

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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Style Definition: Heading 1: Font: (Default) Arial, 20 pt, Space Before: 20 pt, After: 6 pt

Style Definition: Heading 2: Font: (Default) Arial, 16 pt, Not Bold, Space Before: 18 pt, After: 6 pt

Style Definition: Heading 3: Font: (Default) Arial, 14 pt, Not Bold, Font color: Custom Color(RGB(67,67,67)), Space Before: 16 pt, After: 4 pt

Style Definition: Heading 4: Font: (Default) Arial, 12 pt, No underline, Space Before: 14 pt, After: 4 pt

Style Definition: Heading 5: Font: (Default) Arial, Space Before: 12 pt, After: 4 pt

Style Definition: Heading 6: Font: (Default) Arial, Space Before: 12 pt, After: 4 pt

Style Definition: Title: Font: (Default) Arial, 26 pt, Space After: 3 pt

Style Definition: Subtitle: Font: (Default) Arial, 15 pt, Not Italic, Space After: 16 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 Element A: Educational Program

Formatted: Font: Franklin Gothic, Underline, Pattern: Clear (Gray-15%)
Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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>Govern- ing Law: A descripti on-of-the educatio nal program of-the school,</i>	<u>Current SY</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>

Inserted Cells
Inserted Cells
Inserted Cells
Inserted Cells
Inserted Cells

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

<i>designed among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated,</i>						
--	--	--	--	--	--	--

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law:
A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of

Formatted: Justified, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

<i>Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve</i>						
---	--	--	--	--	--	--

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

1.5

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

<i>those goals: Education Code Section 47605(b)(5)(A)(ii). Projection</i>						
<i>SY</i>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
<u>K</u>	<u>51</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>1</u>	<u>53</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>2</u>	<u>65</u>	<u>54</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>3</u>	<u>63</u>	<u>54</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>4</u>	<u>56</u>	<u>54</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>5</u>	<u>62</u>	<u>54</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>6</u>	<u>76</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>
<u>7</u>	<u>76</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>
<u>8</u>	<u>78</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>
<u>9</u>	<u>71</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>
<u>10</u>		<u>72</u>	<u>72</u>	<u>72</u>	<u>72</u>	<u>72</u>
<u>11</u>			<u>68</u>	<u>68</u>	<u>68</u>	<u>68</u>
<u>12</u>				<u>64</u>	<u>64</u>	<u>64</u>
<u>TOTAL</u>	<u>651</u>	<u>692</u>	<u>752</u>	<u>816</u>	<u>816</u>	<u>816</u>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

A.

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Who We Are

Mission

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

Formatted: Heading 1, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, Bold, Not Italic
Formatted: Font: Franklin Gothic, 16 pt
Formatted: Font: Franklin Gothic
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

- Every child must be held to clearly articulated, high expectations for achievement. Our Expanded Definition of Achievement, as defined by EL Education, has three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work;
- Every child must be supported ~~support our youth in meeting these expectations at his or her individual, optimum rate;~~
- Learning must be active, challenging, meaningful, public, and collaborative, and as such, ~~must allow students to learn~~ developing as lifelong changemakers, who realize their unique vision — rooted in different ways and for different purposes (including opportunities to pursue individual interests, to learn with others about engaging topics, and to serve and impact students' ~~their~~ identity, knowledge, and skills — to create equity in their own lives and in the ~~community and~~ world);

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- Our school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child; and

A.

- ~~Our teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Vision

~~At LCCPS 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.~~

Formatted: Font: Franklin Gothic, 16 pt

Formatted: Heading 2, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

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

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

Formatted: Font: Franklin Gothic, 12 pt

Students

~~Age, Grade, and Student Enrollment~~

~~The school intends to open during the 2016-17 school year with an initial enrollment of 48 students each in Kindergarten, 1st Grade, and 2nd Grade and 72 students in 6th Grade, for a total enrollment of 216 students. Each subsequent school year, 48 new students are enrolled in Kindergarten and 72 new students in 6th Grade (120 students total). For a 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.~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition—Element A**
Educational Program

Year 1 staffing model that describes how students are split into classes, please see the section "~~Staffing~~ to Support Lodestar's Model" on Page A.64 of **Element A**.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, Italic, Font color: Black

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

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

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

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

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

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Deleted Cells

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Figure A.1 Proposed Enrollment Plan

GradeLodestar Core Values

School Year

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program



	2016-17	2017-18	2018-19	2019-20	2020-21
<u>1</u> LOVE	48We extend ourselves so that all feel a sense of belonging and acceptance.	48	48	48	48
<u>2</u> COMMUNITY	48We are best when we respect, value and celebrate our diversity and strengthen our connections.	48	48	48	48
<u>3</u> INTEGRITY	48We act on our shared and personal values, especially in the face of adversity.	48	48	48	48
<u>4</u> SOCIAL JUSTICE	48We act with courage and commitment to move toward a just and equitable world.	48	48	48	48
<u>5</u> AGENCY	48We are empowered to pursue purposeful action as life-long changemakers.		48	48	48

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Deleted Cells
Deleted Cells
Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Deleted Cells
Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt
Formatted Table
Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Right, Line spacing: single, No widow/orphan control
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Right, Line spacing: single, No widow/orphan control
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Right, Line spacing: single, No widow/orphan control
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Right, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Right, Line spacing: single, No widow/orphan control
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

5				72	72
6	72	72	72	72	72
7		72	72	72	72
8			72	72	72
9				72	72
10					72
Totals	216	336	456	600	672

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

Figure A.2: EL Education Three Dimensions of Student Achievement

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

¹ The Three Dimensions of Student Achievement: <https://bit.ly/32Arv6C>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold



- Mastery of Knowledge and Skills.

Students will:

- 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

Formatted: Font: Franklin Gothic, 12 pt

- Desired

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:

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- o Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding
- o Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
- o 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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Target Student Population and Need

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

Formatted: Font: Franklin Gothic, 20 pt, Bold
Formatted: Font: Franklin Gothic, Bold
Formatted: Heading 1, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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

"Only 17% of all students in OUSD graduate on time having successfully completed the A-G college preparatory curriculum. And the achievement gaps are even more devastating—only about 12% of African-American and 13% of Latino 9th graders in Oakland will graduate with A-G. That means the vast majority of Oakland's black and brown students that do graduate cannot even apply for admission to the UC and CSU systems. Worse still, without A-G, students will be hard-pressed to secure living wage employment. In today's and tomorrow's economy, A-G means ready for We are committed to students being prepared to succeed in a four-year college and career."²

LCCPS and Lodestar's commitment is that every, 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 must will receive a college-preparatory experience in Kindergarten~~9th~~ through 12th grade, enabling with the goal of having 100% to complete A-G requirements upon graduation. To date, 95% of LCCPS graduates have been accepted into four-year colleges.

While our K-12 model and insistence on A-G for all have impacted students in OUSD more broadly, LCCPS and Lodestar have a special commitment to students so that they are empowered with the opportunity to enroll in the East Region of Oakland who have been educationally underserved. By examining who goes to school in the East Region and where they go to school, there is continued demonstrated need for quality public schools such as this charter school in the East Region, especially quality 6-8 and 9-12 programs. The following analysis and data come from OUSD's 2014-15 Strategic Regional Analysis.³

What do we know about students in the East Region of Oakland? college or career program of their choice. Lodestar aims to build on

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

² "A Snapshot of High Schools in the Oakland Unified School District" <http://goo.gl/axsXAO>

³ OUSD 2014-15 Strategic Regional Analysis. <http://goo.gl/er9ME4>

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

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

Formatted: Font: Franklin Gothic, 12 pt

Setting students up for success beyond high school requires relationships, skills, and knowledge developed in previous years: quality middle and high schools grow out of quality elementary schools, and LCCPS’s K-12 model is uniquely poised to create continuous, quality school experiences that support students from Kindergarten all the way to and through college. Our program offers a proven track record of success that can address the particular need for quality middle and high schools in the East Region. In grades 6-8, between 15% and 20% of students attend a “green” or “blue” school. In grades , 9-12, 10% of students attend a “green” or “blue” school, and while this is the highest rate in all of the regions for high school students, it is still too low to make college anything more than an unattainable dream for the vast majority of the region’s high school students. This is reflected in attrition numbers and the highest rate of students transitioning to charter schools of all regions. Between grades 5 and 6, 35% of students leave East Region schools (20% for a district authorized charter and 9% for another type of school). Between grades 8 and 9, 28% of students leave East Region schools (12% for a district authorized charter school and 16% for another type of school).

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

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

below that of LCCPS.⁴ The students and families of the East Region are actively seeking and demanding the educational opportunities offered by Lodestar.

While open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, Lodestar seeks to counter trends of educational inequity among students in Oakland and as such actively recruits students from the East Region who are educationally underserved. This includes but is not limited to students of color, English Learners, and students of low socioeconomic status from Oakland's flatland neighborhoods. For far too long, college and a career of one's choice has been an unattainable dream for the vast majority of these students. At Lighthouse Community Charter Public Schools' existing two charters, that dream is not only a possibility, but has become a reality. LCCPS seeks to expand that opportunity to more students in this impacted neighborhood through the opening of this charter school. Lodestar's Recruitment and Enrollment Plan is included as **Appendix 17**, detailing our efforts to recruit and enroll our target population: High School. Since 2009 when Lighthouse graduated its first class, over 90% of students have graduated having completed their A-G Requirements.

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

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

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:

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic

Formatted: Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

1. For students in Kindergarten: 36,000 instructional minutes.⁵
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
3. For students in 4th to 8th Grade: 54,000 minutes.
4. For students in 9th and 12th Grade: 64,800 minutes.

The ~~proposed calendar for 2016-17 school year~~ includes ~~178~~177 instructional days, ~~32~~ more than the required 175 days for charter schools.⁶ Teachers of LCCPS and Lodestar have an additional ~~46~~13 days of professional development and ~~6 days of~~ conferences with families built into the school year on an annual basis, for a total of ~~200~~190 contracted days. There are an additional five days of stipended professional development ~~in the first year of operation for all teachers, and for teachers new to the school on an annual basis.~~ **Figure A.23** provides the proposed school calendar, which Lodestar intends to adhere to as state and federal funding allows. LCCPS and Lodestar retain the right to modify this proposed calendar to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic

⁵ If TK is offered, for students in TK: 36,000 instructional minutes.

⁶ California Code of Regulations, Title 5, Section 11960.

A.

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Trebuchet MS

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Figure A.2 2016-17 Proposed 2020-21 School Calendar

Lodestar—2016-17 Draft Calendar															
July					November					March					
				1		1	2	3	4				1	2	3
4	5	6	7	8	7	8	9	10	11	6	7	8	9	10	
11	12	13	14	15	14	15	16	17	18	13	14	15	16	17	
18	19	20	21	22	21	22	23	24	25	20	21	22	23	24	
25	26	27	28	29	28	29	30			27	28	29	30	31	
August					December					April					
1	2	3	4	5				1	2	3	4	5	6	7	
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	
29	30	31			26	27	28	29	30	25	26	27	28	29	
September					January					May					
			1	2	2	3	4	5	6	1	2	3	4	5	
5	6	7	8	9	9	10	11	12	13	8	9	10	11	12	
12	13	14	15	16	16	17	18	19	20	15	16	17	18	19	
19	20	21	22	23	23	24	25	26	27	22	23	24	25	26	
26	27	28	29	30	30	31				29	30	31			
October					February					June					
3	4	5	6	7			1	2	3					1	2
10	11	12	13	14	6	7	8	9	10	5	6	7	8	9	
17	18	19	20	21	13	14	15	16	17	12	13	14	15	16	
24	25	26	27	28	20	21	22	23	24	19	20	21	22	23	
31					27	28				26	27	28	29	30	
Special Dates															
August 15th–19th: Professional Development Institute August 22th: Instruction Begins September 5th: Labor Day (Holiday) October 17th–21st: Professional Development (No instruction) and Individual Learning Plan (ILP) meetings					November 11th: Veteran's Day (Holiday) November 23rd–25th: Thanksgiving Break December 19th–30th: Winter Break January 2nd–6th: Professional Development (No instruction) and Individual Learning Plan (ILP) meetings January 9th: School Resumes January 16th: Martin Luther King Day (Holiday) February 17th & 20th: President's Day (Holiday)					March 27th–30th: Professional Development (No instruction) and Individual Learning Plan (ILP) meetings March 31st: Cesar Chavez Day Observed April 3rd–7th: Spring Break May 26th–29th: Memorial Day (Holiday) June 16th: Last day of instruction June 19th–20th: Professional Development					

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, Italic, Font color: Custom Color(RGB(18,125,63))
- Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, Italic, Font color: Custom Color(RGB(18,125,63))
- Formatted: Font: Franklin Gothic, Bold, Italic, Font color: Custom Color(RGB(18,125,63))

A.

- Formatted: Font: Franklin Gothic, 8 pt
- Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
 Educational Program

Key					Summary of Days	
First/Last Days of School	Federal Holiday	School Holiday	PD Day (No school)	Conferences (No School)	178	Days of Instruction
					15	Days of Professional Development
					6	Days of Conferences

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

A.

1.19

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

2020 - 2021 CALENDAR																					
July				August				September													
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4				1						1	2	3	4	5		
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
26	27	28	29	30	31		29	30	31					27	28	29	30				
October				November				December													
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3		1	2	3	4	5	6	7	1	2	3	4	5			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			
January				February				March													
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	1	2	3	4	5	6	1	2	3	4	5	6			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28							28	29	30	31				
31																					
April				May				June													
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3							1			1	2	3	4	5		
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
							30	31													

Teacher Work Days	13
Full Days	139
Minimum Days	38
Total Instructional Days	177
Total Work Days	190

Holidays

Sep 7	Labor Day
Oct 12	Indigenous Peoples' Day
Nov 11	Veterans Day
Nov 26	Thanksgiving Day
Jan 18	Dr. Martin Luther King, Jr. Day
Feb 15	Presidents' Day
May 31	Memorial Day

Calendar Features:

- 5 Teacher Days before school starts
- Full-Day SLCs in October and March
- 5 days for Thanksgiving
- 1 Teacher Work Days after Winter Break
- 1 Teacher Work Day to close the year
- 1 Teacher Work Day in September and April

Elementos del Calendario:

- 5 Días laborales antes de empezar el año lectivo
- Conferencias en Octubre y Marzo
- 5 días de descanso del Día de Acción de Gracias
- 1 Día laborales sin est. después de vacaciones de c
- 1 Día laboral después del fin de clases para cerrar e
- 1 Día laboral sin estudiantes en septiembre y en ab

ADOPTED 1/9/2020

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Header distance from edge: 0.5", Not Force equal column width

Formatted: Font: Franklin Gothic

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

~~What it Means~~ Philosophy & Approach to be an Educated Person in Education

Formatted: Font: Franklin Gothic

LCPS Graduate Profile

The LCPS Graduate Profile⁷ 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 A.1 for LCPS Graduate Profile)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

⁷ LCPS Graduate Profile: <https://bit.ly/32xA3zd>
A.

The LCPS Graduate Profile is grounded in Dr. ~~David T. Fe~~~~be an educated person~~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 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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- **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 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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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*⁸ and *Expanded Definition of Student Achievement*⁹, Zaretta Hammond's *Ready for Rigor Framework*¹⁰, and Dr. David T. Conley's research into how to best support all learners in being prepared for the 21st Century.¹¹ Our Instructional Stances¹² encompass our vision for high-quality teaching and learning.

Formatted: Font: Franklin Gothic, 12 pt

At century demands nothing less LCPS, learning is:

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- **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.

⁸ EL Education's Core Practices: <https://bit.ly/32A4hSd>

⁹ Expanded Definition of Student Achievement: <http://bit.ly/2G0Ky2s>

¹⁰ Ready for Rigor Framework: <https://bit.ly/3iA6rHd>

¹¹ The Four Keys to College and Career Readiness: <https://bit.ly/32A55qw>

¹² LCPS Instructional Stances: <https://bit.ly/35FNEqj>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- Learning is deep, rather than global citizenship.⁴³ Our 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**

- Learning is joyful. We create intellectually and socially safe classroom environments, so students are enteringable 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

⁴³ For a synthesis of current research on what learning looks like, what’s worth understanding today and tomorrow, and how and where learning thrives, see HGSE’s Project Zero Perspectives on Learning: <http://goo.gl/mxxrHL>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

needs, strengths, approaches, and curiosities. Learners work towards mastery in different ways.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

A.

1.5

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Principles in School Design

~~Our students are living in a world undergoing that is experiencing constant technological, cultural, linguistic, climatic, economic, and social disruption. The world students face when they graduate looks dramatically different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected, requiring 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, knowledgeable global citizens who can learning opportunities and be prepared to negotiate questions of justice and morality while grappling with the most urgent and complex problems facing our world, including climate change, economic inequities, and international terrorism and conflict 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

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

5. Personalized and relevant learning opportunities,¹⁴ allowing students to learn with purpose by giving them (1) voice in what they learn about; (2) control over the pace, place, and people with which they learn; and (3) learning worth doing for its own sake and in service to our community, giving our students the *inclination* to learn and an understanding that there are many ways to learn.

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

1. Academic Content and Performance Standards
2. College Readiness Skills
3. Community of Learning
- 3)
- 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. 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.

¹⁴For a synthesis of current research and neuroscience on motivation, see Daniel Pink's *Drive: The Surprising Truth About What Motivates Us* <http://www.danpink.com/drive/>.
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- **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) pathway¹⁵. 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 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

¹⁵ California's Career Technical Education: <https://bit.ly/35HRO14>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 Standards¹⁶¹⁷ 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 Reports¹⁸¹⁹²⁰ 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 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

¹⁶ California Common Core State Standards for ELA: <https://bit.ly/3hAKdUj>

¹⁷ California Common Core State Standards for Math: <https://bit.ly/2Rtc3qT>

¹⁸ Ed Redports Curriculum Review Process: <https://bit.ly/2ZlflkL>

¹⁹ EL Education ELA Curriculum: <https://bit.ly/3c2eEkZ>

²⁰ Eureka Math / Great Minds: <https://bit.ly/2Ry2nLA>

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

4. ~~Character and Mindset Development~~

5. ~~Principles of Personalization and Relevancy~~

Academic Content and Performance Standards

At ~~LCCPS and~~ Lodestar, we ensure that all students develop the type of literacy, numeracy, and critical thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. ~~Aligned Through curriculum aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS),~~ students will achieve appropriate age or grade-level mastery of that fulfills or exceeds the UC/CSU A-G requirements in:

- ~~Language Arts~~ – Students are able to read, write, speak and listen for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
- ~~Mathematics~~ – Students are able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem-solving process, and apply mathematical concepts to real world scenarios.

History and Social

- **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,

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~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 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~~ **Science** – Students are able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.~~
- ~~● **Science and Engineering** – Students are able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through questioning, experimentation, data collection and 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.~~
- ~~● **World Languages** – and explore and honor stories. Students are able to communicate effectively will also leverage cross disciplinary skills developed in reading, writing, and speaking a world language other than English 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.~~

College Readiness Skills

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~Drawing extensively on World Languages - At David T. Conley's *Four Keys to College and Career Readiness*²⁴, Lodestar prepares students to become college ready lifelong learners in the 21st Century through instruction in:~~

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

Community of Learning

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

Clearly Articulated Expectations for Behavior and Character

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

²⁴ Conley, David. *Four Keys To College Readiness*. Jossey-Bass, 2012.
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

Explicit Character and Culture Development

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

Systems to Support Student Behavior

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

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition—Element A**
Educational Program

intervention plans to meet student needs in mastering behavior targets. In this way, behavior plans like academic playlists are personalized and data-driven, though all students are working towards mastering the same targets.

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

Character and Mindset Development

- Mastering disciplinary and interdisciplinary content gives students knowledge they need for college and career. Explicitly teaching character and mindsets gives students the skills and inclination to apply that knowledge in the world. Students who have developed their character and mindsets mature into self-motivated, competent, life-long learners with the personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work able to communicate effectively with others in a multicultural world. At LCCPS, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their society in a way that is meaningful to them 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 ideas²².
- Real World - Lodestar'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 evaluate their work against

²² EL Education's Design Principles: <https://bit.ly/33vtBrS>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Outline numbered + Level: 1 +
Numbering Style: Bullet + Aligned at: 0.25" + Indent at:
0.5", Border: Top: (No border), Bottom: (No border), Left:
(No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No
border), Left: (No border), Right: (No border), Between : (No
border)

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Not Small caps

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Small caps

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

Lodestar explicitly teaches and supports students in the development of character and mindsets.²³ We believe a student's character has two facets—performance character and relational character. Performance character skills (e.g., habits of scholarship) are needed to obtain a standard of excellence in academic or real world endeavors (e.g., organization, perseverance, craftsmanship). Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Both types of character are essential for success in school and in life, and therefore play a central role in the model. Lodestar is also guided by the notion of “mindsets for agency” which capture the abilities and inclinations needed to interface and interact with human-made systems.

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

Principles of Personalization and Relevancy

For students to be motivated learners, our school design must reflect autonomy, mastery²⁴, and purpose—the conditions under which learners, and indeed humans, are passionate and productive.²⁵

Principles of Autonomy

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

Principles of Mastery

- We should master content as we are ready for it. When logical, we should progress through content on the basis of competency rather than cohort.

²³ See Camille Farrington's research on non-cognitive factors in student learning.

²⁴ Bloom, Benjamin "The 2 Sigma Problem." *Educational Researcher*. Vol. 13, No. 6. (1984): 4-16.

²⁵ For a synthesis of current research and neuroscience on motivation, see Daniel Pink's *Drive: The Surprising Truth About What Motivates Us* <http://www.danpink.com/drive/>

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- We learn at different paces, on different paths, with different people, and in different places. We need personalized learning opportunities with regard to pace, path, people, and place to support us in meeting and exceeding performance expectations for grade-level Academic Content and Performance Standards.
- Deep learning (mastery) is preferable to coverage.

Principles of Purpose

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

Educational Philosophy

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

1. **High Expectations**—We start with the belief that every child deserves to reach their fullest potential and that they can meet the school's high expectations, expansively defined as skills and knowledge, student character, and high-quality work. The entire school community (e.g., teachers, parents, support staff, etc.) rallies behind each student to achieve clearly articulated academic and character goals.
 2. **Deeper Learning**—We are uniquely positioned to strategically meet the needs of our students over their K-12 careers. Deep and meaningful learning experiences that allow students to apply what they've learned result in authentically engaged students. We provide full access to a rigorous curriculum for all students, including those with identified special needs and language learners, leading to student mastery of standards. We focus on authentic assessment of student learning; guiding principles that emphasize collaboration, curiosity, and reflection; and a pedagogical approach that vertically aligns instructional practices, content, skills, and assessments. Our curriculum emphasizes depth over breadth and includes formative and summative assessment designed to measure deep learning.
- **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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Design Principle 3: Serving the Whole Child

~~3. 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 know that~~ **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~~ **support** that ~~enable~~ **enables** their success. ~~Our students come to school with rich social capital that we value and build upon throughout their journey to college. Our role as a school is to provide a wide array of activities and experiences in both academic and extracurricular settings that help students identify and realize their goals. We~~ believe that this combination makes it possible for students to see college as their reality. These practices will be reviewed and will evolve based on student need and available resources, but may include the following proven practices:

Families

4. 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.

