots to Hybrid Instruction.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

LCPS has provided every student with a school-issued Chromebook. LCPS has also provided any student that does not have reliable internet access at their place of residence with a hotspot. Tech support via phone, email, and weekly drop-in hours is also being provided to all students and their parents. Tech support is available in English and Spanish Monday through Friday from 8:00 to 4:00 PM, with occasional weekend hours during peak times.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

All students will participate in a daily formative assessment for all classes as well as a weekly comprehensive assessment. These assessments are designed to check for student understanding of essential concepts and to provide the teachers with real-time feedback about what students are comprehending and where misconceptions for learning exist. Lighthouse High School teachers are following a best practice approach for utilizing the entirety of 50-minute synchronous instructional periods. Additionally, students are working independently to complete 60 minutes of asynchronous learning five times a week.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

LCPS has offered all staff a laptop for use at home, a google voice number and a cell phone stipend. Hotspots are also available to staff members that experience a temporary internet issue at home. All core teachers have been offered an extra monitor and a doc camera to use at home.

All LCPS teachers have received and will continue to receive professional development and support to help them use a variety of software applications for distance learning. This includes but is not limited to: Altitude Learning Management System, Securly teachers tools, Google translation, Read Write, E-books, Audiobooks, Zearn, Dreambox, Clever, Khan Academy, various online assessments, G-Suite, and several other grade-specific software apps. Upcoming PD for teachers will include digital citizenship and online student safety and wellbeing.

All Lighthouse High School teachers were provided with 60 minutes of professional development focusing on best practices for distance learning, 8 hours of professional development focusing on utilizing our adopted learning management system, and 2 hours of professional development focusing on instructional techniques.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

During COVID-19, many of the systems and structures have been re-envisioned to include a virtual learning environment. For example, we have asked students to set up their virtual accounts with the same names entered on the registration document including screen names on virtual platforms. We have assigned enrichment teachers, who teach asynchronously to support learning in core classes and to support compliance with virtual agreements. We have assigned our supervision team and our after school staff to specific grade levels to provide academic support while teachers provide intervention support.

Our Dean of Students is leading outreach to hard-to-reach students and responds to requests for support in the virtual learning space. All teammates have clearly defined roles, observation, and coaching, goal-setting and accountability.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Lighthouse Community Public Schools continues to provide the full continuum of special education services during distance learning, including specialized academic instruction, behavior intervention services, counseling, occupational therapy, speech and language therapy, amongst other related services. Additionally, we provide integrated and designated English Language Development programming to our English Language Learners and newcomers. Lighthouse High School has continued to provide English Learner support through the daily English Language Development classes. Vulnerable students and families are a priority for the Lighthouse High School community. There is a clear process for teachers and staff members to elevate issues of financial insecurity, health needs, food insecurity, or housing insecurity. Families experiencing these challenges are matched with supports such as Lighthouse's weekly meal distribution, financial fundraising, or referral to other community agencies.

The team has partnered with families to support students with the transition to virtual services, including helping families build routines and reinforce academic behaviors in the home setting. The team has also continued to pilot tools for supporting accessibility within the learning management system, including text to speech, speech to text, word prediction, on-demand dictionaries, etc. Additionally, the team has designed individualized learning plans for students that are significantly impacted and are having a difficult time engaging in the current distance learning model. These individualized learning plans integrated modified learning activities and increased access to special education providers. Finally, the special education team has worked closely alongside our general education teachers to support the rollout

and implementation of our new learning management system. We continue to monitor students' progress to determine whether student services need to be adjusted and to ensure students are receiving the educational benefits.

Lighthouse Community Public Schools has created a system for capturing information shared by students and/or families with regard to housing insecurity/homelessness. Having this data at both the school and organizational level allows us to plan individual and collective actions to address needs related to homelessness. The team has prioritized the distribution of hotspots to our homeless youth while carefully tracking students' attendance and participation. If students are experiencing high levels of absence, a representative from the school is meeting with families and students to connect them to additional resources and devise an individualized plan to increase attendance and school engagement. The team is engaging in similar processes to support our pupils in foster care.