5. Professional Learning Community — High quality teaching is the most powerful in-school contributor to student achievement. ~~We believe that all teachers, administrators, and staff in the school community have a critical role to play in achieving our mission. We prioritize the cultivation of a robust professional learning community, because we believe that an organization in which the adults are deeply engaged in their own learning leads to increased student learning. We are committed to building a strong and diverse professional team that engages in enduring practices for collaborative and individualized growth. Teachers in particular are supported on a continuum of growth from novice to experienced via coaching, and are encouraged and supported to take on greater~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

leadership as they grow. Our compensation system is designed to align to our mission and values and promotes development along this continuum of growth.

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

How Learning Best Occurs

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

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

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

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: Not at 0.56"

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

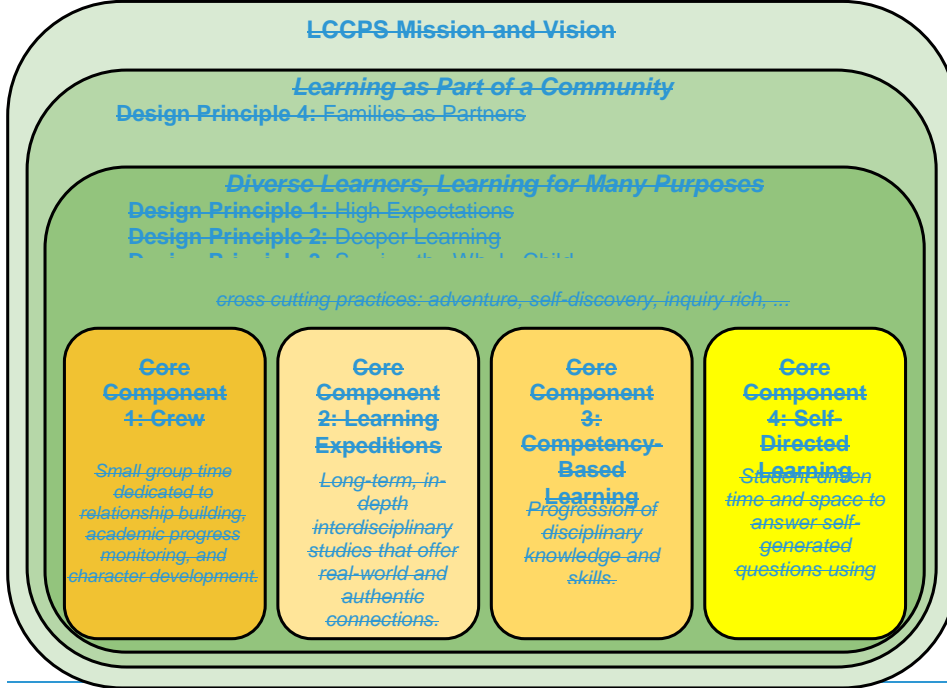
Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

1.20

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



Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Diverse Learners, Learning for Many Purposes

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

Students’ playlists are anchored in our four Core Components that support high expectations, deeper learning, and serving the whole child (Design Principles 1-3) as highlighted in **Figure A.4**. While these components are described separately, they are fluid and coherent—students will move between these components, and each complements the others. In addition, the model

A.

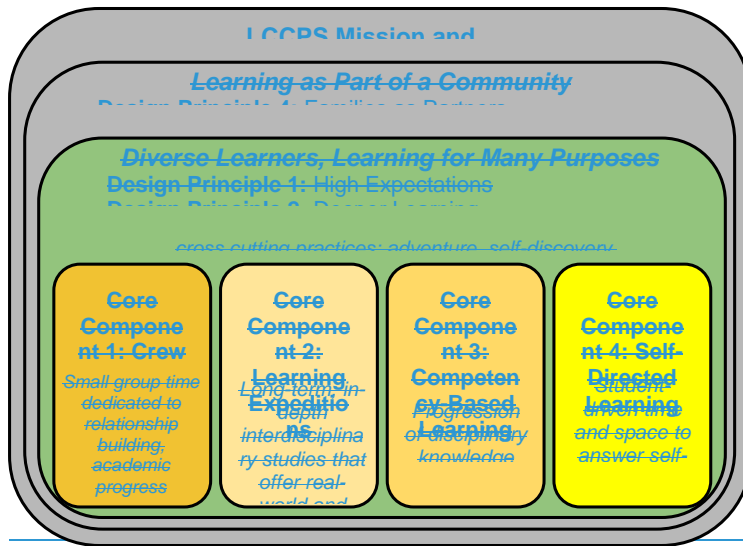
Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
 Educational Program

is supported by a selection of Cross-Cutting Practices that are used across all content areas and within specific areas of study.

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



Core Components

The four core components of the Lodestar model are:

- 1. Crew** — Our school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. The structure of Crew allows for relationship building, academic progress monitoring and character development. Crew allows students to be well known and supported by adults, and as such, are small groups. Students loop with their Crew leader, and their Crew (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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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. Crew leader is the primary advocate for his or her Crew as individuals and as a collective.

2. **Learning Expeditions**— Learning Expeditions make content come alive for students. These long-term, in-depth studies offer real-world connections that inspire students towards higher levels of academic achievement. Learning Expeditions involve students in original research, critical thinking, problem-solving, and they build character along with academic skills. All Learning Expeditions focus on building literacy skills in students, particularly the reading and writing of nonfiction text. Learning Expeditions are interdisciplinary; they happen in diverse and inclusive contexts where students learn from and with peers of a variety of academic levels. Students engage in Learning Expeditions in self-contained, looped settings.
3. **Competency-based Learning**— Students need to master disciplinary skills and knowledge, and they need to develop at their own optimum rate. We allow them to do this by using flexible assessment, flexible groupings, computerized learning, and by allowing for variations in learning path, the people students learn from and with, the learning pace, and the place where students learn. Academic and social services are flexibly deployed to help all students achieve at or beyond grade level. Competency-based groupings are homogenous by competency, but may be heterogeneous and flexible in other ways, including by age, size, and number of adults.
4. **Self-directed Learning**— Students need time and space to learn about things that they are interested in, as they respond to the question: “What problem do you want to solve today?” Through a learning process that includes goal setting, work plan development, reflection, adult support, and public sharing of learning, students can choose to learn about things they want to learn about. This time gives students voice in and direction over curriculum, and may be done in support of, or completely separate from, the other components of the day. Self-directed Learning times are heterogeneous and multi-age.

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

are spread across self-contained Expedition classes, Competency-based Learning classes, and Self-directed Learning. For a Year 1 Staffing Model for Lodestar, please see “Staffing to Support Lodestar’s Model” on Page A.64 of **Element A**; for a day in the life of a student, please see “A Day in the Life of A Student” on Page A.36 of **Element A**.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

A.

1.24

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

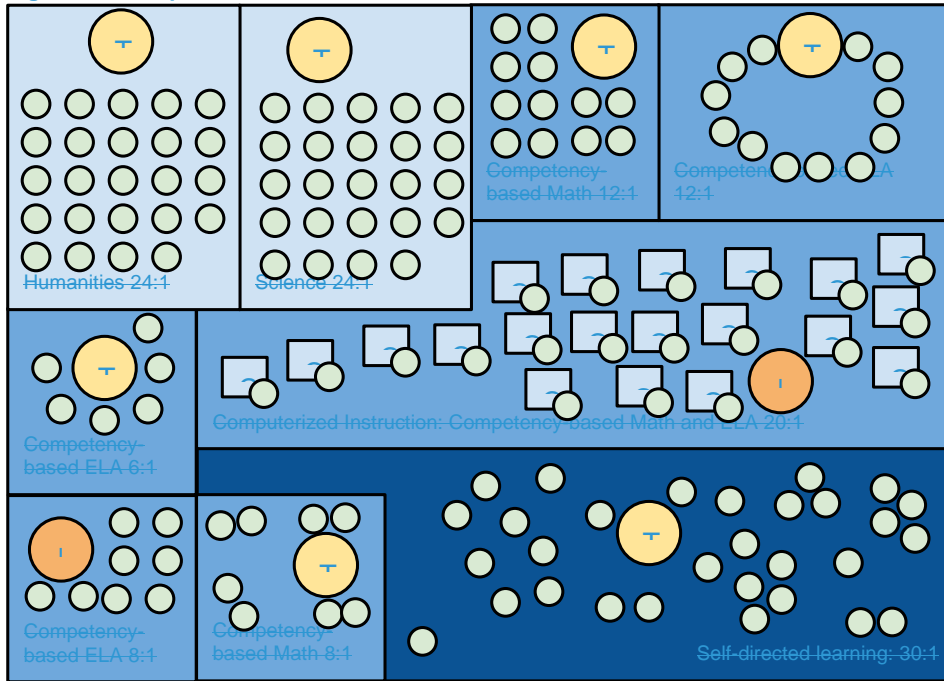


Figure A.5 shows some of the flexible configurations that students may engage in over the course of an instructional day. These include: traditional classroom structures (24:1), small group direct instruction, small group discussion circles, small group guided reading, diads supported by a teacher, and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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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: ~~Community~~ of Learning, and Principles of Personalization and Relevancy.

Formatted: Font: Franklin Gothic, 12 pt

Cross-Cutting Practices

The Core Components detailed above are supported by Cross-Cutting Practices in curriculum, instruction, assessment, and culture and character. These include practices used across LCCPS, as well as ones employed at Lodestar in service of its unique model and program. The list of practices is designed to evolve over time, and to include both proven and promising practices as they emerge.

Curriculum:

1. **Mapping Skills and Content** – Teachers and leaders at Lodestar work together to ensure that a set of school-wide, standards-based curriculum maps act as the foundation for all planning and instruction. The maps incorporate all required academic and performance content standards, as well as college readiness and character and mindsets targets, and are revised as needed over time. The maps describe a vertical sequence of learning expeditions and projects, and they define the key content and skills that need to be mastered at each grade level and discipline. The maps guard against unnecessary repetition of content across grades and ensure appropriate repetition of skills and concepts.
 - a. **Standards Alignment:** The curriculum is driven by the CCS, CCSS, and NGSS, and strategically sequenced to maximize opportunities for interdisciplinary connections when appropriate. Teachers and school leaders create, regularly

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

analyze, and adjust standards-based curriculum maps to ensure that students are engaged and appropriately challenged, and that repetition is minimized.

b. **Depth of Learning:** By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the standards, deep understanding of content matter, long-term retention of the material, and the development of higher-order thinking skills. Deep, project-based learning, self-directed learning time, and competency-based learning structures support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

c. **Teaching Literacy Across the Disciplines:** Reading and writing are taught across all content areas, as each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems) and to respond in kind with different forms of writing (e.g., argumentative, informational, narrative). Fluency, comprehension, and close-reading strategies are taught K-12 to help students make sense of content and the world around them, while learning how to carefully extract information from a balance of complex informational and literary text. Likewise, we use a common language to describe the writing process, practices for teaching and assessing writing, and the traits of high-quality writing. By integrating literacy throughout the day and in each discipline, we convey to students the importance of reading, critical thinking, and meaning-making in school and in life.

2. **Inquiry, Making, and Adventure**—Learning situations are designed to present adventure, facilitate student inquiry, and invite the unexpected. Deliberate inclusion of emotion, challenge, and support in the curricular design enables students to achieve more than they think they can.

a. **Inquiry:** Lodestar's curriculum focuses upon the "having of wonderful ideas" and fostering curiosity about the world. This is achieved through learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed. This approach to inquiry is flexible enough to be applied across content areas while valuing curricular depth.

b. **Making:** Making and design thinking allow students to understand the made dimensions of their world, such as physical objects and systems, and allow students to have agency and control over them. Making gives students skills—like how to use a hand saw, program a microprocessor, or understand a human-made system like government—and then lets students unleash those skills in creative and unexpected ways.

e. **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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 +
Numbering Style: Bullet + Aligned at: 0.25" + Indent at:
0.5", Border: Top: (No border), Bottom: (No border), Left:
(No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Not Small caps

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Small caps

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~groups of students and teachers face challenges together. Together, students and adults discover they can do more than they thought was possible, and find aspects of themselves that they didn't know were there.~~

- ~~3. **Authentic Work and Service**—Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work.~~

- ~~a. **Authentic Products:** Student products often meet an authentic need in the community and have an audience and purpose beyond families or the classroom teacher. Students regularly make presentations of their work and their learning to school and community stakeholders and authentic external audiences. Some products are particularly motivating because in themselves, they are acts of service or opportunities to make connections between content and career or college, helping inform students of their future choices as well.~~

- ~~b. **Service:** Service learning is an integral element of curricular design and an extension of the ethic of kindness and service that permeates the school. All students at Lodestar are actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, Crew, and extracurricular activities, these experiences help students apply their learning to real life situations while having a positive impact on their families, friends, and neighborhoods.~~

- ~~4. **Preparation for and Exploration of College and Career of Choice**—Lodestar prepares all students for college and a career of choice by providing a college-bound curriculum with high expectations for all students, fostering a school-wide college-bound culture, and setting up structures that allow time for the college search and application process, and career exploration process. Paving the way for college begins in the primary years and culminates with intensive focus in the high school years.~~

- ~~a. **College-Bound Curriculum:** Students of all ages develop the habits of scholarship (e.g., self-monitoring, problem solving) that they need to navigate the academic and social demands of college, as described in David T. Conley's *Four Keys to College and Career Readiness*. Core academic skills such as research skills and analytic thinking are taught in every subject area and at all grade levels to prepare students for the complexities of college-level texts. Students in grades K-8 have access to the courses and opportunities that prepare them for a college-bound high school curriculum, and high school students develop the content knowledge and skills necessary for college by taking a demanding college preparatory curriculum that is aligned to A-G subject requirements.~~

- ~~b. **Creating a College-Bound Culture:** Teachers and school leaders make it clear to all students that they are on a path to college and a career of choice. Hallways, classrooms, and offices display college symbols and messages. College acceptances are celebrated in classrooms, in Crews, and at school-wide~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Outline numbered + Level: 1 +
Numbering Style: Bullet + Aligned at: 0.25" + Indent at:
0.5", Border: Top: (No border), Bottom: (No border), Left:
(No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No
border), Left: (No border), Right: (No border), Between : (No
border)

events. Students participate in Learning Expeditions, which expose them to careers and college paths through meaningful connections with professionals in their community.

- c. **Supporting College and Career Exploration and Admissions:** Lodestar supports students and their families in navigating the process of exploring and applying to college and career. Crew leaders help students make strong course selections that are connected to college and career aspirations, monitor progress toward academic and character learning targets, and collaborate closely with the College Adviser and Internship Coordinator and families to help students choose colleges and navigate applications for admission, financial aid, and scholarships. Crew leaders invite guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges, and foster connections between students and local internships, mentors, and apprenticeships, promoting career exploration and character development. In addition, Lodestar supports the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to a select group of students through a partnership with Beyond 12.

Instruction

1. **Teacher as Designer**—Lodestar’s instruction is designed by teachers, who make decisions about which practices to use during lessons, based on close knowledge of individual students, in order to support all students in making progress. They employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.
 - a. **Learning Targets:** Teachers craft sets of standards-based “I can” statements that include both long-term and supporting learning targets that name the discrete learning that has to happen for students to master the standards. Lessons are explicitly designed to support students in meeting learning targets.
 - b. **Lesson Format:** Teachers vary the lesson formats they use based on student need and learning targets. Workshops, models, collaborative protocols and design thinking play a large role in lesson design.
 - c. **Student Voice:** Teachers build learning experiences that encourage and act upon student inquiry. Lessons include authentic areas of focus and problems for which students have personal interest in exploring and designing solutions.
2. **Teacher as Facilitator**—Teachers act as facilitators of student discovery, engagement in, and ownership of their learning. They intentionally schedule time to confer with individual students on goals and independent progress towards content and skill mastery. When appropriate, teachers facilitate learning through the design thinking

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

process which includes empathizing, defining the problem, ideating, prototyping, giving/receiving feedback, and revising.

3. Flexibly Meeting the Needs of All Learners—

- a. **Flexible Instruction:** Individual student needs are met through differentiation by pace, place, people, and path of learning. To meet the needs of students from many language backgrounds and ability levels, instruction is differentiated using flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Lodestar utilizes real time academic achievement data to identify when students have mastered a particular skill or topic, and to provide reteaching, differentiation, or intervention when students struggle with particular skills or topics.
- b. **Intervention:** LCCPS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need and collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to differentiated small group instruction to provide targeted support, intensive intervention during fall, winter, spring, and summer intersession and after school programs, tailored curriculum and support for high stakes assessments (such as the California High School Exit Exam), and social and emotional intervention and counseling.
- c. **Coordination of Services Team (COST):** When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed further in depth in **Element A**, and a student's Crew leader, as his or her advocate and adult that knows him or her well, is an integral part of the COST process.
- d. **Language Development:** Lodestar serves linguistically diverse students, and therefore we develop language in all parts of the day. Examples include providing Competency-based English Language Development (ELD), teaching Learning Expedition content in multiple languages and using comprehensible input, and allowing students to select their language for communication during self directed times.

Assessment

- 1. **Student-Engaged Assessment—**A system of interrelated practices are used that position students as leaders of their own learning, including checking for understanding; using data with students; modeling, critique, and descriptive feedback; student led conferences (also called Individual Learning Plan Meetings or ILPs); celebrations of learning; portfolio based assessment; standards based grading; and learning targets. Quality assessments are crafted and aligned with standards based learning targets, in order to collect meaningful, accurate, and timely information about student learning. Teachers are well versed in the methods of assessment and select the best method

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

based on the type of learning target they are assessing. In addition, they use criteria lists and rubrics to support quality work during the learning process and guide reflection and evaluation.

2. **Assessment System:** Lodestar implements a two-pronged assessment system that includes both school-wide calendared assessments and benchmarks. School-wide assessments are scheduled by the Instructional Leadership Team, and include both external assessments (such as the SBAC) and internal interims (such as assessments of reading level). Benchmarks, on the other hand, are unscheduled and are flexibly implemented throughout the year to provide teachers with “just in time” data on student achievement. For additional details about assessment, see **Element C**.

a. **School-wide, Calendared Assessments**

i. **Interim Assessments:** Interims are taken 3-4 times a year across the school to provide a snapshot of student progress on multiple clusters of skills. Interims include a baseline in the fall and 2-3 additional times throughout the year during “Interim Windows” and Individualized Learning Plan (ILP) Meetings. Interims provide data on student growth on mastering multiple skills within a content area or grade level over time.

ii. **External Assessments:** External measures give Lodestar opportunities to track student progress against standard, universal reference points, using the same measures in order to situate the progress of Lodestar’s students in the context of the progress of students outside Lodestar. External measures also provide an end-of-year snapshot of mastery and growth from year to year.

b. **Benchmark Assessments:** Benchmarks of student achievement provide real-time data on student mastery of small clusters of targets for: (1) content and skills and (2) High Quality Work. Benchmarks may be individually paced or cohort paced. Individually paced benchmarks are given on a rolling basis as students move through the curriculum map; cohort paced benchmarks are used to track student progress on mastering clusters of targets within their content area over a specific course or class.

3. **Communicating Student Achievement**—We share information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities—they maintain a portfolio and discuss their learning during family conferences and passage presentations, and they participate collectively in communicating about achievement during public presentations of learning. We implement standards based grading because it clarifies expectations for students, families, and teachers, and separates academic outcomes from habits of scholarship. Students understand what they have learned and why. They are able to speak to their own strengths, struggles, goals, and processes of learning. The systems listed below ensure transparent student achievement communication:

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- a. **Grades:** Used to communicate about skills and content understanding versus to punish, grades describe progress towards set of long-term learning targets. While they are based upon multiple opportunities to make and show progress, most recent evidence takes precedence. Grades are separate from habits of scholarship levels, but success in both areas is required.
 - b. **Student led Conferences:** Hosted 3 times per year, student led conferences engage both students and families. Students communicate their progress toward both academic learning targets and habits of scholarship, select work to demonstrate mastery of learning targets, and drive the goal setting conversation.
 - c. **Passages:** Students take part in passage, a tradition that confirms their readiness to move forward in all realms of achievement at selected grades.
 - d. **Portfolios:** Student design portfolios demonstrate proficiency of content and skills over time, with students archiving and organizing their work across subject areas using a school-wide system.
 - e. **Exhibitions of Learning:** Families, community members and school partners participate in exhibitions of learning as an authentic audience to learn about the work of the students and of the school as whole, as well as honor student learning.
 - f. **Graduation:** The final mark of readiness, graduation indicates that students are meeting standards in both academics and habits of scholarship, aligned with college entrance requirements and the shared assumptions that all students will attend college.
4. **Documenting Student Learning**—Students and adults track their growth and their thinking through documentation. Student work is displayed in a way that honors the work, giving parts of the school a museum quality that inspires student and community pride. Work is often supported by explanatory text that includes student voice and reflection. The work of all students is featured, not just that of a select few, compelling all students to create high-quality work.

Culture and Character

1. **Building a Community of Learning**—The foundation of Lodestar is a community that brings out the best in students and staff. The school climate is characterized by safety, kindness, joy in learning, families as partners, and positive leadership by staff and students. The school's mission encompasses academic success and compassionate character. The school celebrates both student academic growth and character development. Teachers and school leaders communicate clear expectations for student character and model those values in their own practice. Policies and practices encourage students to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of the school. Families are partners in the work and play a visible, crucial role in the student's experience of school.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

2. **Fostering Character and Mindset**—Lodestar explicitly teaches and supports students in developing relational and performance character.
 - a. **Fostering Character:** Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Performance character skills (habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavors (e.g., organization, perseverance, craftsmanship). Both types of character are essential for success in college and a career of choice. Fostering character is not an add-on in Lodestar—it is embedded in all aspects of the school culture and permeates academic studies.
 - b. **Mindset:** Growth mindset and the mindsets for agency are explicitly taught in Crew, and reflected on and reinforced throughout the day; students are supported in embodying and reflecting on their mindset. The mindsets for agency, as described above, includes the following beliefs: *I belong in this academic community; I can succeed in this; My ability and competence grow with effort; and this work has value for me.*
3. **Knowing Students Well**—Students at Lodestar are known well and supported by adults. The structure of Crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their Crew leader. Crew leaders strategically plan Crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

Learning as Part of a Community

The four Core Components of Lodestar's model and the associated Cross-Cutting Practices cannot be successful without two other conditions that allow learning to best occur: partnership with families and a strong professional learning community among the staff as illustrated in **Figure A.6**. This section details the philosophy and practices that contextualize our school as part of these broader communities and in accordance with LCCPS Mission and Design Principles 4 and 5.

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

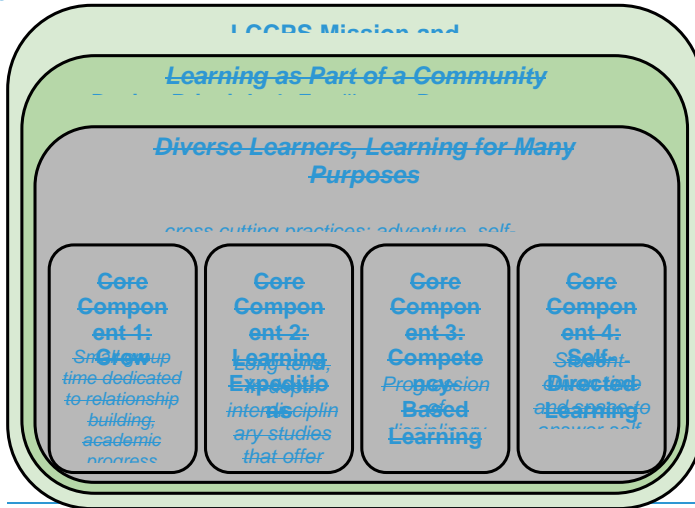
A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold



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.

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Auto

Formatted: Heading 2, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 12 pt

~~We know that 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 Education²⁶ Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back to School Night, ILP meetings, passage presentations, and school-wide celebrations of learning ensure that all families are involved in their children’s education.~~

Formatted: Font: Franklin Gothic, 12 pt

~~As needed to support our at-risk students, LCCPS works in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship, Family Paths, Alameda County Mental Health, and the Seneca Family of~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

²⁶ Parent Power, U.S. Department of Education: <https://bit.ly/35HWVYy>
 A.

Lodestar 2020 Charter ~~Petition – Element A~~
~~Educational Program~~

~~Agencies. Counselors work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Foundational Beliefs about Family Engagement

The U.S. Department of Education research has found that what the family does to support the education of their child is more important to student success than family income or education.²⁷ We believe thoughtful and inclusive family partnership involvement can:

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

1. Increase Student Achievement – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable ~~for LCCPS's to Lodestar's~~ high academic and behavioral outcomes.

Formatted: Justified, Space After: 0 pt, Line spacing: Multiple 1.15 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

2. 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. ~~Our school leaders and teachers learn about and respect the cultures, backgrounds and values of their students' families.~~

Formatted: Font: Franklin Gothic, 12 pt, Not Italic
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

3. Support the Mission and Vision of the School – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCPS Lodestar does are advocates in the wider community and are more likely to give back to the school.

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt, Bold
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, No underline, Font color: Auto

Parent Engagement Events

To support family engagement involvement, Lodestar provides multiple methods and entry points to meet the diverse needs of our families. ~~Parents are required to attend six events per year, (including three ILP Meetings and three invitational events) and also have a variety of optional opportunities to support involvement. These opportunities 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. ~~Though it is~~ While not required, these events are

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

²⁷ US Department of Education, 1997. Family Involvement in Children's Education. <http://goo.gl/QVejor>

~~d. **Family Learning Nights** – Interactive family education nights are held throughout the year based on family needs.~~

- ~~● **Crew Parent Representatives** – Crew parents **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.~~

~~e. ● **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.~~

~~f. ● **Work Days/Workdays** – Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.~~

~~g. **NEW! Parents as Partners in Self-Directed Learning** – Lodestar acknowledges the unique skillsets and talents that families bring to the classroom, and creates spaces and opportunities for families to share these unique talents throughout the school day. Family participants in the Feedback Session on September 2 expressed an interest in contributing their unique skills, such as professional skills in engineering or poetry writing, to the school during the Self-directed Learning block. To support this partnership, Community Organizers collaborate with the Lodestar Design Team to ensure parents have taken the appropriate legal steps to volunteer in the school (such as obtaining background checks, first-aid training, and tuberculosis testing), and create connections between parents and teachers.~~

Family Resource Center

To further support family engagement

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Small caps

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

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

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

A Strong Professional Learning Community

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

Community of Learners

Design Principle 5: Professional Community of Learners

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Development in EL Education Schools²⁸, it is our belief that we must have a Professional Learning Community that is:

1. **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.
2. **Supported by a Collaborative Culture:** Adults work together in pursuit of our mission. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. We model and actively foster the critical components of relational trust necessary for achievement: respect, integrity, competency and personal regard for others.
3. **Goal-oriented:** Individual educators, teacher teams, and the school as a whole entire Lodestar Crew have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision needed to meet short and long-term goals.
4. **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.
5. **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.
6. **Highly Qualified:** All core teachers at Lodestar are highly qualified under the Elementary and Secondary Education Act (ESEA) and are authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification. In addition, LCCPS provides stipends to teachers' base salaries to assist in recruitment of teachers who have demonstrated successful experience working with English Language Learners, hold a Bilingual Cross-cultural, Language and Academic Development (BCLAD), and speak Spanish, which is the dominant home language other than English of our target neighborhood.
7. **Data driven:** The core of all work at Lodestar is the realization of student growth. Lodestar's staff closely analyzes academic and whole-child growth metrics. Academic analysis is both a collaborative and individual process. Lodestar teachers regularly

²⁸ DuFour, et al. *On Common Ground: The Power of Professional Learning Communities*. Solution Tree, 2005.
Framework for Professional Development in EL Education Schools: <https://bit.ly/3iFQTBK>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

analyze the following student achievement data down to the individual student level and across the K-12 continuum. More information on the following assessments may be found in ~~Element C~~.

- ~~School-wide, Calendared Assessments~~ include CELDT, CAHSEE, CST, SBAC, and other state administered assessments; SAT and PSAT or the ACT and EPAS; reading level assessment; and ELA and **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.

a. ~~At Lodestar Math interim assessments.~~

b. **Benchmark Assessments** include Individually Paced Content and Skill Benchmarks, Cohort Paced Content and Skill Benchmarks, and High Quality Work Benchmarks.

Structures to Support Professional Learning

~~As in our classroom instruction,~~ we use a data-driven process for determining the focus of our professional development and ~~the structures utilized.~~ This utilize a variety of EL Education’s Core Practices to provide flexible and differentiated professional development for its staff. These may include a mix of classroom observation, student assessment data, and input from teacher leaders, as well as other structures from ~~but are not limited to the following list:~~

1. **Dedicated Time:** LCCPS believes that excellent teachers and excellent instruction are critical in achieving our mission. As such, LCCPS and Lodestar place an emphasis on collaborative, instructional planning, which requires additional time. Time is set aside weekly, quarterly, and in the summer months to ensure teachers have the time to thoroughly plan, develop, and learn in concert with fellow teachers, administrators, content experts, and instructional specialist (i.e. ELD, SPED). Professional development and collaboration time are gained through the following:

Common Planning Time: Grade level and/or content area partner teachers are provided with *Site Based Professional Development*

a. **Content Team Meetings** – Weekly planning time for content teams is built into the school day with a common planning time ~~to prep period so that teachers can~~ develop and refine curriculum-

b. **Flexible Release Time:** Coverage is provided for teachers to ~~and instruction.~~ Content Leads are part of the Instructional Leadership Team and ~~facilitate peer observation on site~~ as well as in the field ~~these learning spaces.~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- **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.

- e. ● **Wednesday Professional Development:** ~~Once a week, students are released early to provide teachers with time for~~ – 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. Every Wednesday, teachers and staff engage in three hours of professional development. This includes time for new inputs, data analysis, collaborative planning, and community building. See a sample PD Calendar in Appendix A.3.

d. **On-Site Professional Development Institutes:** Teachers invest significant time in whole and small group learning sessions differentiated to meet the needs of all staff members, during student free Professional Development Institutes scheduled five times annually. These experiences provide a common understanding and enable **Instructional Coaching & Responding to Student Data** – Administrators work with teachers to develop shared language, build their background knowledge, discuss ideas with colleagues, and experience effective practices as learners.

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

- 2. **PLC Groups and Data Groups** – LCCPS believes that excellent teachers and excellent instruction are critical in achieving our mission. Lodestar uses consistent structures and protocols on a bi-weekly basis to support teams of teachers in them in reflecting on their instructional practice and analyzing student work, having honest conversations, providing one another with feedback, and keeping a focus on equity. Teachers meet in the following groups to do this collaborative inquiry work:

a. **PLC Groups:** Teams of teachers meet throughout the year to plan, learn, and reflect on various school goals, including these learning outcomes from the LCAP and EL Work Plan. PLC teams previous two-week cycle. In addition, teachers may be based on content, grade band, or Core Component of the model. PLC activities may include, but are not limited to the following: curriculum mapping and alignment, sharing best practices in a content area or Core Component, consulting around the learning styles, strengths and needs of shared students,

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

~~participating in professional development sessions and creating plans to implement the material learned, and collaborating around interdisciplinary projects.~~

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

~~3. **Observation, Coaching, and Mentoring** – LCCPS staff are observed and observe others to improve their craft. They reflect on their practice in formal and informal ways and seek inputs on how to improve their provided with support for instructional practice and best serve our students.~~

~~a. **New Teacher Mentoring:** Lodestar pairs a veteran teacher with each teacher new to LCCPS support them in specific LCCPS practices, including but not limited to, backwards including modeling, resource and research provision, observation of model classrooms, collaborative planning, teaching character and mindsets, assessment practices, portfolios, Individual Learning Plans and meetings, and progress reports and report cards observation of own practice, and debriefing.~~

~~b. **Learning Walks:** Teams of school leaders and teachers regularly conduct learning walks or other forms of protocol-driven “walkthroughs” in order to discuss and define the qualities of effective instruction and to identify patterns of instructional strengths and areas for improvement across classrooms.~~

~~c. **Model Classrooms:** Model Teachers display an exemplary classroom, and open that classroom to colleagues and novice teachers for observation of Cross-cutting Practices in action.~~

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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- ~~New Teacher Mentor~~ - Lodestar pairs a veteran teacher to mentor current or aspiring teachers through partnerships with Alder Graduate School of Education²⁹, Reach Institute for School Leadership³⁰, and Great from the Gate³¹.

- ~~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.

- ~~Instructional Coaching~~: Instructional Leaders work with teachers in non-evaluative cycles to support them in an area of their instruction. Coaching cycles may be teacher-centered or student-centered, but are always in service of our student achievement goals. The guiding theory of action is that improving craft takes practice and focus. This recursive cycle maintains one clear focus upon improving a targeted instructional move designed to yield an intentional student outcome. The cycle includes the following elements:
 - i. Pre-Coaching Conference to develop the coaching relationship and agreements
 - ii. Initial Focused Observation
 - iii. Meeting to debrief AND plan for the next observation
 - iv. Repeat cycle until complete
 - v. Post Coaching Conference designed to evaluate the efficacy of the completed cycle

Structures to Share Leadership:

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

- ~~Instructional Leadership Teams (ILT)~~ - The ILT increases the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture in alignment with our mission. The ILT represents one form of shared leadership, modeling healthy practices in all interactions and making leadership a function rather than a person in our school.

²⁹ Alder Graduate School of Education: <https://bit.ly/32A2mgL>

³⁰ Reach Institute for School Leadership: <https://bit.ly/32Ba89Y>

³¹ Great from the Gate: <https://bit.ly/2ZK7f4Z>

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

- **Vision Keepers** – The leadership and policy making team for school operations, the Vision Keepers evaluate proposals and innovation through the lens of the school mission and vision and provide a voice in school governance to the Lodestar community.
- **Professional Learning Leaders and Model Classrooms** – As budget allows, teachers receive stipends for assuming additional leadership and mentoring responsibility. This may include but is not limited to mentoring novice teachers, maintaining a model classroom, and collaborating with the Instructional Leadership Team to design and deliver professional development in an area of expertise.

Summary: How Learning Best Occurs

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

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

A Day in the Life of a Student

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

Student Arrival (7:45 – 8:30 am)

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

Breakfast and Crew (8:30 – 9:15 am)

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

Students and Crew leaders:

- preview learning and schedules for the day, if needed;
- celebrate achievements;

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- build relationships and participate in the character and mindsets curriculum;
- set individual or classwide academic or behavioral goals.

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

9:15-3:00 Flexible, Daily Playlist

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

- **Learning Expeditions** make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning Expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All Learning Expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of nonfiction text. Learning Expeditions take multiple, powerful elements join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work.
- **Competency-based Learning** allows students to move through Competency-based progressions in personalized ways. The core curriculum in ELA and math, as well as some aspects of high-school A-G credit-bearing classes, are presented in a Competency-based way. Some students may work with small groups and teachers; other students may work with computer-based learning programs; other students may be tutored by older students. All students demonstrate mastery to move forward in Competency-based progressions; students who are not making expected progress receive increased support and intervention to get them the support they need.
- **Self-directed Learning** allows students to spend time each day working on projects related to their interests. With support from adults, students follow a learning process that asks them to articulate a question or problem they want to solve, and then make a plan to work, document their learning, and reflect and share their learning and products with relevant community members. This allows students to engage in opportunities to pursue passions. Teachers connect students to rigorous content (ex. studio skills) and real-world applications (ex. putting on a concert, participating in Harvard Model Congress, or showcasing work at the Maker Faire) and help students work towards

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

school deadlines and Celebrations of Learning. When applicable, Self directed Learning is aligned with relevant standards (CCS, CCCS, and NGSS), State Priority for a Broad Course of Study, A-G Requirements, and the Mission of Lodestar. The approach and curriculum vary based on the topic of students' projects.

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

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

3:00-3:30 Crew and Dismissal

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

3:30-6:00 Extended Learning Time

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

Curriculum, Instruction, and Assessment

School Design Team

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

This core design team is working together to develop a set of school-wide, standards-based curriculum maps that act as the foundation for all planning and instruction. During the planning year, initial vertical and horizontal curriculum maps are being developed for all grades K-12 in alignment with CCSS, CSS, and NGSS, as well as college readiness standards and character

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

and mindset standards. Maps identify key content that needs to be addressed at each grade level and in each subject area. This process emphasizes key standards, while guarding against unnecessary repetition and ensuring appropriate spiraling of skills and concepts. These maps are reviewed each year as grade levels are added to ensure continued horizontal and vertical alignment to standards. Lodestar also leverages LCCS instructional practices as well as our partnership with EL Education to codify our curriculum, including LCCPS curriculum maps.

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

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

The Design Team includes:

- **Yanira Canizales, Head of School.** Yanira was Lighthouse’s Director of Instruction in 2013-14 where she was responsible for the curriculum, pedagogy, teacher coaching, culture and overall educational well-being of K-4th grade students, before transitioning to LCCS Interim Head of School in 2014-15. Having immigrated to the United States from Nicaragua with her family, she experienced the power of education and the inequity that can come with being a Spanish only speaking student of color. Dedicated to ensuring all students have access to an excellent and equitable education, Yanira has worked in urban education in the bay area since 2002. She received her Administrative Credential through the New Leaders Program and holds a Masters in Teaching and teaching credential from the Center for **External Professional Development**
 - **Outside Professional Development** – Teachers have access to a variety of external professional development (“PD”) opportunities. As members of the EL Education Network, LCPS supports teachers in participating in professional development provided by EL Education connected to EL Core Practices.³²
 - **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

³² EL Education Calendar of Events: <https://bit.ly/2ZIAQM3>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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.

- Social Justice at the University of San Francisco. Yanira also holds her Bachelor's in Social Welfare with a minor in Education from the University of California Berkeley,

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition—Element A**
Educational Program

where she graduated as a first generation college student on a full scholarship. Yanira lives in East Oakland with her four children and husband.

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

"Honor Roll" status for the Fishman Prize for Superlative Classroom Practice, based on her work teaching middle school humanities at Capital City Public Charter School in Washington, DC, where she taught for 5 years and served on the Instructional Leadership Team. She received her Masters degree in Teaching Secondary English from Trinity Washington University, where her research focused on supporting English Language Learners in an inclusion setting. Bri has undergraduate degrees in Music and American Studies from Northwestern University.

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

external partnerships at LCCPS. Having entered teaching in 1995 through Teach for America, she has taught in both urban and rural settings. A Hoosier native, she received her degree in Wildlife Ecology from Purdue University in 1995. While working on her Master's Degree in Education at Harvard University in 2000, the concept for Lighthouse was born. Jenna is a member of Oakland Rotary and sits on the advisory boards of two new start up charter schools.

- **Stephen Sexton, LCCPS Founder.** Stephen Sexton is a Founder of Lighthouse Community Charter Public Schools. He got his start in teaching through Teach for America in 1995 where he taught science for two years in Watts. After a short stint teaching in a one-room schoolhouse in Upstate New York, Stephen continued his teaching career under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter School outside of Boston. In addition to teaching, Stephen was the Curriculum Director for Teach for America where he authored TFA's teacher education curriculum. Stephen received his Bachelors of Science Degree from the University of Utah, having majored in Mechanical Engineering and minored in Nuclear Engineering.
- **Brandon Paige, Director of Finance and Operations.** Brandon Paige began his work with LCCPS in 2013 as the Director of Finance and Operations. In this role, he is responsible for overall budget and cash management, human resources, and oversight of operational functions. Brandon began his career in education with six years of teaching experience as a High School math teacher. He began in Brooklyn, NY with the NYC Department of Ed., and continued teaching at a charter school in San Francisco. He continued his work in education at EdTec, Inc. In that role, he managed the financial aspects of charter schools throughout Northern California, and was introduced to LCCS. Brandon received his Bachelors in Economics from Princeton University and his Master's in Education from Pace University.
- **Aaron Vanderwerff, Lighthouse Creativity Lab Director.** Aaron Vanderwerff is passionate about engaging students in making and independent inquiry in the classroom, particularly students underrepresented in STEM fields. He currently oversees design and making programs at LCCS, which includes coaching teachers and facilitating professional development. This effort came out of his making class, which culminates in students exhibiting their independent projects at the Maker Faire. Aaron has taught high school science in the Bay Area for the past ten years. Before joining LCCS, he taught ninth-grade physics and was science department chair at San Lorenzo High School, and taught math in the Peace Corps in Burkina Faso.
- **Anna Martin, Director of Talent.** Anna Martin joined LCCPS in 2014 as the Director of Talent. Anna began her teaching career as a Teach for America corps member in 2004 in San Jose, California. She spent 8 years working at Lee Mathson Middle School in San Jose as a Lead Humanities Teacher and later as a Professional Learning Facilitator. She achieved her National Board Certification in Early Adolescent History and Social Science and worked with the Center for Teaching Quality researching and advocating for teacher leadership and teacher voice in education policy and leadership. After that, she served as a Leadership and Instructional Coach in Oakland Unified School District as part of a

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Transformational Coaching Team. She received her Bachelor's in Comparative Literature from Barnard College and her teaching credentials through San Jose State University. She now works as LCCPS's director of talent.

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

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Curriculum, Instruction, and Assessment within the Core Components

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

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

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

Core Component #1: Crew

Our school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to "become Crew, not passengers." The structure of Crew allows for relationship building, character development, and academic progress monitoring and guidance. Crew allows students to be known well and supported by adults, and as such, are small groups. Students loop with their Crew leader, and their Crew leader is the primary advocate for his or her Crew as individuals and as a collective.

Standards Covered

Crew serves as students' home base and the primary time to build relationships, develop their character, and monitor their academic progress with the support of a small group and a caring adult. Lodestar's approach to relationship building is informed by the philosophy and practices of restorative justice.³³ We use Tier 1 practices like team-building circles to forge and maintain strong relationships among peers and between students and educators. When harm is inflicted by a member of our community, Crew may serve as one locale for repairing this harm through restorative conversation or mediation (Tier 2). Crew is also often a natural community for tier 3

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

³³ "Restorative Justice—Oakland Unified School District." 2015. 4 Aug. 2015 <http://goe.gl/0CgkVdA>.

Lodestar 2020 Charter **Petition—Element A**
Educational Program

re-entry rituals. Students also play games and have fun in Crew; creating bonds through shared experiences.

At Lodestar, we encourage the development of our students' character. As an EL Education school, we delineate our definition of "character" into performance character and relational character.³⁴ Performance character includes executive functions such as perseverance and responsibility, while relational character speaks to interpersonal and ethical values like respect and compassion. A third and overarching aspect of our character work is known as the "mindsets for agency"; a habit of heart and mind with student agency, self-direction, and discovery at the core.

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

Assessments

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

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

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

Curriculum and Instructional Design

The curriculum for Crew is thoughtfully crafted along a K-12 continuum as well as over the course of each school year to build and maintain team, encourage and reflect on character

³⁴ "Building Character and Student Agency: A Different Approach." 2014. 31 Jul. 2015
<http://goo.gl/rmDQwG>

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

development, and enable students to reflect meaningfully on their academic growth. The K-12 vertical plan incorporates relationship-building rituals, character education and application, and self-reflection that is developmentally appropriate for different ages. The annual scope and sequence for each grade level considers theebb and flow of each year; prioritizing the creation of team at the start of each new year, and building in time for students to prepare for student-led conferences and portfolio presentations. Crew is mapped out in terms of weekly rituals and activities. Due to the human and fluid nature of teams and schools, Crew time can also be taken to address and respond to conflict and unpredicted events that affect the Crew or school community.

Development Plan

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

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

Figure A.7 Crew Development Schedule

Timeline			Component K-5	Tasks 6-8	9-12 Foundational Materials	Responsible Individual(s)
Oct./Dec. 2015 English	Standards and Vertical Alignment	Develop and define community values	-Guiding principles			Yanira Canizales
			-LCCPS performance character progressions			Rebbie Torney
			-LCCPS relational character progression			Rebbie Torney

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Justified

Formatted Table

Deleted Cells

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

	<p>Amend</p>	<p>- Research and develop performance characteristics of progression</p> <p>- Research and develop relational characteristics of progression</p> <p>- Research and develop restorative justice system and practices</p> <p>- Develop college readiness standards and timeline</p>	<p>-LCCPS restorative justice school-wide principles and practices</p> <p>-LCCPS college-readiness progression of skills and knowledge</p> <p>-EL Education school learning targets from EL commons (e.g., The Greene School).³⁶</p>	<p>Laura Einhorn</p> <p>Yanira Canizales</p> <p>Bri ZikaMatch Education</p>
--	--------------	---	---	---

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

³⁶ See [Appendix 14](#): Greene School Crew Learning Targets-A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		- Develop Crew yearly learning targets			
Math Jan. 2016	Assessment System Eureka Math/ Great Minds	- Develop systems for student-driven reflection and portfolio rubrics. - Define and develop character measurement/ assessment system. - Establish LCCPS baseline and set goals for culture data (e.g., referrals, suspensions, time out of class, etc.) Use LCCPS	- Develop portfolios for student-led conferences, and student-engaged assessment protocols from LCCS and other EL schools. - Character measurement/ assessment systems from LCCS, other EL schools, and SEL resources. - LCCPS culture data, targets, and strategic	Bri Zika	Yanira Canizales Yanira Canizales Yanira Canizales

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No widow/orphan control

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

			practices to collect culture data (e.g., referrals, suspensions, time out of class data). -Use LCCPS practices and partnerships to track college acceptance and persistence OpenU	plan to achieve targets -LCCPS college acceptance and persistence current data, targets, and strategic plan to achieve targets C PM	
Science Feb. 2015	Curriculum Maps EL Module Integrations	- Develop community building maps -Align restorative justice practices	- Vertically aligned map of school-wide and Crew rituals, including new student orientations -Tier 1, 2, and 3 restorative justice protocols	Yanira Canizales Laura Einhorn Yanira Canizales Maritza Ortiz, Antinnea Skipwith Bri Zika Patterns	

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, No widow/orphan control

Formatted: Justified

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: No widow/orphan control

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

			-Design college readiness curriculum maps -Design, schedule, and build times and practices for communication with families -Define stewardship and service projects	for K-4, 5-8, 9-12 -LCCS1 college readiness curriculum maps -LCCPS family engagement structures -EL Education resources—as found on EL Commons EL Module Integrations	Physics
History March—June 2016	Unit and Lesson Plans	Develop K-4* exemplar,	-EL Education resources as found on EL Commons		Bri Zika
	5/ Teacher Dev. and	consistent “week in the life” models	-EL Education resources as found on EL Commons		Bri Zika

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No widow/orphan control

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified

Deleted Cells

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

	<p>Staff Needs for Crew</p> <ul style="list-style-type: none"> - Develop and share a bank of Crew protocols and activities for building community. - Develop templates and models for K-4 Restorative Justice rituals and practices <p>*Majority of planning focuses on launch grades: K, 1, 2, and 6; additional work is done as needed to</p>	<p>K-4 Restorative Justice protocols for tier 1, 2, and 3 interventions EL Module Integrations</p>	<p>Laura Einhorn Teacher Created, Facing History & Ourselves</p>
--	---	--	--

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		ensure that the Crew curriculum grows to be instructionally coherent based on Lodestar's K-12 vertical map and each grade level's horizontal map.		
--	--	---	--	--

Enrichment March June 2016	Unit and Lesson Plans / Teacher Dev. and Staff Needs Created	- Develop 5-8 exemplar, consistent "week in the life" models for Crew - Develop templates and models for 5-8 Restorative Justice rituals and	- EL Education resources as found on EL Commons - 5-8 Restorative Justice protocols for tier 1, 2, and 3 interventions	Bri Zika Laur a Einh orn
----------------------------------	--	---	---	---

Formatted: Font: Franklin Gothic, 12 pt

Deleted Cells

Deleted Cells

Deleted Cells

Formatted: Justified

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No widow/orphan control

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

		organizing student design portfolios and portfolio presentations		Zika
--	--	--	--	------

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Core Component #2: Learning Expeditions

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

Standards Covered

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

Assessments

Expeditions assess student mastery of each of the three dimensions of EL's expanded definition of student achievement: mastery of knowledge and skills, high-quality work, and character. Final A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

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

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

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

Curriculum and Instruction

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

through an authentic exploration of careers and college paths. For example, students engaged in an Expedition on green building will interview, share work with, and receive feedback and training from professional environmental engineers, architects, contractors, and community organizers.