Pupils with unique needs are also being prioritized as we design a plan for return to in-person learning. We want to ensure that our most vulnerable students have access to the supports and services they require to make progress within their educational program.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	64,630	N
We are providing office hours staffed by our technology team, to support the ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	58,093	Y
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	8,625	N
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with the implementation of distance learning practices.	97,889	N
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	6,900	N
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	16,080	N
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	70,294	Y
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	70,609	N
We are adding ELD support services to ensure the fidelity of ELD instruction while in a distance learning environment.	48,093	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Lighthouse Community Public Schools will provide student assessments — both summative and formative assessments — in distance learning as well as in-person learning. These assessments are built into our math and ELA curriculum.

Formally, we have planned for 2 administrations of the NWEA MAP assessments — one in the fall and one in the spring. For the fall administration, we are planning for a remote administration of NWEA Map Reading and Math to identify percentiles and RIT scores for individual students. This data will be used to group students and identify specific needs and interventions for those who are behind or did not show growth.

Lighthouse Community Public Schools also plans to give 4 interim assessments in English Language Arts and Math to determine student mastery of standards throughout the year. These assessments are published by ANET and will be given every 9 weeks in grades 2 through 11.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Lighthouse Community Public Schools will provide student assessments in distance learning as well as in-person learning. When it became evident that the 2020-2021 school year would require us to be flexible, we elevated the voices from our community and adjusted our grading periods for the upcoming school year. A school-wide academic calendar was developed based on family feedback, particularly from our parents of English language learners and students with unique needs. There were a few key design principles that led to this latest calendar:

- We heard feedback from parents and teachers that students began to “hit a wall” around Week 5 and 6 of Distance Learning this spring

- We heard the desire for shorter planning and feedback cycles from teachers and leaders

- We wanted to build infrastructure that would enable us to make quick and safe adjustments throughout the school year without disrupting the flow of the academic school year.

In its calendar, Lighthouse Community Public Schools has weekly data protocols and department meetings after school, Wednesday professional development, and planning time aligned with asynchronous student learning, and professional development days after every 6 week grading period to assess our strategies and implement new ones to best meet the needs of learners struggling with distance learning, as well as assessing our instructional practices for ELL and special education students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Lighthouse Community Public Schools will communicate the formal progress of in-class assessments using the Altitude Learning Management System to students and their families. Progress relative to Special Education and ELL Programming will be communicated to students and families as part of our practices aligned to state guidelines.

Data from our MAP and ANET assessments will be reported to our parents and family stakeholders, as well as to our Board of Directors on a bi-monthly basis, along with an action plan to address any gaps in standard mastery or any interventions for specific students. Our Organization’s dashboard has specific data presentation with analysis by student group and trends by grade level bands aligned to our “Objectives and Key Results”.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
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We are purchasing and distributing additional copies of the curriculum for student use in a home setting.	8,050	N
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	108,378	Y
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	20,700	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Lighthouse Community Public Schools has a team composed of full-time mental health clinicians, along with mental health clinical interns or psychology trainees, that monitor and support the mental health and social-emotional well-being of all pupils. Lighthouse High School counseling team is two full-time counselors and trainees that support our work across schools. In order to supplement our Tier 2 and 3 direct service program, the Counseling Team is working with teachers to address the needs of individual students as well as working with the administration to create cohesive plans to support all levels of mental health needs. Currently, we are working with administrators on crew lessons that address Tier 1 mental health needs including suicide awareness and stress management. The team is planning for opportunities for parent and teacher workshops to deepen the understanding and skill set of our entire community.

Key Actions to Address Trauma and other impacts of COVID-19 on the school community:

- The counseling team works alongside administrators/teachers to develop crew lessons focused on stress management, suicide awareness, etc. These lessons are intended to supplement the tier 1 instruction that students receive in Crew. Crew is held daily and is a space for students to connect, engage with their peers, and build core social-emotional skills.
- In order to identify students in need of additional mental health supports, we will conduct a school-wide universal screener. This screener will be utilized to determine which students may benefit from individual and/or group counseling to build skills that support them in accessing their learning. Individual and/or group counseling will also provide a space to address trauma or other impacts of COVID-19.
- Students participating in counseling will have a comprehensive plan that includes individualized goals that are monitored regularly. Students' supports and services will be adjusted based on their progress on their individualized goals.