Development Plan

To prepare teachers to design and deliver high-quality instruction through Learning Expeditions, Lodestar’s design team is generating the following: standards and targets, vertical and grade-level curriculum maps, planning templates, and model Learning Expeditions. The bank of resources includes the ELA Common Core Standards, the Next Generation Science Standards, and the California History–Social Science Content Standards, along with long-term learning targets in student-friendly language for each grade level. As described above, the team is vertically aligning the history and science standards to create both a K-12 curriculum plan and grade-level Expedition maps, designating the areas of focus at each grade level. After these alignment documents are generated, the team is then designing sample Learning Expeditions at key grade levels to serve as models for incoming staff. The models include each of the key elements and pedagogical practices of an Expedition, described above. Though the content, texts, guiding questions, and standards differ with each Expedition, the planning process and unit structure are uniform across grade levels to ensure consistency in design across grade levels and subject matter. The design team uses the planning materials on EL’s open source document sharing website, EL Commons, to generate templates and guidelines for Expedition planning.

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

Figure A.8 Learning Expedition Development Schedule

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) pathway³⁶. The process will include input from the community,

³⁶ California’s Career Technical Education: <https://bit.ly/35HRO14>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

GRADUATION REQUIREMENTS

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.

Timeline	Component	Tasks	Foundational Materials	Responsible Individual(s)/ Team(s)
Nov.– Dec. 2015	Standards and Vertical Alignment	<ul style="list-style-type: none"> -Identify NGSS standards, Social Studies standards, ELA standards (reading, writing, speaking, listening) to be covered through Learning Expeditions -Build K-12 vertical map for Science 	<ul style="list-style-type: none"> -Next Generation Science Standards -California History-Social Science Standards -California Common Core Standards- ELA -EL Education-ELA Standards -LCCPS Learning 	Bri-Zika, Design Fellows

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		Expeditions (ELA + Science) -Build K-12 vertical map for Humanities Expeditions (ELA + Social Studies) -Develop long term targets for each year band	Expeditions ³⁷ -Exemplar Learning Expeditions from EL Commons	
Jan. 2016	Assessment System	-Design summative exam guidelines -Design summative exam models and rubrics -Design high quality work rubrics -SBAC Performance Task Interims	-SBAC Performance Tasks -Exemplar high quality work rubrics from EL Education schools -LCCS1 Learning Expedition assessments and rubrics	Bri Zika, Design Fellows

Feb. 2016	-	-		
Grade Level Curriculum Maps Portfolio Average	Identify grade level content	LCCPS grade level curriculum maps	Bri Zika, Design Fellows	Credit
	Write guide lines for	Examples of expedition currie		

Deleted Cells

Formatted Table

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

³⁷ See [Appendix 15](#) for a sample LCCPS Expedition and [Appendix 16](#) for an Expedition from EL commons A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

choosing texts for sets - Design a skeletal curriculum map for each grade level - Create a list of potential texts and sets to be used at each grade level Letter Grade	curriculum maps from EL Education school	Percent Grade	Percent Grade
--	--	---------------	---------------

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Merged Cells

Deleted Cells

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Mar. 2016- June 2016	Unit and Lesson	- Develop unit plans	- EL Education exemplar unit plans and guiding	K-4: Robbie Torney 5-8: Bri Zika and
----------------------	-----------------	----------------------	--	---

A.

Lodestar 2020 Charter **Petition – Element A**
 Educational Program

	Plans A	with general learning targets	material on learning targets Diploma Earned	Laura Einhorn 9-12: Laura Einhorn Majority of planning focuses on launch grades: K, 1, 2, and 6; additional work is done as needed to ensure that Learning Expeditions grow to be instructionally coherent based on Lodestar's K-12 vertical map and each grade level's horizontal map.
June/July 20163.7	Teacher Development Steps A	-Train teachers with Expedition protocols	-EL Education protocols -EL Education professional development	Bri Zika, Design Team Training of founding teachers, facilitated by School Design

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

		teachers in designing investigations -Train teachers in designing authentic products - Develop a database of fieldwork, experts, and service partners -Train teachers in writing instruction	-EL Education professional development -Local partnerships -Common writing rubrics, structures, language, and processes -EL Education training on literacy across the disciplines	Follows and through EL PD opportunities, begins as soon as founding teachers are hired.
--	--	---	--	---

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
 Educational Program

			-Train teachers in reading instruction across the disciplines, with particular support of close reading 90-92
<u>3.3</u>	<u>—</u> ^B ₊	<u>87-89</u>	
<u>3.0</u>	<u>—</u> ^B	<u>83-86</u>	
<u>2.7</u>	<u>—</u> ^B ₌	<u>80-82</u>	
<u>2.3</u>	<u>—</u> ^C ₊	<u>77-79</u>	
<u>2.0</u>	<u>—</u> ^C	<u>73-76</u>	
<u>1.7</u>	<u>—</u> ⁻ ₌		No Diploma Earned
<u>1.3</u>	<u>—</u> ⁻ ₌		
<u>1.0</u>	<u>—</u> ⁻ ₌		

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Core Component #3: Competency-based Learning

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

Standards Covered

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

Assessments

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

Curriculum and Instruction

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

The nimble structure of Competency-based Learning Times means that significant preparatory work is done before the school year to present students with multiple options and resources for A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

~~accessing the curriculum during this dedicated time. Students participate in varied learning experiences including individual work through modules (informed by the EL Education Common Core Success curriculum) and technology-based curricula (such as Khan Academy or Achieve3000), student and teacher facilitated small groups, conferences, and peer tutoring and support.~~

Development Plan

~~In a Competency-based Learning model, teachers take on many roles: direct instruction provider, coach, mentor, and facilitator. To prepare our teachers to serve in these capacities, we are observing, researching, and tracking best practices utilized in schools that provide this Competency-based Learning time, such as Summit Public Schools and K12 Schools. We are distilling these best practices into professional development training for our instructional staff. We are also developing an array of resources, modules, and support materials for students to learn and master the ELA and math skill and content standards at their own pace and in their own style. These resources draw on resources such as the EL Education ELA Common Core Success modules and online resources such as Khan Academy. We are doing significant work during Lodestar's design year to identify the foundational resources to be used as part of the Competency-based curriculum. Please refer to **Figure A.9** for Lodestar's specific and realistic Competency-based Learning Development Schedule.~~

Figure A.9 Competency-based Learning Development Schedule
LCPS A-G Graduation Requirements

<u>Timeline(A) History/Social Sciences</u>	<u>Component3</u>	<u>Tasks</u>	<u>Found</u>	<u>Respo</u>
	<u>0 Units Required</u>		<u>ational</u>	<u>nsible</u>
			<u>Materi</u>	<u>individ</u>
			<u>ale</u>	<u>ual(ef</u>
				<u>Team(</u>
				<u>e)</u>
<u>(B) English</u>	<u>40 Units Required</u>			
<u>(C) Mathematics</u>	<u>30 Units Required</u> <u>40 Recommended</u>			
<u>(D) Lab Science</u>	<u>30 Units Required</u> <u>40 Recommended</u>			
<u>(E) Language Other Than English</u>	<u>20 Units or Equivalent Required</u>			
<u>(F) Visual & Performing Art</u>	<u>10 Units Required</u>			

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Deleted Cells
Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Deleted Cells
Deleted Cells
Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto
Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
 Educational Program

Standard K-12 CCSS ELA progressions, with emphasis is on reading and writing	-Build K-12 CCSS math progression	-CCSS-ELA Standards -CCSS-Math Standards -CCSS-Math Writing Diagram -Math Solutions resources -Lucy Calkins/ Teachers College Reading and Writing Project curriculum and curriculum maps: -Core Knowledge -Eureka Math(G) College Preparator y Elective	Math: Robbie Torney ELA: Bri Zika and Laura Einhorn 10 Units Required
--	---	---	--

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Deleted Cells
- Deleted Cells
- Formatted Table
- Deleted Cells
- Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Dec. 2015 CTE Pathway Courses	Assessment System 10 Units Required	Translat e LCCS4 develop mental reading assess ments (such as Fountas and Pinnell	SRI - and Pinnell Bench mark Assess ment System -Tools and material is from	Math: Robbie Torney ELA: Bri Zika and Laura Einhorn
-------------------------------	---	--	--	--

- Deleted Cells
- Deleted Cells
- Deleted Cells
- Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

--	--

or SRI) other
into Compe
compet tency-
ency- based
based progra
benchm me
ark (e.g.
assess Summit
ments Public
School
- s)
Resear -SBAC
ch and IA
develop
ELA
benchm
arks
assess
ments
-
Resear
ch and
develop
math
benchm
ark
assess
ments
-SBAC
Interim
Assess
ments;
develop
Interim
Assess
ments
for non-
SBAC
grades.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

			- Research and design structures for tracking and moving individual student s-(as part of adopting a Learning Management System to manage student playlists)
Jan. <u>2015 A-G</u> <u>Required/Recommended Units</u> ³⁸	Grade Level Curriculum <u>Maps 180 A-G Units</u>	-For each standard cluster, identify resources and learning experiences	- Compe tency-based progra ms (e.g. Dream box, ST Math) -Non-

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

³⁸ UC A-G Policy Resource Guide: <https://bit.ly/2ZHWqj0>
 A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		<p>that competency-based programs and materials that could support playlist development (e.g. Khan Academy, Learnzillion) ELA module Competency-based Learning</p>
<p>Jan. 2015 – June 2016 LCPS' Additional Credits</p>	<p>Unit and Lesson Plans 30 units total</p>	<p>Develop/identify content/resources for each standard /cluster.</p> <p>- Progression of options for competency and non-competency based programs</p> <p>Math: Robbie Torrey ELA: Bri Zika and Laura Einhorn</p>

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		ms and materia ls for each standar d/ cluster.
June/ July 2016 Total Units	<p>Teacher Development Steps/Needs <u>10 Units</u> <u>Required</u> <u>240 Units</u> <u>Recommended</u></p>	<p>- - Design Observ Professional Fellows er, delevel Trainin rescare h, and pment g-of h, and resoure foundin e describ es from g e practice schools teacher s that that s- support support facilitat learners compet ed-by in Compet eny- School eny- based learnin Design based g (e.g. Fellowe environ Summit through ments. Public ELPD School opportu -Train s) teacher s) s-in be gine these soon as practice as s. foundin g teacher s are hired.</p>

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Custom Color(18,125,63)

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Custom Color(18,125,63)

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Core Component #4: Self-directed Learning

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

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

Standards Covered

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

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

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

Assessments

Design portfolios are the primary means through which design thinking standards and skill standards are measured. Portfolios include performance-based assessments, including final A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

products, documentation of revision and design process, and feedback from peers and adults. These portfolios are assessed according to Lodestar’s design thinking rubric, high quality work rubric, and relevant skill standards. Design portfolios are defended and presented at passage presentations.

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

Rooted in the frameworks and foundational materials from EL Education (High Quality Work rubric), the Lighthouse Creativity Lab, the Stanford d. School, and LCPS Graduation Policy available upon request.

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 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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

coursework and requirements that are supplemental to statewide coursework requirements. In such cases, students would receive a LCPS State Basic Diploma.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

~~Agency~~ by Design from Harvard's Project Zero, the school design team is researching, prototyping, and finalizing Self-directed Learning time assessments during the planning year. Curriculum and Instructional Design

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, Underline, Pattern: Clear (Gray-15%)
Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Development Plan

As this work is ongoing, the school design team is developing Self-directed Learning templates and models, piloting this work with LCCS students, and clarifying expectations or portfolio submissions. As part of the 2015 Oakland NGLC community³⁹, we are also observing, researching, and describing practices that support learners in Self-directed Learning environments. Identifying and defining Cross-Cutting Practices is necessary to train our founding staff. Please refer to **Figure A.10** for Lodestar's specific and realistic Self-directed Learning Development Schedule.

Figure A.10 Self-directed Learning Development Schedule

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

³⁹ Lodestar was awarded a \$100,000 planning grant as part of the Rogers Family Foundation's "NGLC in Oakland" initiative to establish hubs of K-12 innovation. See OUSD press release: <http://goo.gl/ddGQY0A>.

Timeline(A) History/Social Sciences	Component3 0 Units Required	Tasks	Foundational Materials	Responsible Individual(s)/Team(s)
Oct.–Dec. 2015(B) English	Standards and Vertical Alignment30 Units Required	- Research and develop design thinking standards - Research standards for 21st century skills (e.g. programming) - Research linked learning principles - Vertical	- Resources from LightHouse Creativity Lab curriculum and protocols, Agency by Design (Project Zero), Stanford - d.School, Maker Education, Exploratorium, Tinker Studio - Connected - Linked	Aaron Vanderwerff and Robbie Torney Bri Zika Laura Einhorn and Bri Zika

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Deleted Cells

Deleted Cells

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		y-align arts and fitness standar ds -2001 VAPA standar ds - Nationa l-Core Arts Standa rds -2006 Fitness standar ds
--	--	---

Jan. 2016(C) Mathematics	Assessment System, 20 Units Required including 10 Units Algebra or Algebra Equivalent	- Develo P design portfolio s, with rubrics to measur e: design thinking standar ds high quality work	-EL Educati on-high quality work rubric -Design thinking standar ds and protoco ls from Lightho use Creativi ty Lab curricul	Design portfoli es: Aaron Vander werff, Robbie Torney
--------------------------	---	---	--	--

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold

		academi-um and ic-and protece other ls, standar Agency ds by Robbie Portfoli Design Torney e (Project defense Zero), and Stanfor present d ation el-Scho el, Maker Bri-Zika Educati on, Explora torium' - s Devele Tinker p Studie badging /micro -Best eredenti practic aling es system culled te from manage other skill schools develop that ment use trees badgin g/ micro- eredent ialing ment of system VAPA s and fitness - standar LCCPS ds fitness
--	--	---

A.

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold

				assess ments
Feb - 201 6	Grad e Level Curri culu m Maps	-Identify menu-of options that we offer -Design skill maps -Design self- directed design process for student s-and for teacher s -Pilot and iterate design process with LCCS student s. -Specify when celebrat ions-of learning (e.g-	-LCCPS Creativity Lab resources and partnership s(D) Lab Science	Aaron Vanderwerff, Robbie Torney 20 Units Required

Deleted Cells
 Deleted Cells
 Deleted Cells
 Formatted: Justified, Indent: Left: 0.25", Widow/Orphan
 control, Border: Top: (No border), Bottom: (No border),
 Left: (No border), Right: (No border), Between : (No border)
 Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No
 border), Left: (No border), Right: (No border), Between : (No
 border)

A.

maker
 faire)
 take
 place

March–June 2016 LCPS' Additional
 Credits

Unit and
 Lesson
 Plans 80 units
 total

Templates and
 models for skill
 maps

LCCPS Creativity Lab
 resource es and
 partner ships

Aaron Vander
 werff K-4:
 Robbie Torney
 5-8: Bri
 Zika
 and
 Laura Einhorn
 9-12:
 Laura Einhorn

Majority of
 planning &
 focuses on
 launch grades:
 K, 1, 2, and 6;
 additional
 work is done
 as needed to
 ensure instructional
 coherence

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Deleted Cells

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Deleted Cells

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

--	--

are based on Lodestar's K-12 vertical map and each grade level's horizontal map.

<u>June/ July 2016</u> Total Units	<p>Teacher Development Steps/Needs 80 Units Required</p>
---	---

-Train LCCPS Aaron Vanderwerff, LCCPS Creativity Lab resources and support partner schools; Robbie Torney, Design Follows best practices from other organizations visited in self-directed environments. Develop procedures and expectations for portfolio submissions.

Formatted: Justified, Indent: Left: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Custom Color(18,125,63)
Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Custom Color(18,125,63)

Formatted: Font: Franklin Gothic, 12 pt, Not Bold
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Other Learning Outside ~~Transfer~~ of the Core Components

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

Graduation ~~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 Accreditation⁴⁰ 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 students are expected to be college ready upon graduating from 12th grade. That expectation directly informs our graduation requirements. All requirements must be~~

⁴⁰ Western Association of Schools and Colleges (WASC): <https://bit.ly/3malcqX>
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Normal, Justified, Space Before: 6 pt, After: 6 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

satisfied by the first Monday of June in the graduating year to participate in the graduation ceremony and to receive a diploma.

UC/CSU A–G Requirements

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

- History/social science (“a”)—Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- English (“b”)—Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- Mathematics (“c”)—Three years of college preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- Laboratory science (“d”)—Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry

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 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 A.4: EL Education Character Framework

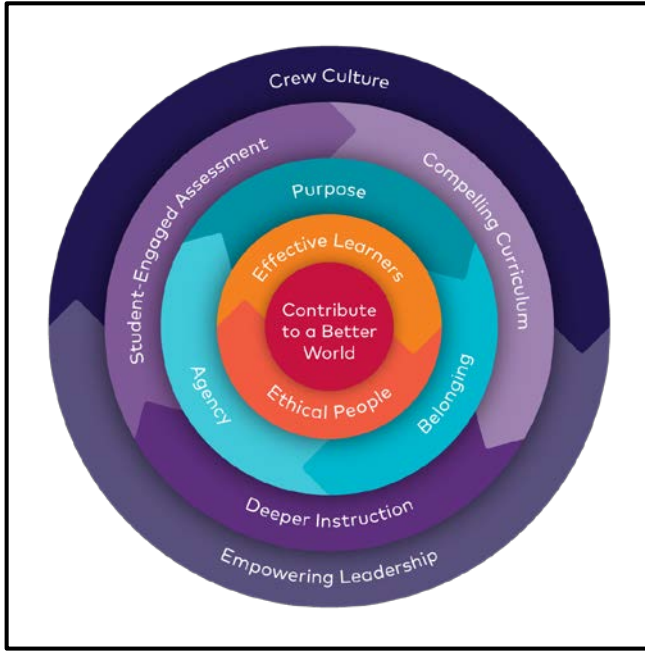
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)



Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- ~~• Built on our beliefs and physics.~~
- ~~• Language other than English ("c") — Two years of the same language other than English or equivalent to the second level of high school instruction.~~
- ~~• Visual core values, Lodestar has developed a series of complex and performing arts ("f") — One year chosen from dance, music, theater or the visual arts.~~
- ~~• College preparatory elective ("g") — One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses interwoven structures and practices that have been approved solely in the elective area.~~

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~form~~

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

The Lodestar School Culture is	Behaviors, Structures, and Practices
---	---

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~A:~~

A (all)	B (all)	C (all)	D (2A) Celebration of (3) Learning	E (2) Academic Growth and Achievement Culturally and Linguistically Responsive Teaching Habits of same) Work and Learning Complex tasks & Authentic Work Products, with a commitment to contributing to a better world	F (all)	G (one)	
<ul style="list-style-type: none"> English 9 English 10 English 11 English 12 <u>Belonging in Community</u> 				<ul style="list-style-type: none"> World History I World History II U.S. History I <ul style="list-style-type: none"> U.S. History II Student Voice 	<ul style="list-style-type: none"> Alg ebr a-l Ge em stry emi stry Alg ebr a-ll 	<ul style="list-style-type: none"> Biol egy Phy sies Ch Sp ani sh-l Sp ani sh # Fre neh † Fre neh # CC LO TE 	<ul style="list-style-type: none"> Rob otics Math Anal ysis Stati stics Cale ulus Othe r
<u>Restorative Practices</u>				<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 			

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Formatted: Left, Line spacing: single, No widow/orphan control

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Left, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted Table

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Line spacing: single, No bullets or numbering, No widow/orphan control

Formatted: Justified, Line spacing: Multiple 1.15 li, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Normal, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Lodestar's A-C courses are designed around and with the four core components of the model (The foundations of our school culture, ~~Crew~~, Learning Expeditions, Competency-based Learning, and Self-directed Learning time).

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic

CAHSEE Requirements

Students must pass both sections of the CAHSEE:

- English Language Arts
- Mathematics

Lighthouse Specific Requirements

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

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

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

A:

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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)

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.6 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.

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

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

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: Multiple 1.15 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Staffing to Support Lodestar’s Model

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

Staffing Crew for K, 1, 2 and 6

Formatted: Font: Franklin Gothic, 12 pt, Italic

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 that 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 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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- **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.

Development & Use of School Norms

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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"> As discussed in Element E and as further detailed in our budget narrative, Lodestar's staffing in Year 1 includes: <ul style="list-style-type: none"> 48 Kindergarten 48 1st grade 48 2nd grade 72 6th grade We 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 Profiles, 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"> 10.0 FTE Classroom Teachers 1.2 FTE 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. Enrichment 2.3 FTE Home Language Tutors

Deleted Cells

Inserted Cells

Inserted Cells

Formatted Table

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 10 pt, Font color: White

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A:

		<ul style="list-style-type: none"> 2.0 FTE Instructional Aides 3.8 FTE After-School Program Tutors 1 Head of School 1 Case Manager 1 Office Manager 0.4 FTE Development Associate 4.2 FTE Maintenance/Supervision
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!”

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 10 pt, Font color: White

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

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

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

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

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

A.

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ ~~Element A~~
Educational Program

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

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

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

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

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

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

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

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

~~Additional Staff~~

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

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Growth Priorities

~~In Year 2, we are adding 5.0 FTE teachers (based on the enrollment plan presented in Element A). It is certain that one of these positions is a 6-7 Humanities or Science Learning Expedition teacher. The other 4.0 FTE of teachers are added based on needs established during Year 1 in service of Competency-based Learning, Learning Expeditions, or Self-directed Learning.~~

Learning Management System

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

Strategies to Support Targeted Student Groups

LCCPS 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

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

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:

- 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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.**)

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A-

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

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 A-

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Figure A.

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

Formatted: Font: Franklin Gothic, 12 pt, Not Bold
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: Not at 0.56"
Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Strategies to Support Students Not Meeting Pupil Outcomes

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

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

Response to Intervention

RTI is a prevention-oriented framework for providing comprehensive support to students, **5 MTSS**

Framework

A.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

Systemic Planning

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic, Font color: Black

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)⁴¹. Lodestar uses these assessments to refine and develop Tiered Intervention Matrices. (An example of a Tiered Support matrix for Attendance is included in Appendix A.7)

Formatted: Justified, Space Before: 11 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

SUPPORTING STUDENTS NOT YET MEETING LEARNING OUTCOMES

Universal Screeners

Formatted: Font: Franklin Gothic, 8 pt

⁴¹ The Swift Fidelity Integrity Assessment (FIA) is a self-assessment tool schools utilize to monitor progress with the CA MTSS Framework.
A.

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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, ~~This rigorous prevention system, our Coordination of Services Team ("COST"),~~ provides for the early identification of learning and behavioral challenges and timely intervention for students who ~~are at risk for long-term need support to access their learning problems.~~ A successful RTI program 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 ~~includes three levels of intensity or three levels of prevention, which represents a~~ continuum of supports. ~~Many schools support.~~ At Lodestar, we use more than one intervention within a given level of prevention.

Tiered Primary (Tier 1) prevention: high quality core instruction/Interventions

- ~~Within MTSS, tiered inventions that meets the build upon each other are leveraged to address identified student needs. Examples of most students across and tiered supports under MTSS are provided in alignment with our core components~~
- ~~Secondary (Tier 2) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students across and in alignment with our core components~~
- ~~Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention across and in alignment with our core components~~

All-In! Partnership with the Seneca Center

LCCPS has ~~partnered with the Seneca Center, leveraging their All In! Multi-Tiered Model for~~ intervention to provide an RTI program across the domains of academics, behavior, and social-emotional well-being. ~~Figure A.11 provides an illustration of this model. All In! utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.~~ 5.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Line spacing: Multiple 1.25 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter Educational Program ~~Petition~~ **Element A**

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

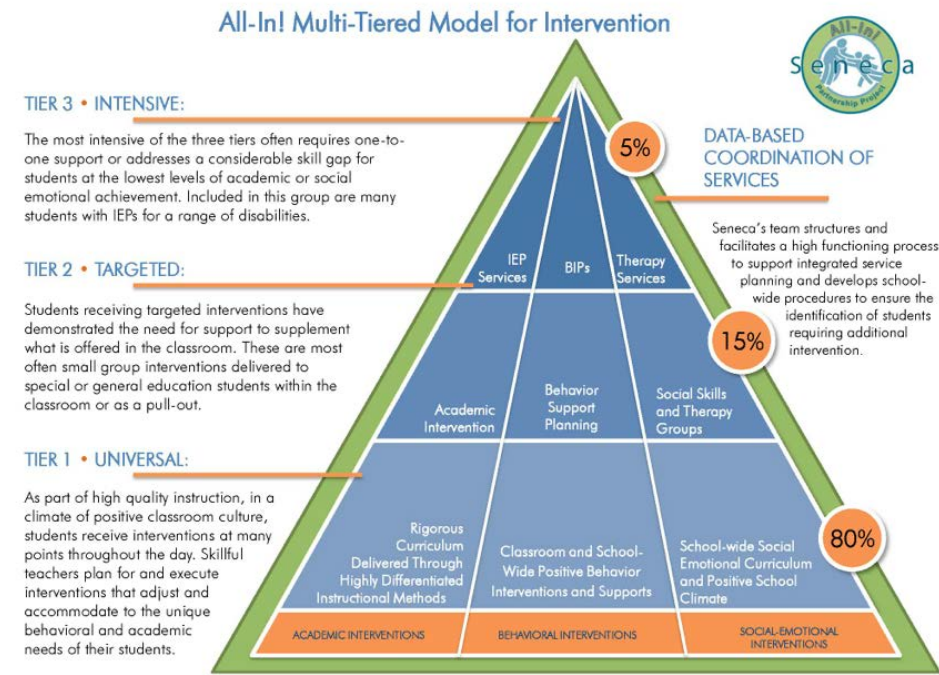
A.

1,106

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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



Tier	ACADEMIC How It Works	Students Behavioral	SOCIAL-EMOTIONAL Possible Interventions
-------------	------------------------------	----------------------------	--

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Formatted: Line spacing: Multiple 1.25 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Custom Color(RGB(18,125,63))

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Formatted: Left, Indent: Left: 0", Space After: 0 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Tier 3	<p>Special Education and Related Services</p> <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 	<p>Behavior Intervention Planning (BIP) and Case Management</p> <p>†All</p>	<p>Individual and Family Therapy</p> <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	<p>Academic Intervention</p> <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 	<p>Behavior Support Planning (BSP) and Case Management</p> <p>†Few, roughly 10 - 20%</p>	<p>Social Skills and Therapy Groups</p> <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)

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Left, Indent: Left: 0", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Left, Indent: Left: 0.32", Space After: 0 pt, Line spacing: Multiple 1.31 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear
- Formatted: Left, Indent: Left: 0", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Left, Indent: Left: 0.32", Space After: 0 pt, Line spacing: Multiple 1.31 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Indent: Left: 0", Space After: 0 pt, Line spacing: Multiple 1.31 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 8 pt
- Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
 Educational Program

Tier 13	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods. Individualized support <ul style="list-style-type: none"> • MTSS Team • Grade level meeting • Assistant principal or teacher leader is the facilitator, and holds teachers accountable 	Classroom and School-wide Positive Behavior Interventions and Supports <10% students per grade per year	School-wide Social-Emotional Curriculum and Positive School Climate. Functional Behavior Plan/Behavior Intervention Plan <ul style="list-style-type: none"> • 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
---------	--	---	---

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear
 Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Left, Indent: Left: 0", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Left, Indent: Left: 0.32", Line spacing: Multiple 1.31 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Left, Indent: Left: 0.32", Line spacing: Multiple 1.49 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
 Formatted: Font: Franklin Gothic, 12 pt

COST Team

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

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

Systemic Planning

Upon preparation for opening and on an annual basis, the All-in! Partnership examines the current priority of specific student supports and create an intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The

A.

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic, Font color: Black
 Formatted: Justified, Space Before: 11 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
 Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

~~assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that inform the collaborative creation of shared goals and strategies for the school year. The process begins in the months leading up to the school's opening with conversations and program development driven by the Seneca implementation team and encompassing identified stakeholders. In yearly intervals, the assessment process iterates on itself to ensure it remains responsive to current needs.~~

~~The All-in! Partnership ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback: (1) through the use of an annual staff survey, the All-in! Partnership gathers insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered, (2) data on the distribution of staff and student time across the three Tiers of service are collected and analyzed to help inform decisions about the future allocation of resources, (3) the School Wide Positive Behavioral Interventions and Supports (SWPBS) Self-Assessment Survey (SAS) is implemented annually, to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels, and (4) The Alliance for the Study of School Climate's (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions – physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, and community relations – effectively encompassing the critical components of school climate identified in current research.⁴² All of these assessment components are synthesized into a summative report and the All-in! team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.~~

~~Coordination of Services Team (“COST”)~~

~~This team”) consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier two and three interventions including members of the 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 and mental health teams), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. This referral process can be triggered by both parent concerns in addition to teacher concerns. Each services, and arrange socio-emotional counseling support for students. Every other week, the team discusses teacher referrals, triaging students for more in-~~

⁴² Austin et al., (2011). Zullig et al. (2010).

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

~~depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing~~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. ~~Each week, the team also completes one week reviews and eight week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate. Appendix 5 provides a COST Process Flow Chart, and Appendix 6 provides a Sample COST Form.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. ~~The All-in! Partnership~~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.

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- **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.

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.

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic

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.

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic

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).

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic
Formatted: Font: Franklin Gothic, 12 pt, Not Bold

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.

Formatted: Font: Franklin Gothic, Italic, Font color: Black
Formatted: Heading 5, Justified, Space Before: 11 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

SELPA

A.

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

Formatted: Font: Franklin Gothic, 12 pt

Tiered Services in the All In! Program

An Overview of How RTI Works

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

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data (see Element C for assessment tools), the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school’s resources for addressing the specific child’s challenges. At the weekly COST meeting, the COST facilitator would convene all necessary stakeholders and allies in the child’s learning to ensure the group has greater understanding of the whole child. This team may include but is not limited to the student’s parent/guardian. Notifications of meetings are made by the Director of Student Services in a timely manner that supports involvement by all stakeholders, including parents/guardians. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. An interventions plan is developed for that child that outlines the

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

~~areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the Core classroom teacher that could supplement the Tier 1 interventions taking place. The family is informed of these interventions through participation in the COST meeting, or if unable to attend, by the Director of Student Services.~~

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

~~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.~~

~~Tiered Services~~

~~The All in! Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social-emotional curricula. Tier two and Tier three services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. For a list of possible academic interventions, please see Appendix 7 for a Menu of Academic Interventions. Students identified for Tier two services engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate effectiveness and to gain valuable information about adjustments needed. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier one interventions. Students who do not respond to Tier two interventions are considered candidates to receive support at the third tier of intensive services. Appendix 5 provides a visual of the COST Process Flow Chart.~~

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, Italic

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Tiered Academic Services

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

~~Tiered Behavioral Services~~

The All in! Partnership utilizes School Wide Positive Behavioral Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.⁴³ SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

⁴³ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- **Tier One** – The SWPBS team plays a key role in the development and implementation of Tier one practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.
- **Tier Two** – The COST team works to develop thresholds for the initiation of Tier two services, considering data gathered from office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Collaborative Problem Solving (CPS)*. This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to Tier one levels of support, or if they may be candidates for Tier three services.
- **Tier Three** – These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. **Appendix 8** provides an example of the Functional Behavioral Analysis Form.

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

Tiered Social-Emotional Services

- **Tier One** – To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

for growth highlighted by the staff interviews and ASSC-SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social emotional well-being. **Appendix 9** provides an example of a Social Emotional Screener, as well as the Support Plan (described in Tier 2).

- **Tier Two** – The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services. **Appendix 9** provides an example of a Social Emotional Support Plan.
- **Tier Three** – These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress.

Serving Students with Special Needs

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

State and Federal Law

LCCPS and Lodestar ~~recognize~~ recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LCCPS and Lodestar ~~does will~~ not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. ~~The school complies~~ Lodestar will comply with all A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Normal, Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (~~HDEIA~~), Section 504 of the Rehabilitation Act of 1973 (~~Section 504~~), Title II of the Americans with Disabilities Act (~~ADA~~), and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (~~OCR~~). ~~We assure that Lodestar complies with AB 602, OUSD guidelines, and all California laws pertaining to special education students.~~ ("OCR").

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

~~SELPA~~

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

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

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

~~Facilities~~

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

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Heading 5, Justified, Space Before: 11 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, Italic, Font color: Black

~~Services~~

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

LCCPS and Lodestar make the following assurances:

~~● **Free Appropriate Public Education** – The School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation is used for admissions purposes. No student is denied admission to the school because he or she is in need of special education services.~~

● ~~**Full Educational Opportunity** – The School assures that all students with disabilities have access to the full range of programs available to non-disabled students.~~

● ~~**Least Restrictive Environment** – The School assures that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.~~

● **Individualized Education Program** – The School assures that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA. The school assures that the mandated requirements of each student’s IEP is met.

● ~~**Assessments** – The School assures that an IEP review shall be conducted on an annual basis at a minimum faculty. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or if requested by the student’s parents or teacher. Parents receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and student-led conferences at least four times per year.~~

● ~~**Confidentiality and Procedural Safeguards** – The School assures that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a free appropriate public education.~~

● ~~**Personnel Standards** – The School attracts, recruits and hires appropriately trained and credentialed personnel. Lodestar contracts with Seneca Family Services to provide special education specialized services to children with disabilities for students.~~

● ~~**State Assessments** – The School assures that students with disabilities either under the IDEIA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium (SBAC) and California Standards Test (CST).~~

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic

Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Italic

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Response to Intervention and Strategic Partnership

~~LCCPS and Lodestar utilize a strategic partnership with Seneca Family of Agencies to provide~~*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 ~~Response to Intervention (RTI), the Tiered Support Model~~ described earlier in this charter. ~~Seneca Center helps us~~The Director of Special Education assists us to integrate Special Education into this larger ~~RTI~~Tiered Support framework as well as our larger ~~school-wideschoolwide~~ assessment framework. The ~~school-wideschoolwide~~ assessment framework, described in Element ~~B2~~ of this charter, is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress ~~and growth every six to eight weeks~~ across grade levels and disciplines.

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

~~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 general education setting both academically and socially. A student with an Individualized Education Plan has ("IEP") will have access to ~~ALL~~all of the interventions available ~~school-wideschoolwide~~ as part of their individualized education plan. The Coordination of Services Team in partnership with the Director of Student Services ensures Special Education plans required by their IEP. Lodestar Education Specialists ensure IEPs are developed strategically and implemented with fidelity and ~~utilizes~~utilize all the resources available at ~~the school!~~Lodestar to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Resource Specialist twice a week specific to organizational and processing skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

~~appropriately credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. Lodestar Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Search & Serve Process

~~LCCPS and 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 ~~with modification of through~~ the general instructional program. ~~without special education services.~~ Parents ~~are~~ will be informed that special education and related services are provided at no cost to them. The Search and Serve Process ~~is~~ will be overseen by the ~~LCCPS Director of Student Services, Principal~~ under the direct supervision of ~~the Chief Executive Officer~~ LCCPS Director of Special Education.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

No assessment or evaluation ~~is~~ will be used for admission purposes. If a student enrolls with an existing IEP, Lodestar ~~notifies OUSD and/or~~ will notify the SELPA within 5 days. An IEP meeting ~~is~~ 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.

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Heading 4, Justified, Space Before: 12 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

A.

~~Parents have the right to request in writing that their child be assessed to determine eligibility for special education services.~~

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

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

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

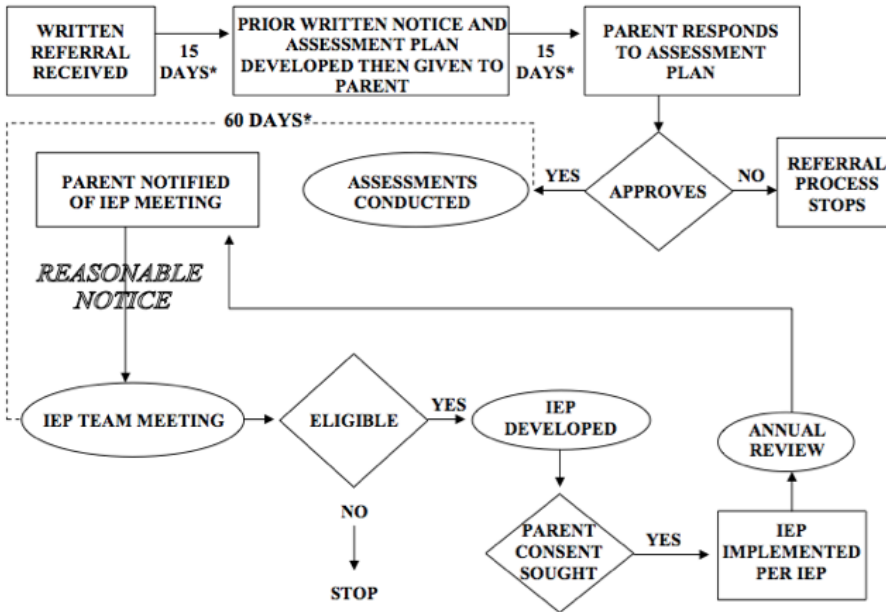
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

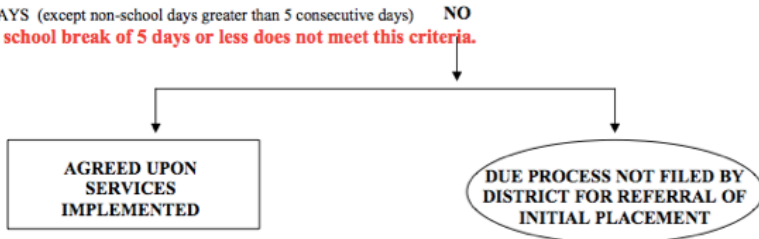
Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Figure A.12 Referral Process



* CALENDAR DAYS (except non-school days greater than 5 consecutive days)
 Please note: A school break of 5 days or less does not meet this criteria.



Assessment Process

The Director of Student Services is responsible for gathering all pertinent information and sharing such information with LCCPS and Lodestar. Data Assessments will be conducted by certificated individuals. Information gathered ~~are~~ will be used as tools to determine the student's disability, eligibility for services, and ~~for~~ determining the nature and extent of required services. Assessment procedures ~~are~~ will be conducted in the student's primary language, and an interpreter ~~is~~ will be provided if needed. In addition, a reassessment shall be conducted at least once every three A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Auto

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

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 are not be limited to:

- Standardized Individual testing/Assessment;
- Teacher observations;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment is will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments;
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments are will be delivered in the student's primary language, and a qualified interpreter is will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments are will be adapted as necessary for students with impaired sensory, physical or speaking skills;

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

• A multidisciplinary team ~~is~~**will be** assembled to assess the student, including a teacher knowledgeable in the disability;

• Upon completion of the assessment, an IEP team ~~is~~**will be** assembled to review the results of the assessment and determine the student's need for special education. Lodestar ~~is~~**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 ~~are~~**will be** provided with written notice of the IEP meeting, and the meeting ~~is~~**will be** held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by ~~the school~~**Lodestar will have an assessment file** IEP that documents assessment results and eligibility determination for special education services ~~and an IEP~~. Lodestar ~~ensures~~**will ensure** that all aspects of the IEP and school site implementation are maintained. Lodestar ~~provides~~**will provide** modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at ~~the school~~**Lodestar** who have IEPs ~~are~~**will be** served in the Least Restrictive Environment (~~"LRE."~~). Each student who has an IEP ~~has a~~**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 ~~Student Services, with the Director of Instruction~~**Special Education** or other **Special Education Administrator**, as needed;
- At least one special education teacher;
- A ~~General Education~~**general education** teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

Lodestar views the parent as a key stakeholder in these meetings and ~~makes~~**will make** every effort to accommodate parents' schedules and needs so that they ~~are~~**will be** able to participate

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.75" + Indent at: 1", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.75" + Indent at: 1", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted

effectively on the IEP team. ~~The school provides~~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, ~~the school ensures~~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 ~~is~~will be given to the parent in accordance with state laws and SELPA policies. ~~In cooperation with the parent or guardian, the IEP is implemented by LCCPS and Lodestar, in cooperation with the EDCOE SELPA in which Lodestar is applying to be a member,~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student ~~receives~~will receive and the means for delivering those services;
- A description of when services ~~will~~ begin, how often the student ~~receives them, who provides~~will receive them, and where and when they ~~are~~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 ~~is~~will be measured and monitored and when reports ~~are~~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. ~~—~~

Formatted: Justified, Space Before: 0 pt, After: 0 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

IEP meetings ~~are~~will be held according to the following schedule:

Formatted: Font: Franklin Gothic, 12 pt

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings ~~are~~will be held within 30 days of a parent's request);

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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 ~~Special Education lead~~ **Specialists** and other team members participate in the professional development opportunities provided by the SELPA. This ~~helps~~ **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 ~~are~~ **will be** provided a personalized professional learning plan that ~~identifies~~ **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, ~~or~~ **Lindamood-Bell**, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Heading 4, Justified, Space Before: 12 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black
Formatted: Justified, Space Before: 14 pt, Line spacing: Multiple 1.06 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Staffing

~~LCCPS and Lodestar are committed to ensuring~~ 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.~~

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt

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.~~

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Auto
Formatted: Font: Franklin Gothic, 12 pt, Italic

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

~~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.~~

Formatted: Font: Franklin Gothic, Italic, Font color: Black
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Staffing

~~Lodestar is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at Lodestar are will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California's Education Code and the IDEIA, LCCPSIDEA, LCPS, and Lodestar will contract with Seneca to provide ALL INI programs and targeted services and oversee IEP and 504 services. The Lodestar Principal and the, Director of Special Education lead from the, and the Director of~~

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

School Partnerships, Seneca Family of Agencies ~~are~~will be responsible for the selection, training and supervision of staff necessary to provide services to students. Due Process, Procedural Safeguards, & Providing Section 504 Services

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Lodestar recognizes ~~Reporting~~

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

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

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

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

Dispute Resolution & ~~Complaint Procedures~~

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

Formatted: Justified, Space Before: 14 pt, Line spacing: Multiple 1.06 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- 2. ~~Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, childcare and development programs, child nutrition program.~~

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

Section 504 Services

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

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

A 504 team ~~is will be~~ assembled by the ~~Assistant Principal of a school and includes~~ 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 ~~reviews 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/IDEA~~ but found ineligible for special education instruction or related services under the ~~IDEA/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 ~~evaluates will evaluate~~ the nature of the student's disability and its impact upon the student's education. This evaluation ~~includes will include~~ consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

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.

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- 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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto, Not Highlight
Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto, Not Highlight
Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto, Not Highlight
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Please see [Appendix 11](#) for LCCPS’s 504 Parents’ Rights Statement, [Appendix 12](#) for LCCPS’s 504 Board Policy, and [Appendix 13](#) for LCCPS’s 504 Administrative Regulations.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Please see [Appendix A.8](#) for LCPS' 504 Board Policy, [Appendix A.9](#) for 504 Administrative Regulation, and [Appendix A.10](#) for the 504 Parents' Rights Statement.

Serving English Language Learners

~~LCCPS and Lodestar are~~ committed to supporting English Language Learners (ELL), who ~~comprise 76% ("EL") including long-term English Learners or English Learners at risk of the other two LCCPS schools' student population. LCCPS and~~ becoming long-term English Learners. Lodestar ~~holds~~ holds the same rigorous expectations for all students, regardless of primary language, and ~~supports~~ supports them in meeting the same expectation we hold for all students: achieving college and the career of their choice.

Our ~~ELLEL~~ program ~~outlined, 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 ~~ELL students. LCCPS and~~ English Learners. Lodestar ~~will~~ comply with ~~applicable~~ federal, state, and ~~district mandates~~ District requirements regarding ~~ELLEL~~ education ~~including long-term English Learners or English Learners at risk of becoming long-term English Learners~~ and re-designation of ~~ELLEL~~ students. In addition, ~~LCCPS and~~ Lodestar ~~will~~ meet all requirements of federal and state law ~~relative to~~ regarding providing equal access to the curriculum for English Language Learners.

Identification, Designation & Notification

~~As required by Education Code Section 52164.1, LCCPS and~~ Lodestar ~~will~~ determine the Home Language ~~home language~~ of each student upon enrollment through the administration of a Home Language Survey. This survey ~~is~~ 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~~ Home Language Survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child ~~is~~ 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 ~~assesses~~ 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 ~~California English Language Development Test (CELDT) as determined by the Home Language Survey and other indicators and~~ notify parents of the school's responsibility to conduct CELDT testing. Should

A.