- The team is planning opportunities for family workshops to support families in navigating the new impact of COVID-19 and support their learners.
- Additionally, our family liaisons remain in regular contact with families in order to determine their need for additional resources and support as a result of the impact of COVID-19.
- The team is planning professional development opportunities for teachers to deepen their understanding of the impact of trauma on learning and build skills to address our students experiencing trauma.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Lighthouse High School administration and teachers are working to ensure that every student who is absent is connected to the work that they missed when they are absent from school. A proactive approach is taken by teachers contacting absent students to provide them with the assignments that they missed while they were absent. This, coupled with daily phone calls to parents when students are absent, parent-student conferences, and virtual home visits will ensure that students do not miss out on learning during this challenging time period.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Lighthouse Community Public Schools continues to ensure that our student community has access to healthy and NSLP compliant meals during our distance and in-person learning school year. During remote learning, LCPS, in partnership with Lunch Master, is offering meals to

all families on a weekly basis. All families have access to pick up a boxed meal through a drive-through process that is comprised of 5 breakfasts, 5 lunches, and 5 snacks. LCPS makes these meals available to all enrolled students regardless of their meal eligibility status. Breakfast, lunch and snack will continue to be offered for drive-through pick up and also delivered to students when we resume any type of in-person learning on campus. Our meal program team members strive to ensure that all families in need are receiving the right resources and have been making personalized outreach efforts to notify families that we have meal distribution available.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health & SEL	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	7,214	N
Mental Health & SEL	We are providing counseling through virtual touchpoints during distance learning.	32,023	N
Engagement and Outreach	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	9,890	N
School Nutrition	We are shifting our staffing needs during Distance Learning to accommodate for meal pick-up by families, rather than distribution during a normal school day.	12,045	N
Engagement and Outreach	We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.	241,880	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28%	744,801

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Lighthouse Community Public Schools has focused on tracking and disaggregating attendance and engagement data for our foster youth and low-income students. Based on this data, staff is providing targeted follow-up and interventions for our students who are trending toward chronic absenteeism. Interventions that the team has provided include access to a hotspot, support from the tech team in order for families to navigate the new tech platforms or additional support and services from our instructional aides. Additionally, when we are able to provide in-person instruction, the team will prioritize foster youth and low-income students experiencing significant disruptions in their education, per attendance and engagement data, for an early return to campus for targeted interventions and instruction.

Lighthouse Community Public Schools has also identified resources to improve student achievement for English Language Learners. There are plans to use the funding to collaborate with a nationally-recognized professional development partner in improving our integrated and designated English Language Development programs.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Lighthouse Community Public Schools assigned additional personnel whose on-site program roles were impacted (specifically our after school program instructors) to work with small groups of students - specifically English Learners and low-income students throughout the school day. Additionally, all schools have a partnership with Seneca Family of Services, that allows for additional or increased support for students for counseling and socio-emotional support.

Coversheet

Declaration of Need (all LCPS charters)

Section: II. Discussion Items
Item: G. Declaration of Need (all LCPS charters)
Purpose: Vote
Submitted by:
Related Material: LCPS Annual Declaration of Need.2020.pdf

BACKGROUND:

The Declaration of Need for Fully Qualified Educators (DON) is an annual form submitted to the Commission by California employing agencies as required by statute. The DON form contains the estimated number of emergency and limited assignment teaching permits that will be requested during the school year.

RECOMMENDATION:

CEO recommends approval of the Declaration of Need for Lighthouse K-8, Lighthouse 9-12, and the Lodestar K-9 Charters.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2020-21

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Lighthouse Community Public Schools District CDS Code: 61259

Name of County: Alameda County County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 09 /23 /2020 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

Richard Harrison		Chief Executive Officer
<i>Name</i>	<i>Signature</i>	<i>Title</i>

N/A	(303) 472-6124	09/18/2020
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

433 Hegenberger Road, Suite 202, Oakland, CA 94621

Mailing Address

rich.harrison@lighthousecharter.org

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	8 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	9
Special Education	0
TOTAL	9

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. We are a small charter school so can't support an in-house program

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 6

If yes, list each college or university with which you participate in an internship program.

Reach Institute for School Leadership & National University

If no, explain why you do not participate in an internship program.