Formatted

Formatted: Font: Franklin Gothic

Formatted: Justified, Space Before: 6 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ ~~Element A~~
Educational Program

the State of California change its tool and/or timeline for measuring English Proficiency during the term of this charter, Lodestar adopts the state mandated tool and timeline and this change will not be considered a material change of the charter. Assessments for California (“ELPAC”) Initial Assessment (“IA”) (“ELPAC”),

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

Figure A.13 Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent English Proficient (IFEP)
K-1st	CELDT Proficiency Level = 1-3 Listening/Speaking only	CELDT Proficiency Level = 4-5 Listening/Speaking only
2nd-12th	Overall CELDT Proficiency Level = 1-3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	Overall CELDT Proficiency Level = 4- AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher

Families ~~will~~ receive notification of how their child’s ~~CELDT/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 ~~the school/Lodestar~~. In addition, they ~~are will be~~ invited to ~~the school/Lodestar~~ for an information session to review these results in detail and discuss ways to support their child’s English language development. ~~LCCPS and~~ Lodestar ~~will~~ report the number of ~~ELLEL~~ students attending ~~the school/Lodestar~~ to the ~~district/District~~ and the ~~state/State~~, ~~as required~~.

Ongoing Assessment, Monitoring, and Redesignation Criteria

~~LCCPS and~~ Lodestar ~~will~~ comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

<u>Parent Opinion and Consultation</u>	<u>Parent Notification Letter</u>	<u>Notice to parents or guardians and parent’s or guardian’s opportunity to participate in the reclassification process.</u>
--	-----------------------------------	--

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as RFEP using the guidance in Figure A.8 The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Formatted: Font: Franklin Gothic, Underline, Font color: Black
Formatted: Heading 4, Space Before: 12 pt, After: 2 pt, Line spacing: Multiple 1.25 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Figure A.8 Reclassification Criteria for ELs with Disabilities

<u>State Criteria</u>	<u>Lodestar Policy</u>
<u>Assessment of English Language Proficiency</u>	<u>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.</u> <u>Student Services Team: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student’s disability)</u>
<u>Teacher Evaluation</u>	<u>Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance</u>
<u>Parent Opinion and Consultation</u>	<u>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified</u>

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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.

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.

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

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)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 Language Learners

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

A.

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Heading 4, Justified, Space Before: 12 pt, After: 2 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

Sheltered Immersion

In the sheltered English immersion model, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects.

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. ~~Strategies are utilized from both Guided Language Acquisition Design (GLAD) and Susana Dutro’s EL Achieve Constructing Meaning.~~

- ~~EL Achieve’s Constructing Meaning provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.~~⁴⁴

~~Project GLAD® is recognized as a model reform program by CDE, recommended as a K-8 project by the California State Superintendent of Schools for teachers of~~

- ~~All English learners, and highlighted as a “Best Practices” program for Title III professional development by the CDE. It provides both a theoretical framework for teachers as well as concrete strategies that can be integrated into any content area.~~⁴⁵

⁴⁴ More information at: http://www.elachieve.org/images/pdf/elachieve_about_sec_cm.pdf

⁴⁵ More information at: http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

Systematic Language Development

English Language Learners at LCCPS and Lodestar will receive Systematic English Language Development (SELD) tailored to their proficiency level. Systematic 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:

- Learners are not likely to learn outside of school or efficiently pick up on their own,
- ~~do will~~ not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.⁴⁶

As with the Sheltered Immersion program, LCCPS and Lodestar use resources from EL Achieve's Systematic English Language development framework to guide this program.⁴⁷
Primary

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

- ~~Students whose home language is Spanish receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K-4 through the Home Language program. In this program Class for LTELS~~ In this course, students study complementary content to the core classroom and continue to develop their all modes of academic vocabulary and cognitive skills in their primary language language, with a particular focus on reading and writing, as well as learning strategies to support academic success.

ELAC

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

- **Newcomer Class** (Students in the US fewer than 3 years) In this class, the Focus on filling in academic and language gaps to transition to mainstream program or postsecondary

⁴⁶ More information at: <http://www.elachieve.org/teachers/8-teachers/70-aboutsyseld-2.html>

⁴⁷ More information at: <http://www.elachieve.org/teachers/8-teachers/70-aboutsyseld-2.html>

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, Bold

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Trebuchet MS, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ ~~Element A~~
Educational Program

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 for Teachers

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 ELL Student teachers who:

- LCCPS Hold a Bilingual, Cross Cultural, Language and Academic Development (“BCLAD”)
- Speak Spanish, which is the dominant home language of our target neighborhood

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

Program Assessment and Monitoring

Metrics to assess the progress of our ELL students- Lodestar EL program include:

- ELLEL students are making strong academic progress as measured by school-based assessments
- ELLEL students are classified as proficient in English in five to seven years, or less
- ELLEL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
- ELLEL 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 CELDT/ELPAC results and the above data, we will modify our ELL the EL program as needed.

Supporting Socio-economically Disadvantaged Students

The LCCPS Lodestar program in place at Lodestar, was designed specifically to support socio-economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Black

Formatted: Font: Franklin Gothic, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

and the career of their choice. LCCPS 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 enable 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

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

Delivering Rigorous, High Quality Curriculum

- Curriculum based in the Common Core State Standards
- Project-based Authentic learning experiences
- Comprehensive Literacy Model and literacy intervention in grades K – 8
- Focus on English Language Acquisition language acquisition
- Before and Supports built into the school day and provided after school programs for tutoring, homework help, intervention, and enrichment
- Access to 1:1 technology beginning in Kindergarten
- Home Language Program for students in grades K – 4
- Arts, Music, Fitness Programs grades K – 12

Serving the Whole Child

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Font: Franklin Gothic, 8 pt

- ~~Social and emotional~~ **Emotional** counseling for individuals and groups of students who demonstrate a need
- Two meals made with local, organic foods ~~serv~~ **available** daily to all ~~students~~ **student**

Involving Families as Partners

- Courses for families (curriculum range from adolescent development and raising a healthy teenager to ~~new trends in STEM education~~ **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

Professional Learning Community

- ~~Teachers work 21 additional days per year to collaborate and learn best practices~~

Cultivating Teaching Excellence

- ~~Teachers conduct quarterly~~ **regular** analysis of student data to improve instruction
- ~~Peer observations conducted to ensure best practices are shared throughout the building~~
- ~~Teachers as leaders of~~ **Teacher** professional development
- ~~Support and mentoring for teachers new to the profession~~
- ~~A robust training pipeline in place for faculty who are on the teaching track following possible topics: trauma-informed practices, vicarious/secondary trauma and self-care practices, restorative practices, McKinney-Vento protections, etc.~~

In addition, ~~LCCPS~~ **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 ~~are~~ **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 ~~ac~~ **according** ~~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.

Supporting Students Achieving Above Grade Level/Gifted Students

~~LCCPS and~~ **Lodestar** ~~are~~ **is** committed to supporting all students in excelling in its program. Academically high-achieving students ~~are~~ **will be** identified through teacher recommendation,

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted

~~grade reports, test scores, and/or other assessment measures. The flexible nature of our program and the personalization possible within the four core components enables us to tailor a student's day to her/his pace and skill level.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

~~Learning Expeditions provide students As with multiple opportunities to access the skills and content at their own level by conducting research and crafting authentic projects that challenge students within their zone of proximal development. Research, writing, and product length, breadth, and depth requirements, reading materials, and other elements of the learning expedition process can be differentiated for students performing at different skill levels.~~

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

~~Transferability of Courses and College Entrance Requirements~~

~~LCCPS schools seek accreditation from the WASC (Western Association of Schools and Colleges) for each charter school. The timeline for securing accreditation for Lodestar is aligned A.~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

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

Figure A.16 Sample Course Offerings

Subject Area	Example of Course Titles	UC/CSU Requirements	LCCPS Graduation Requirements
Social Studies	World History I World History II US History I US History II	Requirement A: 2 years	4 years
Language Arts	English 9 English 10 English 11 English 12	Requirement B: 4 years	4 years
Mathematics	Algebra 1 Geometry Algebra 2 Pre-Calculus	Requirement C: 3 years	4 years
Science	Biology Chemistry Physics	Requirement D: 2 years	2 years
Foreign Language	Spanish French Spanish for Native Speakers Spanish Literature	Requirement E: 2 years	2 years

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Visual & Performing Arts	Art: Painting and Drawing Advanced Art	Requirement F: 1 year	1 year
Academic Electives	Statistics Robotics Earth Science Environmental Science Entrepreneurship Senior Seminar	Requirement G: 1 year	1 year
Physical Education Fitness	Fitness Men's/Women's Soccer Men's/Women's Basketball	Not Required	1 year

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

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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), ~~LCCPS~~ 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 ~~Common Core State Standards (CCSS)~~, with support for ~~ELLs~~ and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

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

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
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Heading 1, Justified, Space After: 10 pt, Line spacing: Multiple 1.25 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

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 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).)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Element B:02. Measurable Student Outcomes

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 20 pt

Formatted: Font: Franklin Gothic

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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:

Formatted: Font: Franklin Gothic, 12 pt, Underline, Pattern: Clear (Gray-15%)
Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- 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 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.

	<u>Objectives</u>	<u>LCPS Key Results</u>
QUALITY	<u>1. Our students are at school and engaged every day.</u>	<u>A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.</u>
	<u>2. Our students are learning, equipped with social-emotional skills, and meeting growth/performance targets to succeed in college.</u>	<u>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.</u>
	<u>3. We grow and develop in service to our students.</u>	<u>A) 100% of all staff receive a documented biweekly 1:1 check-in</u>

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A-

		with a direct supervisor grounded in observation, data, feedback, and/or development.
CULTURE	1.4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.	<p>A) <u>Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B). Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.</u></p> <p>B) 70% positive responses on Family Survey questions on Panorama across all student sub groups</p> <p>C) <u>Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.</u></p> <p>D) <u>Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)</u></p> <p>E) <u>50% of all new instructional/</u></p>

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Inserted Cells

Inserted Cells

Formatted: Space After: 10 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

		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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 10 pt, Not Bold, Not Italic

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: **Assurances**

Formatted: Font: Franklin Gothic, 12 pt

Local Control and Accountability Plan

- [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](#)

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

- 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 for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). ~~These priorities are as follows:~~

- ~~• Quality Teachers, Curriculum, and Facilities (Basic Services)~~
- ~~• Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups~~
- ~~• Parental Involvement~~
- ~~• Student Achievement~~
- ~~• Student Engagement~~
- ~~• School Climate~~
- ~~• Course Access and Enrollment~~
- ~~• Student Outcomes~~

Furthermore, Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). ~~Beginning in fiscal year 2016-17, and in accordance with California Education Code § 47604.33 and § 47606.5, Lodestar will~~ comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Space After: 0 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

changes to the specific actions Lodestar will make as a result of the review and assessment.

- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

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

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

Charter Renewal

Lodestar’s

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

- ~~The chartering authority shall provide technical assistance to Lodestar using an evaluation rubric adopted by Figure B.XYZ below, which align with the state priorities and the State Board.~~
- ~~The Superintendent may assign, at charter school’s goals and actions to achieve, the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to Lodestar.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Heading 2, Space After: 10 pt, Line spacing: Multiple 1.25 li, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Font color: Custom Color(RGB(153,0,0))

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold

Goal 1: Lodestar Students are academically proficient.

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

<u>Measures</u>	<u>Growth Goals</u>
<ul style="list-style-type: none">50% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups.50% 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% by 2022 and 10% by 2025 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 subgroupsThe percent of students who are high achieving or high growth on the Math NWEA will grow by 1%

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

	<p><u>annually, overall and for significant subgroups</u></p> <ul style="list-style-type: none"> • <u>The percent of English Learners making annual progress toward fluency will increase by 10% annually.</u>
--	---

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.
- 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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A-

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- 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

- [2% 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.](#)

- [Reduce suspension to 2% for 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.](#)

Actions

- 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.](#)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

j. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports

Goal 3: Lodestar Families are connected to the school and each other as partners in their children’s education.

This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.

Measures

Growth Goals

Annual growth toward the following targets:

- 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.

- Increase positive responses on family survey by 5% annually until goal is attained

Actions

- 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
- c. Provide opportunities for families to advise school through formal and informal leadership structures.
- d. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.
- e. Hold parent learning events based on parent interest, need, and school goals.
- f. Provide Spanish translation at all parent meetings and Student-Led Conferences.
- g. Utilize family portal to better keep families informed of student progress and school events.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Left, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

Goal 4: Lodestar Staff are engaged members of the school community.

This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.

Measures

Growth

Annual growth toward the following targets:

- 75% of LCPS staff are engaged on the Q12.
- 85% of LCPS staff are satisfied with their

- Increase staff engagement on the Q12 by 3% each year

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

total compensation package.

Actions

- a. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- b. Teachers are regularly observed and provided feedback to continually improve practice.
- 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.
- d. Continue to implement a new compensation model, including retention bonuses for staff at key retention points.
- e. Provide 8% matching retirement contribution for all staff.
- f. Support Diversity, Equity and Inclusion work through quarterly professional development.
- g. Review and refine Teacher Growth and Development framework.

Goal 5: Lodestar students develop the mindsets to be successful in college and the career of their choice

This work is aligned to state priorities 4,5,8 and LCPS OKRs Objectives 4.

Measures

- 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.

Actions

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Left, Indent: Left: 0.01", Hanging: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

- 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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Collective MPOs

A-

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

Collective MPOs for K - 5	
MPO	Target (%)
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.	
2. Each year, at least 70% percent of families positively rate school safety.	70%; yearly growth of 3% until target is reached
3. Each year, at least 70% percent of families positively rate academic instruction.	70%; yearly growth of 3% until target is reached
4. Each year, at least 70% percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	70%; yearly growth of 3% until target is reached

Collective MPOs for Middle and High Schools	
MPO	Target (%)
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.	
2. Each year, at least 70% percent of students positively rate school safety.	70%; yearly growth of 3% until target is reached
3. Each year, at least 70% percent of students positively rate academic instruction.	70%; yearly growth of 3% until target is reached
4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	70%; yearly growth of 3% until target is reached

Additional Site Based MPOs	
MPO	Target (%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

<u>Each year, 95% of families will attend their child’s student led conference meetings.</u>	<u>95%</u>
<u>Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community.</u>	<u>90%</u>

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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:

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic

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

Formatted: Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

More information on these Exit 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**.

Formatted: Font: Franklin Gothic

Graduation Standards

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

Formatted: Font: Franklin Gothic

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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

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

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

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

Figure B.1 Outcomes Aligned with State Priorities

Target 1: Student Achievement – Mastery of Content and Skills	
Target	Measurable Pupil Outcomes
1a. Lodestar students demonstrate understanding, proficiency and application of the knowledge and skills necessary	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent ⁴⁸ or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #1).

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

⁴⁸ Assumes 1% growth per year through 4th year; 5th year data will not be available at time of renewal A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold

<p>across disciplines to gain acceptance to and independently succeed in college and careers of choice; they solve problems, think critically, apply their learning to novel disciplinary tasks and communicate clearly about complex ideas.</p> <p>LCCPS Design Principles: 1, 2 State Priorities: 1, 2, 4, 7, 8</p>	<p>By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #2).</p>
	<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #3).</p>
	<p>By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #4).</p>
	<p>Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency. (OUSD K-8 & 9-12 MPO #5).</p>
	<p>Each year, for each statistically significant student group, 70 percent of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency (OUSD K-8 & 9-12 MPO #6).</p>
<p>1b. Lodestar students acquire and develop English proficiency necessary to succeed in college and a career of choice.</p> <p>LCCPS Design Principles: 1, 3 State Priorities: 2, 4, 8</p>	<p>Each year, 20 percent of ELs will improve one overall proficiency level on CELDT (OUSD K-8 & 9-12 MPO #7).</p>
<p>Actions</p>	
<ul style="list-style-type: none"> ● 1a. Ensure all students have access to and meet A-G requirements. ● 1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards. ● 1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets. ● 1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate. ● 1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student. ● 1f. Develop and curate playlist content for Competency-based Learning ELA and Math 	

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- progressions that allow students to master content at their own pace.
- 1g. Leverage technology to support a Competency-based Learning program.
 - 1h. Develop and teach learning expeditions that integrate science / social studies and ELA, allowing students to learn deeply for authentic reasons.
 - 1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.
 - 1j. Assess students using performance tasks and SBAC interim assessments.
 - 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
 - 1l. Partner with EL Education to support teachers in implementing cross-cutting practices.
 - 1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
 - 1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages.
 - 1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.
 - 1p. Provide professional development for teachers on supporting English Learners.

Target 2- Student Achievement- High-Quality Work with Impact	
Target	Measurable Pupil Outcomes
2a. Lodestar students create high-quality, rigorous long-term products that demonstrate mastery of academic standards, interdisciplinary understanding, and craftsmanship	Each year, at least 70 percent of students and families positively rate academic instruction: Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for students ⁴⁹ and Dimension 6 (Learning and

⁴⁹ For Elementary Students:
 (15) At this school (a) The students and teacher from different classrooms work together on many projects. (b) The students work together on projects in their class. (c) Students do not work together on projects;
 (21) When it comes to grades and assignments (a) What it takes to get a good grade is very clear to me. (b) Most of the time I understand what is expected. (c) Often I am confused as to why I get the grades I do.

A.

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

<p>aspiring to professional standards of quality; they communicate their thinking clearly both in writing and speaking.</p> <p>LCCPS Design Principles: 1, 2 State Priorities: 1, 2, 4, 8</p>	<p>Assessment) of School Climate Assessment Instrument for families⁶⁰ (OUSD K-8 MPO #11 & 9-12 MPO #17).</p>
<p>2b. Lodestar students contribute their passions, skills and talents to solving real-world problems in their local and global community, sharing their work with authentic audiences.</p> <p>LCCPS Design Principle: 2 State Priority: 2</p>	
<p>Actions</p>	

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Widow/Orphan control. Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted Table

(22) What is important in my class is (a) How much we try and the effort we put into our work. (b) Getting right answers and good grades. (c) Doing what makes the teacher happy.
(23) I would describe the work in my class as (a) Active, hands-on and interesting. (b) Interesting but mostly out of the book. (c) Mostly worksheets and the teacher talking.

(24) The work in my class (a) Makes me think and challenges me. (b) Is mostly about remembering what the teacher or textbook says. (c) Is mostly about keeping us all busy.

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

⁶⁰ Rate each item below: (17) Teachers have some mode of making sense of, and being responsive to varying learning styles; (18) Instruction is dynamic, learner-centered, and challenging; (19) Students learn to work cooperatively and as members of teams; (20) Students consistently feel as though they are learning subjects in-depth.

A.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition—Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

Target 3—Student Achievement— College and Career Ready Character and Mindsets	
Target	Measurable Pupil Outcomes
<p>3. Lodestar students embody the character, habits, and mindsets necessary to succeed in career, college, and civic life; they own their own learning and behavior and advocate for themselves and what is right.</p> <p>LCCPS Design Principles: 1, 2, 3 State Priority: 8</p>	<p>Each year, at least 60 percent of students positively rate their voice in school decision-making and/or opportunity for feedback. Lodestar's internal survey for students (OUSD K-8 MPO #12 & 9-12 MPO #18).⁶⁴</p>

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Left, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

- Actions**
- 3a. Develop and provide professional development for Crew leaders in team and relationship building, academic progress monitoring and portfolio preparation, and character and mindset development.
 - 3b. Plan and execute team building trips and rituals including orientation retreats.
 - 3c. Use student government structures to support student empowerment and engagement.
 - 3d. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.
 - 3e. Support students with with learning about and applying to college with a college guidance counsellor.
 - 3f. Have students visit colleges, locally and nationwide.
 - 3g. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

⁶⁴For students at grade levels with Student Government (at least 5-12): Rate each item below: (1) Multiple and diverse students participate in student government; (2) Student government identifies and explores real school issues; (3) Staff acknowledge and respond to student feedback.
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Target 4—Learning as a Community— Active, Engaged Community Members	
Target	Measurable Pupil Outcomes
<p>4. Lodestar community members (students, families, and teachers) are welcome, supported, and known well.</p> <p>LCCPS Design Principles: 3, 4, 5 State Priorities: 6, 8</p>	<p>Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey⁶², will increase from the 2016-17 baseline by 1% annually on average until the goal of 90% is met, overall and for all significant subgroups. (Site Specific #1)</p>
	<p>Families who actively participate in their child's Individualized Learning Plan meetings, as measured by internal audit, will increase from the 2016-17 baseline by a minimum of 1% annually on average until the goal of 95% is met, overall and for all significant subgroups. (Site Specific #2)</p>
	<p>Each year, at least 70 percent of families positively rate their voice in school decision-making and/or opportunity for feedback: Lodestar's Panorama Education-based internal survey for families (OUSD K-8 MPO #12 & 9-12 MPO #18).⁵³</p>
	<p>Staff feel connected as members of a strong professional learning community in service of the school's mission, as measured by internal staff survey, will increase from the 2016-17 baseline by a minimum of 1% annually on average until the goal of 80% is met.⁵⁴ (Site Specific #3)</p>

⁵² Yes or no: Is there at least one adult at school that you trust?

⁵³ Questions from Panorama Ed: Rate each item below: (1) The school offers me many ways to be involved in my child's education; (2) My child's school provides opportunities for parents to serve as leaders; (3) I am a partner with the school in decisions made about my child's education; (4) I have a voice in the school decision-making process; (5) I feel that my expertise about my child is valued by the school; (6) I feel encouraged by staff to participate in school activities or meetings; (7) When my child is falling behind in class, his/her teacher works with me on a plan for my child to catch up; (8) I collaborated with my child and my child's teachers this year to help set and review his/her goals for learning; (9) I share responsibility for my students' achievement.

⁵⁴ Questions from Gallup Q12: (1) The mission or purpose of Lodestar makes me feel my job is important; (2) My associates or fellow employees are committed to doing quality work; (3) My supervisor, or someone at work, seems to care about me as a person; (4) At work, my opinions seem to count; (5) I have a best friend at work; (6) This last year, I have had the opportunity at work to learn and grow. (7) There is someone at work who encourages my development; (8) In the last six months, someone at work has talked to me about my progress; (9) I see Lodestar as a place with systems and supports that allow me to grow professionally; (10) I see Lodestar as a place with systems and supports for teachers to lead within and beyond their classrooms.

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Actions
<ul style="list-style-type: none"> ● 4a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically. ● 4b. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in preparing for and participating. ● 4c. Provide opportunities for families to advise school through formal and informal parent leadership structures. ● 4d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries. ● 4e. Host community events, including back to school nights and celebrations of learning. ● 4f. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development. ● 4g. Peers, coaches, and Directors of Instruction regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement. ● 4h. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.

Target 5: Learning as a Community – Conditions for Healthy and Safe Learning	
Target	Measurable Pupil Outcomes
5. Lodestar students are safe and healthy. LCCPS Design Principles: 3, 4, 5 State Priorities: 1, 3, 5, 6	Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 & 9-12 MPO #8).
	Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 & 9-12 MPO #9).
	Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for students ⁵⁵ and Dimension 3 (Student Interactions) of School

⁵⁵ For Elementary Students:

- (6) When I am at school, I feel like (a) The teachers, classmates, and I are like a family. (b) I am part of a good school, but not really a family. (c) No one cares about me at this school.
- (7) At this school (a) Students all get along no matter what they look like or where they are from. (b) Students who are alike or friends get along. (c) A lot of students don't get along.
- (8) The popular students at this school (a) Are nice to the other students. (b) Are nice to the other popular students. (c) Think they are better and are often mean to others.

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

	Climate Assessment Instrument for families ⁵⁶ (OUSD K-8 MPO #10 & 9-12 MPO #16). Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey ⁵⁷ , will increase from the 2016-17 baseline by 1% annually on average until the goal of 90% is met, overall and for all significant subgroups (Site Specific #1).
--	--

Actions

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Left, Indent: Left: 0.01", Hanging: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted Table

- 5a. Provide healthful universal breakfast.
- 5b. Provide frequent, ongoing, and high quality physical education and health instruction.
- 5c. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.
- 5d. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.
- 5e. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.

(9) In my class (a) We make a lot of the decisions along with the teacher. (b) The teacher lets us choose sometimes. (c) The teacher makes all the decisions.
 (10) In my class (a) There are lots of classroom jobs and we all take turns doing them. (b) There are a few jobs for students in the class. (c) Students only do classroom jobs because they have to, or have gotten in trouble.
 (11) School events such as games, plays, performances, meetings, or conferences are attended by (a) Lots of people. (b) Some people who care about that event. (c) Not many people.
 (12) At this school, I feel safe (a) Everywhere in the school. (b) Only in my classroom. (c) Some days and not other days.
 (13) At this school (a) Many students are in leadership roles in and out of class. (b) A few students are picked by the teachers to be leaders. (c) There are few or no students in leadership roles.

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

⁵⁶ Rate each item below: (4) Students feel like they are part of the school family; (5) Students of various cultures and sub-groups spend time together, and all groups feel valued; (6) Many students attend school events; (7) All students feel safe at the school; (8) Students expect that they will have a say in the decisions that affect them.

⁵⁷ Yes or no: Is there at least one adult at school that you trust?
A.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Element C: Methods of Assessment

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

Introduction

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

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

~~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, ~~as well as College Readiness and Character and Mindsets as~~ described in **Elements A and B**. Assessment takes place in all grades and across all subjects. Grades 3 through 11 use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California; coherent assessments that build toward the knowledge and skills assessed by SBAC are used in K-2. LCCPS/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.

Assessment System

~~Lodestar implements a two-pronged assessment system that includes both school-wide calendar assessments and benchmarks. School-wide assessments are scheduled by the Instructional Leadership Team, and include both external assessments (such as the 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 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 SBAC) and internal interims (such as assessments of reading level).~~ Benchmarks, on the other hand, are unscheduled and are flexibly implemented

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Highlight

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

throughout the year to provide teachers with “just in time” data on student achievement. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, Lodestar will modify this continuum to ensure alignment to the state requirements.⁵⁸ For additional details about each assessment, see **Figure C.1** and **Figure C.2** below.

- School-wide Calendered Assessments to measure achievement on an ongoing basis
- **External Assessments:** External measures give Lodestar opportunities to track student progress against standard, universal reference points, using the same measures in order to situate the progress of Lodestar’s students in the context of the progress of students outside Lodestar. External measures also provide an end-of-year snapshot of mastery and growth from year to year. External measures are one set of data that is analyzed by Lodestar’s Instructional Leadership Team, Board of Directors, and Data Teams to track the progress of Lodestar’s students on standard measures of achievement. Some external measures, such as AP tests and SATs, are used externally by colleges and universities in the process of college admissions. They are also used externally for purposes of accountability. External Measures are developed externally by ETS, Pearson, etc. Lodestar implements the assessments in compliance with OUSD, CDE, and CollegeBoard guidelines.
- 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 mandated, 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

⁵⁸ If TK is added, all applicable assessment tools will be utilized.
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Normal, Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 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).

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Passage Presentations 47605c(2),

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.

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

a) 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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

to take each battery of tests. If Lodestar does not administer tests with the District, Lodestar hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Lodestar. Test results for the prior year, if not provided directly to the District by the State, will be provided by Lodestar to the District no later than 30 days after receipt of said results.

- i) Smarter Balanced Assessment Consortium (SBAC)
- ii) California Standards Science Test (CST)
- iii) California English Language Development Test (CELDT) Proficiency Assessment for California
- California High School Exit Exam (CAHSEE)
- iv) Physical Fitness Test (PFT)

College Entrance Exams: In addition to the state's required measures, Lodestar supports PSAT and SAT

To support our students in taking their college entrance exams as a part of our commitment to ensuring college entry for every child, Lodestar preparation, Lodestar offers the PSAT or EPAS on campus for all 9th, 10th and 11th graders. All high school students will take the SAT or ACT at least once prior to graduation. The PSAT and SAT or EPAS and ACT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.

Advanced Placement (AP) Exams: Lodestar supports students in taking AP exams as ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS

Figure 3.1 provides a partmatrix of our commitment to ensuring college entry the internal and readiness for every child.

Interim Assessments: Interims are taken 3-4 times a year external assessment methods used across the school to provide a snapshot of student progress on multiple clusters of skills. Interims include a baseline in the fall (except in the case of portfolio presentations) and 2-3 additional times throughout the year during "Interim Windows" and ILP Meetings. Interims provide data on student growth on mastering multiple skills within a content area or grade level over time. Interims are used by Instructional Leadership Teams to craft PD experiences to meet teachers' needs, by teachers in Data Meetings to infer student needs and create paths for differentiation and remediation, and by families in ILP meetings to support progress tracking and goal setting. Finally, some interims (such as the ELA and Math interims) are used by leadership at Lodestar to monitor student progress towards readiness for external accountability measures areas and subject matters.

Portfolio

Figure 3.1 Assessment Methods across Content Area and Subject Matter

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Left: 0.25", First line: 0", Space After: 14 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.75" + Indent at: 1", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

School-Wide Calendared Assessments					
Domain	Subject Matter	Internal Measures		External Assessment Measures of Achievement	
Assessment Tool: CPS Graduate Profile Academic Knowledge	Grade Level English Language Arts	<ul style="list-style-type: none"> Timeline Tests and Delivery quizzes Focus paragraphs Writing pieces across genres Seminar, debate, and discussion Creative presentations of literature Presentation s and performance s Simulations Interim Assessments Research Paper 		SBAC Minimum Performance Level NWEA MAP ELPAC SAT SAT II	
	SBAC	3-8, 11	ELA, Math	Final Summative	Proficient
GELDT (ELPAC)	K-12 Mathematics	ELD	Upon enrollment, then	<ul style="list-style-type: none"> Early Advanced (4), or growth at a 	SBAC NWEA MAP SAT SAT II

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 12 pt, Not Bold
- Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))
- Inserted Cells
- Inserted Cells
- Formatted: Font: Franklin Gothic, 12 pt, Font color: White
- Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt, Font color: White
- Inserted Cells
- Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: White
- Deleted Cells
- Formatted: Font: Franklin Gothic, 12 pt, Not Bold
- Merged Cells
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt, Not Bold
- Formatted
- Formatted
- Formatted: Font: Franklin Gothic, 12 pt, Not Bold
- Formatted: Font: Franklin Gothic, 12 pt, Not Bold
- Formatted
- Formatted
- Deleted Cells
- Deleted Cells
- Inserted Cells
- Merged Cells
- Formatted
- Formatted Table
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 8 pt
- Formatted

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

CAHSEE	10-12 Social Studies		annually until exited rate that will achieve Early Advanced within 5 to 7 years of introduction to the language Tests and quizzes <ul style="list-style-type: none"> ● Focus Paragraphs ● Complex mathematical problems (problems of the week / day) ● Interim Assessments ● Seminar, debate, and discussion ● Group Work ● Presentation 	
		ELA, Math	<ul style="list-style-type: none"> ● As needed to achieve passing score and no more than: once in 10th, twice in 11th, and three times in 12th. Tests and quizzes ● Focus paragraphs ● Seminar, debate, and discussion 	Passing SAT II

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Line spacing: Multiple 1.15 li, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

				<ul style="list-style-type: none"> • <u>Presentation s_____ and performance s_____</u> • <u>Research projects and papers</u> • <u>Simulations</u> 			
Calif ornia Stan dards Test (CST) & Calif ornia Modif ied Asses sment (CMA A)	5, 8, 10		Science	<ul style="list-style-type: none"> • <u>Annually Tests and quizzes</u> • <u>Focus paragraphs</u> • <u>Scientific Inquiries</u> • <u>Lab Reports</u> • <u>Posters</u> • <u>Research projects</u> • <u>Seminar, debate, and discussion</u> • <u>Presentation s_____</u> 	Proficient CAST SAT II		
	Physical-Fitness-Test (PFT)	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas		
AP Exams (unique to each student)	9-12	Offered AP subjects	End of course	Passing (3)			
		Foreign Language	<ul style="list-style-type: none"> • <u>PSAT Tests and SAT/EPASg quizzes</u> • <u>Focus paragraphs</u> • <u>Essays and ACT creative</u> 	9-12 SAT II	Read ing Math	During testing window s	At the nation al norm

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Deleted Cells

Formatted: Justified, Line spacing: Multiple 1.15 li, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Formatted Table

Inserted Cells

Formatted: Justified, Indent: Left: 0.05", Space Before: 14 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

		<ul style="list-style-type: none"> writing tasks • <u>Presentation s_____ and performance s_____</u> • <u>Seminar, debate, and discussion</u> • <u>Simulations</u> 				
Interim Assessments						
Assessment Tool	Grade Level	Subjects	Timeli ne and Deliver y	Minimum Performance Level		
	CTE Pathway	<ul style="list-style-type: none"> • <u>Portfolio Presentations of Work and Critiques</u> • <u>Focus Paragraphs</u> • <u>Portfolio Review</u> • <u>Passage Presentations</u> • <u>EXPO</u> • <u>Industry Panel Reviews</u> 	K-12	<ul style="list-style-type: none"> ELD, ELA, Math, Science, Social Studies, Art, Fitness, Character 	3-times per year with passage presentations at end of 4th, 8th, 10th, and 12th grade	"Proficient" according to Portfolio Presentation Rubric (passage grades only)
	Visual Arts	<ul style="list-style-type: none"> • <u>Tests and quizzes</u> • <u>High Quality Work reviews</u> • <u>Art reviews and critiques</u> • <u>Gallery exhibitions</u> 		None		

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Deleted Cells

Deleted Cells

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Inserted Cells

Formatted Table

Inserted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Reading Level Assessment		ELA	<ul style="list-style-type: none"> • Upon enrollment, and three times per year thereafter until exited • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentation s / galleries • Performance s • Simulations • Research Papers • Physical Demonstrations 	
	K-12 Electives			At grade level or making greater than one year annual progress; exited at top level PFT
ELA Interim	K-12	ELA	Three times per year	Proficient according to ELA interim rubric
Math Interim	K-12	Math	Three times per year	Proficient according to math interim rubric

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Formatted: Font: Franklin Gothic, 9 pt, Not Bold
 Deleted Cells

Merged Cells
 Formatted Table

Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Justified, Line spacing: Multiple 1.15 li, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
 Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt
 Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt
 Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Benchmarks

- **Benchmark System:** Benchmarks of student achievement provide real-time data on student mastery of small clusters of targets for: (1) content and skills and (2) High Quality Work. Benchmarks may be individually paced or cohort paced. Individually paced benchmarks are given on a rolling basis as students move through the curriculum map; cohort paced benchmarks are used to track student progress on mastering clusters of targets within their content area over a specific course or class. Benchmark scores

A.

are recorded and shared with families and parents. Students have opportunities to retake benchmarks to demonstrate mastery. Teams of teachers may use benchmark scores in Data Meetings to infer student needs and create paths for differentiation and remediation.

- **Individually-paced skills and content benchmarks:** During Competency-based Learning Time, students move through ELA, ELD, and math standards at their own pace and through a personalized set of resources. Students take “just-in-time” content and skill benchmarks to progress through curriculum maps. These benchmarks are formatted as problem sets that may include multiple choice and constructed response items.
- **Cohort-paced skills and content benchmarks:** During Learning Expeditions instructors deliver content and skill benchmarks to an entire cohort to assess mastery of a given set of content or skill standards. These benchmarks may take the form of traditional tests and quizzes, essays, text-based discussions, or presentations.
- **High Quality Work benchmarks:** High Quality Work is produced in Self-directed Learning Time at a student’s own pace, and during Expeditions at a cohort’s pace. High Quality Work may include projects, presentations, audio/video recordings, and other outputs. High Quality Work is often geared towards an authentic audience and is scored on a rubric that includes dimensions of complexity, craftsmanship, mastery of content and skills, and authenticity.

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

Figure C.2 Benchmark Assessment Scope and Sequence

Benchmarks				
Benchmark System				
Assessment Tool	Grade Level	Subjects	Timeline and Delivery	Minimum Performance Level
Content and Skill Benchmarks: Individually Paced LCPS Graduate Profile Purposeful &	K-12	ELA ELD Math	<ul style="list-style-type: none"> • Self paced during Competency-Based Habits of Work & Learning Time • Passage 	“Proficient” according to item-specific rubrics None

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Deleted Cells

Formatted Table

Deleted Cells

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space Before: 14 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Self Aware					<ul style="list-style-type: none"> Presentations 10 Year Plan Career Presentations College Applications Internship reflections 	
LCPS Graduate Profile					<ul style="list-style-type: none"> Passage Presentations Habits of Work & Learning Grades 	None
Content and Skill Benchmarks: Cohort Paced	K-12	Social studies Science ELA Foreign Language	Completed as a cohort during Expeditions	<ul style="list-style-type: none"> "Proficient" according to item-specific rubrics LCPS Graduate Profile Committed to Service & Justice 	<ul style="list-style-type: none"> Passage Presentations 	None
High-Quality Work Benchmarks	K-12	Social studies Science ELA Math Foreign Language Arts Fitness Electives		<ul style="list-style-type: none"> Produced in Self-directed Learning Time at a student's own pace, and during Expeditions at a cohort's pace Passage Presentations Habits of Work & Learning Grades 	<ul style="list-style-type: none"> "Proficient" according to High Quality Work rubric 	None
LCPS Graduate Profile						
Lifelong Learner						

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

Formatted: Justified, Space Before: 14 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.15", Left + 0.5", Left

Formatted: Font: Franklin Gothic, 12 pt, Bold

Deleted Cells

Formatted Table

Formatted: Justified, Space Before: 14 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.15", Left + 0.5", Left

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space Before: 14 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Justified, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 A-

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Not Bold

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Figure Use of Assessment Data

Lodestar uses 3.2 Assessment Scope and Sequence

<u>Assessment Tool & Purpose</u>	<u>Grade Levels</u>	<u>Subject Areas</u>	<u>Timeline</u>	<u>Minimum Performance Level</u>
<u>ELPAC</u> <u>Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing</u> <u>Provide criterion-referenced data on student mastery</u>	<u>K-12</u>	<u>ELD</u> <u>Across</u> <u>Subject</u> <u>Area</u> <u>Settings</u>	<u>Upon enrollment in California schools</u> <u>Annually until reclassified</u>	<u>Level 4 (Well Developed)</u> <u>Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language</u>
<u>Coursework & Content Assessments</u> <u>Measure standards mastery</u>	<u>K-12</u>	<u>ELA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Spanish</u> <u>Pathway</u>	<u>Ongoing and at the end of each unit of study</u>	<u>60% mastery (70% starting with the class of 2023)</u>
<u>Student Work and Portfolio</u> <u>Demonstrate student mastery of grade level standards</u> <u>Provide evidence of student mastery in the form of</u>	<u>K-12</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Pathway</u>	<u>Ongoing</u>	<u>70% of standards to date have evidence of mastery</u>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

<u>authentic projects, products, and performance tasks</u>		<u>Graduate Profile Domains</u>		
<u>Student Led Conferences</u> <u>Reflect on student strengths and areas for growth</u> <u>Identify specific goals and strategies to achieve goals</u> <u>Measure growth on goals</u>	<u>K-12</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Pathway</u> <u>Graduate Profile Domains</u>	<u>Triennial</u>	<u>Mastery of at least one goal</u>
<u>Passage Presentations</u> <u>Demonstrate student mastery of grade level standards</u> <u>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</u>	<u>K, 2, 4, 6, 10, 12th grades</u>	<u>ELD</u> <u>ELA</u> <u>Math</u> <u>Science</u> <u>Social Studies</u> <u>Art</u> <u>Pathway</u> <u>Graduate Profile Domains</u>	<u>Annual</u>	<u>70% of standards have evidence of mastery</u>
<u>Smarter Balanced Assessment Continuum (SBAC)</u> <u>Measure student’s mastery of grade level ELA and Mathematics standards</u> <u>Provide criterion-referenced data on student mastery of grade level standard</u>	<u>3 - 8, 11</u>	<u>ELA</u> <u>Math</u>	<u>Triennially (Interims and Final Summative)</u>	<u>Standards Met, Standard Exceeded, and categorical growth</u>
<u>NWEA Measure of Academic Progress</u>	<u>K - 12</u>	<u>Reading</u> <u>Math</u>	<u>3x/year</u>	<u>High Achieving or High Growth</u>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Measures students growth on Reading and Math				
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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

TEACHER AND SCHOOL USE OF DATA

~~Through data-based inquiry and guided reflection, assessment data to reflect on instruction, improve teacher practice, and 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 and their families, teachers, and our community so that we may work together to achieve our mission.~~

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

~~LCCPS utilizes one or more student information management systems to families, and engages in robust data practices in support of all students achieving outcomes of our Graduate Profile. Some of examples of our data practice, currently Pearson’s PowerSchool⁵⁹ and Schoolzilla⁶⁰. We use these systems to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency. best practices include:~~

Formatted: Justified, Space Before: 14 pt, After: 14 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

- ~~School and Family Use of Data~~

- ~~LCCPS and Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.~~

⁵⁹ More information available at: <http://www.pearsonschools.com/products/powerschool/>

⁶⁰ More information available at: <https://schoolzilla.com>

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- 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.
- 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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

STUDENT & FAMILY USE OF DATA

Lodestar strives to continuously inform parents/families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Student Led Conferences, Expositions of Student Work, and Passage, as detailed in Figure C-3.3. Reports are user-friendly and provided in the family’s/families’ native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings, SLCs, and sharing EXPOs of student work through Celebrations of Learning.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space Before: 14 pt, After: 14 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Italic, Font color: Custom Color(RGB(18,125,63))

Formatted: Font: Franklin Gothic, 12 pt, Bold

Figure C3.3 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 	<p>Updated every two weeks</p> <p>(Always accessible)</p>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

<p>Mailings & Information Sessions</p>	<ul style="list-style-type: none"> Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SRI, CELDT, g., NWEA, ELPAC, SBAC). Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights Provide trainings for families to access online data on their child's progress 	<p>Ongoing</p>
<p>Progress Reports</p>	<ul style="list-style-type: none"> Assessment Data Attendance Data Grades in Subject Areas and in Character and Mindsets Narratives on Student Performance, including Areas of Strength and Areas for Growth Homework Completion (Grades 5–12) Progress toward passage 	<p>Ongoing</p>
<p>Individual Learning Plan Meetings Student Led Conferences</p>	<ul style="list-style-type: none"> Develop and revisit academic and personal goals Review student work and measure progress toward mastery of learning targets, and ultimately, passage Share student performance and progress on external and internal and external assessments Develop ownership of learning and goal-setting for both the student and family Develop student presentation skills Clearly articulate student progress toward passage 	<p>Three times per year Triannual</p>
<p>Celebrations Expositions of Learning Student Work</p>	<ul style="list-style-type: none"> Share student mastery of key projects and products from the semester Make public classroom learning public within the school Charter School, with families, and with the broader community Develop student presentation skills and ownership of learning 	<p>Two times per year Biannual</p>

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0" + Indent at: 0.25", Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Graduation Progress Check	Clearly delineate student progress toward graduation	Annual
----------------------------------	--	--------

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Space Before: 14 pt, After: 14 pt, Line spacing: single, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

School, District and State Use of Data

Local Control and Accountability Plan (“LCAP”)

~~LCCPS and Lodestar~~The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element BA** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, ~~2015~~2021, and each year thereafter, ~~LCCPS and Lodestar~~The Charter School will produce a Local Control and Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. ~~LCCPS and Lodestar~~The Charter School shall submit the LCAP to ~~OUSD~~the charter authorizer and county annually on or before July 1, as required by Education Code Section 47604.33.

Formatted: Font: Franklin Gothic
Formatted: Justified, Space Before: 14 pt, Line spacing: Multiple 1.06 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic
Formatted: Font: Franklin Gothic
Formatted: Font: Franklin Gothic
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic

Strategic Planning

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

School Accountability Report Card (SARC)

~~LCCPS~~The Charter School will compile data for ~~Lodestar~~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

Formatted: Font: Franklin Gothic
Formatted: Justified, Space Before: 12 pt, After: 2 pt, Line spacing: Multiple 1.25 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

students with disabilities). This report will include required school data for ourthe authorizing agency, parentsfamilies, Board of Directors, and community at large.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

04. GOVERNANCE

“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.

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.).

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

Formatted: Font: Franklin Gothic, 12 pt, Underline, Pattern: Clear (Gray-20%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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, 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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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.

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)
Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Element D:

Governance Structure

Formatted: Font: Franklin Gothic, 18 pt, Bold

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

Formatted: Font: Franklin Gothic, 18 pt, Bold
Formatted: Justified, Space Before: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Overview

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Space Before: 14 pt, After: 14 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 D.1 for an organizational chart.

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

The governance structure of Lodestar has includes the following components:

Formatted: Justified, Space Before: 14 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- California Non-Profit Public Benefit Corporation
- LCPS Board of Directors
- Director of Strategic Development

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- ~~Head of School~~
- ~~Directors of Instruction~~
- ~~LCPS Chief Executive Officer~~
- ~~LCPS Chief Academic Officer~~
- ~~Lodestar Principals & Other Administrators~~
- ~~Instructional Leadership Teams~~
- ~~Lodestar School Site Leadership Team~~
- ~~Parent Advisory Committee~~
- ~~English Language Advisory Committee (Council & ELAC), if there are more than 21 English Language Learners (Family Leadership Group)~~
- ~~Shared Services Team~~

~~Board Members, School Directors~~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, ~~who make which makes~~ decisions and ~~workworks~~ with the ~~LCCPS Director of Strategic Development~~CEO and the ~~Shared Services team~~CAO to oversee the school's~~LCPS's~~ development and operation; the ~~Head of School who oversees school organization; two Principals (one for K - 5 and one for 6 - 12) who manage the Lodestar's operations, academic program, fundraising, and other related activities; the School Site~~Lodestar's Instructional Leadership Team, made of teacher representatives and other instructional roles, ~~teams~~ whose purpose is to ~~integrate teacher and staff voice into decisions and to~~ increase the achievement and engagement of ~~every student~~all students through continuous improvement of curriculum, instruction, assessment, and culture; and the ~~Parent Advisory Committee and Lodestar Family Leadership Group (FLG) that serves as the Site Council & ELAC which communicate the positions~~recommendations of the parents directly to the ~~Head of School and Directors of Instruction~~Principals and LCPS leadership.

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 14 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

California Non-Profit Public Benefit Corporation

~~Lodestar is operated by Lighthouse Community Charter Public Schools (LCCPS), a California Non-Profit Public Benefit Corporation pursuant to California Law. The school~~ **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**.

~~Attached please find the~~ **Bylaws**. ~~The Lighthouse Community Charter Public Schools~~ **Schools'** Articles of Incorporation as ~~Appendix 18~~, Corporate Bylaws as ~~Appendix 19~~, are included in ~~Appendix D.2~~, Bylaws are included in ~~Appendix D.3~~, and Conflict of Interest Code as ~~Appendix 20~~ **Appendix D.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. ~~LCCPS~~ **LCPS** shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

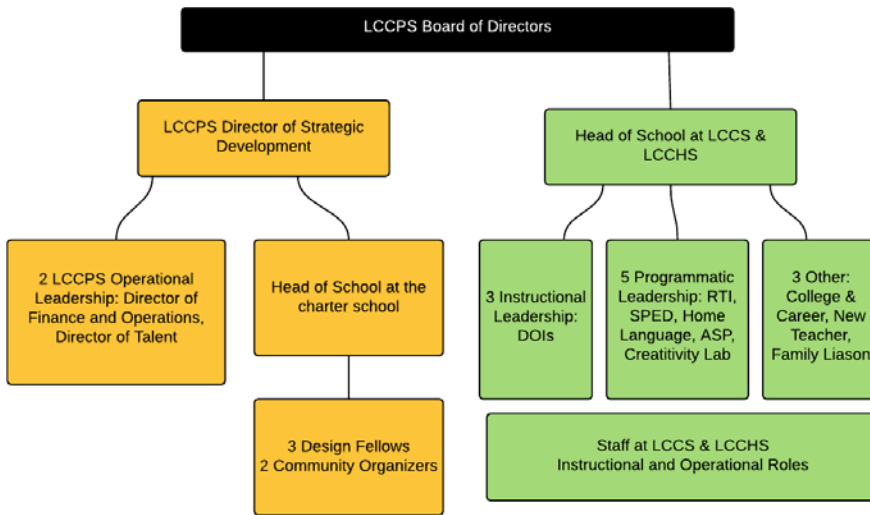
Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Staffing

2015-16 Organizational Chart



Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Board of Directors

The LCCPS 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, which they to bring to bear in the governance of the existing two schools, Lighthouse Community Charter School and Lighthouse Community Charter High School. Please see Appendix 1 for the resumes of current Lodestar. In an effort to diversify and ensure the board

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 18 pt, Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

members has a purview into the issues facing students and families, the LCPS will reserve seats on its board for LCPS alumni. See Appendix D.5 for the Board Roster.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

- ~~fiscal~~**Fiscal** management
- ~~fundraising~~
- ~~facilities~~
- ~~special~~**Fundraising**
- **Facilities**
- ~~Special~~ **education**
- ~~technology~~
- ~~curriculum~~**Technology**
- **Curriculum** and instruction
- ~~public~~**Public** health care
- ~~legal~~**Legal** issues in education
- Oakland Unified School District
- ~~non~~**Non-profit** corporation management

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

The governing board's major roles and responsibilities

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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ Element A
Educational Program

- 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 establishing and approving all major educational and 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, approving all major contracts, approving 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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- 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)
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 overseeing 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.

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

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**

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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 fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. academic program, and makes recommendations for on-going development and refinement of the school's curricula and instructional practices.

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Indent: Left: 0.5", Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Director of Strategic Development

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

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

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

Head of School

~~The Head of School is an instructional leader who provides institutional vision, ensures vertical cohesion of the K-12 school to support that vision, and direct oversight of the Directors of Instruction for K-4, 5-8 and 9-12 as well as all program heads (After School Program, Special Education, etc.). The Head of School's **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, A.~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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:

- [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 made available upon request.

LCPS Family of Schools Leadership

Chief Executive Officer (CEO)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 ~~Head of School~~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 ~~the school~~LCPS mission, ensuring that every child ~~achieves~~can achieve college and the career of his or her choice.

~~Yanira Canizales, Lodestar's founding Head of School, has~~The CEO will have the following core responsibilities ~~that include but are not limited to:~~

- ~~Overseeing school~~Oversight of LCPS operations, including academic programs, fundraising, budget, personnel, school academic programs,
- ~~Lead, manage and other related tasks~~
- ~~Leading, managing, and mentoring the instructional~~mentor a senior team to ensure ~~that~~ all students, teachers, and staff have the resources ~~that~~ they need to increase achievement and college readiness for all students;
- ~~Ensuring~~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)

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

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

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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** Overseeing the execution of a strategic fundraising program~~
- ~~Collaborating closely with the Board of Directors~~

Formatted: Font: Franklin Gothic, 12 pt, Bold

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

Directors of Instruction

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

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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

~~DOIs must have the following core competencies:~~

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

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

School Site Leadership Team

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.

Element E: Employee Qualifications

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

Assurances

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 seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true persons are entitled to equal employment opportunity. Lodestar shall not discriminate against applicants or employees on the

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

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, we seek to provide exceptional instruction for our students, and therefore, we desire~~ 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~~ educators. ~~In accordance with Education Code § 47605(d)(1),~~ 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 compensation and

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

~~benefits and ongoing professional development for all employees is a commitment of Lighthouse Community Charter Public Schools and Lodestar.~~

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt

OVERALL QUALIFICATIONS

~~LCPS and Lodestar shall be nonsectarian in its employment practices and all other operations. LCPS does not discriminate against any individual (employee or pupil) on the basis of his/her actual or perceived characteristics of race, color, religion, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other 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 in accordance with 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. Lodestar is a School of Choice. All employees are subject to applicable state and federal employment laws. The Charter School is a school of choice and no employee will be forced required to work here at Lodestar. All employees of LCPS and Lodestar will work under an at-will employment contract. Lodestar shall comply with agreement.~~

- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt

~~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 will comply with all state and federal laws concerning the maintenance and disclosure A.~~

- Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 8 pt
- Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

~~of employee records. Lodestar will comply with all state and federal mandates and legal guidelines relative to NCLB.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Selection Process

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
- 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 Lodestar, the Charter School. As such, with the exception of the Head of School/Principal, those who work at Lodestar, the Charter School, shall be selected, employed, and released by the Head of School/their supervising Principal, in accordance with terms and conditions of employment contained in LCPS's/LCPS's personnel policies. Decisions relative to the selection of the Head of School currently rest with the Director of Strategic Development and will eventually rest with the (see appendix 5.1 for the Employee Handbook). Selection and evaluation of the Principal(s) is conducted by the Chief Executive/Academic Officer, upon the hiring of that role (as described in Element D). The Head of school hires the Directors of Instruction. The Directors of Instruction hire all teaching staff. The Principal hires the Assistant Principals. The Principal or Assistant Principals, in consultation with the Head of school/Principal, hire all teaching staff. Decisions~~

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

relative to the selection of all remaining employees rest with the ~~Head of School, in consultation with appropriate leaders in the~~ Directors of other functional area areas (Operations, Finance, etc).

To ensure the selection of ~~the highest quality~~ 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 ~~contract~~ employment agreement and extend offers of employment, dependent on passing of state and federal background checks

Employee Qualifications

EMPLOYEE QUALIFICATIONS

At ~~LCCPS~~ Lodestar, we have three categories of educators – administrators, ~~core instructional staff~~ (teachers, non-certificated instructional staff, and non-core teachers/extended day staff), and all other staff. We expect all of our ~~educator 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
- 4. Met the expectations of state and federal requirements as they relate to their teaching position
 - ~~Experience with diverse, urban populations~~
 - A clearly articulated philosophy of education/teaching and learning
- 2. Demonstrated they are multi-faceted, life-long learners
 - Collaborative experience
 - Experience and success working collaboratively with others
- 3. Strong interpersonal communication skills with both adults and children
- 4. Demonstrated perseverance, achievement, responsibility
 - ~~An inquiry-minded approach~~ Alignment to the overall philosophies and ways of working at LCPS

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.
- 5. ● Ensure an exceptional education for all by articulating, fostering, and monitoring an academic program and by facilitating data-driven and equity-focused teams.
- Head of School 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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Raleway, 12 pt, Font color: Black

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,
- Experience working in Oakland schools preferred and charter school experience, a plus,
- EL Education experience, a plus.
- Spanish fluency preferred,

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Assistant Principal Qualifications

Lodestar Assistant Principal(s) will have the following qualifications:

- ~~At least hire a Head of School~~ 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~~ At least three years administrative experience with demonstrated success overseeing all areas of operation including but not limited to: instructional leadership, school operations, finance and fundraising, budget, personnel, school academic program, advocacy and outreach, and other related tasks.

Teacher Core Competencies

- ~~Be a visionary, innovative, culturally responsive, and equity-focused~~
- ~~At least five years teaching experience.~~
- ~~Demonstrated success working with diverse, urban student populations.~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Left: 0.5", Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- ~~Demonstrated commitment to the mission of the LCCPS.~~
- ~~Demonstrated skills of creative problem solving, effective management, communication, collaboration, responsibility, and perseverance.~~

• **Director of Instruction Qualifications**

- ~~Lodestar will hire Directors of Instruction with the following qualifications:~~
- ~~At least five years teaching experience.~~
- ~~Previous school administration experience.~~

- Work and/or teaching experience with diverse, urban educator
- Facilitate deeply engaging student-centered learning
- Demonstrate a keen ability to create, collect and analyze authentic data to drive student populations learning and outcomes for all students
- ~~Demonstrated commitment to the mission of the LCCPS.~~
- ~~A well-developed philosophy of instructional leadership.~~
- ~~Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.~~

• **Teaching Staff**

- ~~Teachers for core, college preparatory classes~~ 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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Outline numbered + Level: 1 + Numbering
Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border:
Top: (No border), Bottom: (No border), Left: (No border),
Right: (No border), Between : (No border), Pattern: Clear
(White)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color:
Black

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No
border), Left: (No border), Right: (No border), Between : (No
border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- 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 ~~teaching~~ Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). ~~Teachers shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB") as applicable to Lodestar.~~ 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 Lodestar LCPS and shall be subject to periodic inspection by OUSD the charter authorizer.

~~In accordance with~~ The minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. (Education Code Section 47605(1),-)).

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

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 capacity in non-core, non-college preparatory courses and activities, support capacity. Instructional support staff do not assign grades or approve students’ work assignments.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space Before: 10 pt, After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

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

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

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

If TK is offered, additional qualifications include:

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

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

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

- 3) BS/A or MS/A.
- 4) A valid single subject California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)) required to teach the subject area for which they are responsible.
- 5) Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

- 6) Previous teaching and/or work experience.
- 7) Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

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

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

Formatted: Justified, Space After: 10 pt, Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

~~Instructional Support Staff~~

Literacy Specialists

Literacy Specialists may be added to the Lodestar team after year 0, ensuring all students reach grade level in reading. **Literacy Specialists After School Program Staff** will be selected by the **Directors of Instruction/Extended Day Program Coordinator** on an application and interview basis in consultation with the **Head of School/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.~~

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic, Font color: Black
Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black
Formatted: Font: Franklin Gothic, Bold, Font color: Black
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

Minimum Qualifications for the Literacy Specialist are as follows:

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

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

Instructional Aides, Home Language Tutors, and After School Program Tutors will be selected by the Directors of Instruction on an application and interview basis in consultation with the Head of

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

~~School, other staff members, teachers, and parents as appropriate.~~ Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 12 pt

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

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

- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Professional Development Case Manager

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

- Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Core Competencies

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

Additional Staff Members

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

- Formatted: Font: Franklin Gothic, 8 pt
- Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Office Manager

Minimum Qualifications for the Office Manager:

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

Staffing Plan for Year 1

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

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

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

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

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

- 5 days of ~~stipended~~ paid summer professional development for all employees new to LCCPS LCPS schools.
- 205 full days of all LCPS professional development each year.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- ~~5 full days for planning and other professional development built into the school year: before launch and after every quarter experiences~~
- ~~Early Students have an early release day every Wednesday forso teachers can have ongoing professional development~~
- ~~Individual Professional Development Plans for every employee~~

~~Element F: Health and Safety of Pupils and Staff~~

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

06. HEALTH & 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;~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**

Educational Program

- (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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

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

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

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

Student and Staff Health and Safety Provisions

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Procedures for Background Checks

LCCPS/LCPS and Lodestar will comply with all applicable state and federal laws regarding the background checks and clearance of and all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCCPS/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. New employees not possessing a valid California Teaching Credential 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. The Director of Talent/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 an annual/regular basis. The Director of Talent shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee 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.

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black
Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt
Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- 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
- A completed Employment Application for all staff
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Role of Staff as Mandated Child Abuse Reporters

All ~~classified Lodestar employees, including non-certificated~~ and certificated staff ~~will, shall~~ be mandated child abuse reporters and follow all applicable reporting laws, ~~the same policies, The Charter School shall provide all employees, and procedures used by schools~~ 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 OUSD.

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

TB Testing

All staff at Lodestar will be tested for tuberculosis prior to commencing the first six weeks of each school year, or within the first six weeks of a person's employment and working with students as required by if employed after the beginning of the school year, in accordance with Education Code Section 49406.44691.

Immunizations

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

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Medication in School

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

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Vision/Hearing/Scoliosis

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

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.

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

01. A description of type 2 diabetes.
02. A description of the risk factors and warning signs associated with type 2 diabetes.
03. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
04. A description of treatments and prevention of methods of type 2 diabetes.
05. A description of the different types of diabetes screening tests available.

Blood-Borne Pathogens

The ~~Head of Charter~~ School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The ~~LCCPS/LCPS~~ Board of Directors ~~will establish~~ 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 ~~Appendix 24~~, available upon request.

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

Drug Free / Smoke Free Environment

The ~~school~~ Charter School maintains a drug and alcohol and smoke free environment.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space Before: 14 pt, After: 14 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~Comprehensive Sexual Anti-Discrimination and Harassment Policies and Procedures~~

~~LCCPS/LCPS and Lodestar the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as 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, LCCPS, 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 sexual discrimination or harassment at the school/Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of~~

~~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 nature is very serious and will be addressed by the sexual misconduct procedure. A copy of the policy included within our Uniform 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 school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Procedure and included as Appendix 10. 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~~

~~LCCPS requires that instructional and administrative staff receive training in emergency response, including CPR and first aid. In addition, LCCPS/LCPS has adopted an extensive~~

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Italic

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between: (No border)

Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a ~~school-wide~~ schoolwide emergency team that includes ~~teachers, administrators, and counselors, and parents.~~ The emergency plan spells out procedures for most conceivable emergencies and is included as Appendix 25.

~~Once a facility is identified, LCCPS will draft an Emergency Preparedness Handbook specific to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook will include but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. LCCPS, 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 will occur at least bi-annually. 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 available upon request.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Facility Safety

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

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

FACILITY SAFETY

Facility

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

- ~~Shall~~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.
- ~~Shall occupy facilities~~Will be housed in a facility that ~~comply~~complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (~~“~~AHERA~~”~~, ~~40CFR part~~”), ~~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.
- ~~Shall secure a Certificate of Occupancy before start of school. If Lodestar fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Lodestar moves or expands to another facility during the term of this charter, Lodestar shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Lodestar shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.~~
- 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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 14 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~Fire, Earthquake, and Lock-Down Drills~~

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

~~Procedures~~

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

~~Element G: Racial and Ethnic Balance~~

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

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 racial and ethnic balance of students at the school, Lodestar reflective of the general population residing within the territorial jurisdiction of~~

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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

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

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

Element H: 08. ADMISSIONS POLICIES AND PROCEDURES

Admission Requirements

~~Governing Law: Admission requirements, if applicable, policies and procedures.~~
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: 12 pt, Bold, Italic, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

consistent with subdivision (e) [of Education Code Section section 47605(b)(5)(H)].

Assurances Lodestar makes the following assurances regarding admissions:

- Lodestar will enroll all pupils who wish to attend to the extent that space allows.
- Lodestar will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code Section 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. **c)(5)(H)**

- Lodestar will comply with all laws establishing minimum and maximum age for public school attendance.
- Lodestar will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

• As part of the Fall Information Update

Documentation of Admissions and Enrollment Processes

Upon request, Lodestar will notify the District in writing of the application deadline and proposed lottery date. Lodestar 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.

- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Admissions

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).

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt, Bold, Pattern: Clear (Gray-20%)

Formatted: Font: 12 pt, Bold, Pattern: Clear (Gray-20%)

Formatted: Indent: Left: 0", Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt, Bold, Italic, Pattern: Clear (Gray-20%)

Formatted: Font: 12 pt, Bold, Italic, Pattern: Clear (Gray-20%)

Formatted: Justified, Indent: Left: 0", Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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 ~~from the district~~, who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below.

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 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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Line spacing: single, Widow/Orphan control

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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

<u>Month</u>	<u>Process</u>
<u>October - June</u>	<u>Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours</u>
<u>November - January</u>	<u>Open Enrollment Period. Application forms available at school office or online at the Charter School’ website.</u>
<u>January</u>	<u>Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning</u>
<u>Last Day of January</u>	<u>All application forms due to the Charter School</u>
<u>First week of February</u>	<u>Public random drawing conducted (if necessary)</u>
<u>Second week of February</u>	<u>Admission status notification distributed to applicants via School Mint notification</u>
<u>June</u>	<u>Registration and welcome events</u>
<u>June - August</u>	<u>Family/Student orientations held</u>

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Admissions Process

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

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

- ~~School Optional school tour (optional),~~
- ~~Attendance at an enrollment meeting to understand the ~~school~~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 form, which is comprised~~consists of basic information (i.e. name, address, contact information ~~and~~ grade level, ~~and any applicable admission preferences~~). Applications are available on-line or in hard copy form in both English and Spanish.
- ~~Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: 2014-15 Academic Year and Onward, children must turn 5 years of age on or before September 1. All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.~~

Admission Priorities

Students will be given preference⁶¹ in Lodestar random public lottery if their parents desire and they are:

~~1. Siblings,~~

~~1. Lodestar will accept all students who apply. If more applications are received than there are available slots, LCCPS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. Information on the lottery process, timeline, and location will be provided to families during the enrollment meeting. The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into Lodestar via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.~~

~~2.~~

~~3. Figure H.1 illustrates the estimated application, public random drawing, and admission schedule and process as proposed, and may be amended by LCCPS as necessary. It is Lodestar's intent to align the schedule with the OUSD schedule for School Options. The final schedule and due dates will be communicated to interested parents and students on LCCPS's website, through the school newsletter, and through local publications and information sessions. In Year One, if the~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

⁶¹ 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.

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter time frame.

4.—

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

6. ~~Date Step in Process~~

7. ~~December, 2015– January, 2016~~

8. ~~H.2 Enrollment meetings held on multiple days and multiple times of day; instructions for applying through online application portal shared during meeting.~~

9. ~~January 22, 2016 Application deadline~~

10. ~~February 3, 2016 Public Drawing (if necessary)~~

11. ~~February 4–12, 2016 Enrollment results and packets mailed and phone calls made to families~~

12. ~~February 19, 2016 Deadline to confirm intent to enroll~~

13. ~~April 1–April 30, 2016 Enrollment Period #2, including 2 enrollment meetings and 1 public~~

14. ~~drawing (if necessary)~~

15.—

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

1. ~~1. Siblings¹~~ of enrolled and admitted students: to keep families together.

17. ~~2. Children of Lodestar staff and LCPS board members (not to exceed 5% of the total~~

2. ~~enrollment): to honor those committed to public education²education.~~

18. ~~3. Students who are currently enrolled in or who reside within the elementary school~~

3. ~~attendance area of the district's public elementary school(s) in which Lodestar is located~~

4. ~~4. Students living in the 94621 or 94603 zip code~~

19. ~~5. Students zoned to attend underperforming schools within OUSD⁴OUSD in which 70% or more~~

5. ~~of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Superscript/ Subscript

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

- ~~6.~~ **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.~~ **7.** All other applicants

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

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

~~These groups and their weighted advantages will include the following:~~

- ~~◆ Applicants zoned to attend underperforming OUSD schools in which 70% or more of the students qualify for free and reduced lunch, shall be drawn, in a separate pool, until a minimum of 60%⁵ of all available grade lottery spots have been filled. Once the minimum of 60% of all available lottery spots have been filled, all remaining applicants in the this pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer applicants in this pool than 60% of all available lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland resident applicants. The percentage of students in this separate pool shall be at minimum 60% with additional spaces in this pool subject to annual LCCPS board review. Applicants must provide proof of residence during enrollment.~~
- ~~◆ Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in a separate pool prior to non-Oakland residents.~~

~~If necessary, Lodestar will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if a substantial quantity of additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open~~

~~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, 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.~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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 with one week within 72 hours of notification. In no circumstance Applications are only valid for one school year and will a wait list 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)
- Proof of Residence
 - 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)
- Proof of minimum age requirements, e.g. birth certificate
- Release of records (if applicable) waivers for technology, fieldwork, media release
- In order to be admitted into Lodestar, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies. Multiple orientation meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- **Proof of Residence** At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an admissions enrollment meeting, if offered. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

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

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

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

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition—Element A~~
Educational Program

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

- ~~● 1.3 There shall be no requirement that Founding Families contribute funds or a specific numbers of hours as a part of their commitment.~~
- ~~● 1.4. The selection process for Founding Families includes submission of an interest form during the Founding Family Interest Window (September 1, 2015—October 1, 2015) that includes ways that the family can meaningfully contribute to the development of the school. Interested Founding Families will be selected on a first-come, first-served basis; Lodestar will not utilize any selection process whatsoever in determining Founding Families. Lodestar will not actively advertise the Founding Family designation.~~
- ~~● 1.5. Founding Families will support Lodestar during its Founding Period, which will begin with Lodestar’s approval and end on the first day of instruction.~~
- ~~● 1.6. Founding Family status cannot be delegated or transferred to other individuals.~~
- ~~● 1.7. Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of Lodestar’s Founding Families even if the children do not begin attending Lodestar until after the first year of the school’s operation.~~
- ~~● 1.8. Should Lodestar have more applicants than space available, children of Founding Families shall be exempted from the random public admissions lottery and not exceed more than 10 percent of the school’s enrollment.~~
- ~~Additional Assurances~~ Lodestar understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition. ~~Student/Family Handbook (including annual notifications and school policies)~~
- Release of Records⁶²

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Right: 0", Space Before: 0 pt, Widow/Orphan control

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

⁶² 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.
A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Element H: 08. ADMISSIONS POLICIES AND PROCEDURES

Admission Requirements

Formatted: Font: 12 pt, Bold, Italic, Pattern: Clear (Gray-20%)

Governing Law: Admission requirements, if applicable, policies and procedures, consistent with subdivision (e) [of Education Code Section ~~section~~ **47605(b)(5)(H)**].

Formatted: Font: 12 pt, Bold, Pattern: Clear (Gray-20%)
Formatted: Font: 12 pt, Bold, Pattern: Clear (Gray-20%)

Assurances Lodestar makes the following assurances regarding admissions:

• Lodestar will enroll all pupils who wish to attend to the extent that space allows.
• Lodestar will be an open enrollment, tuition free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code Section ~~220~~ **47605(d)(2)(A)**. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. ~~c)(5)(H)~~

Formatted: Indent: Left: 0", Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control
Formatted: Font: 12 pt, Bold, Italic, Pattern: Clear (Gray-20%)
Formatted: Font: 12 pt, Bold, Italic, Pattern: Clear (Gray-20%)

- Lodestar will comply with all laws establishing minimum and maximum age for public school attendance.
 - Lodestar will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update

Documentation of Admissions and Enrollment Processes

Upon request, Lodestar will notify the District in writing of the application deadline and proposed lottery date. Lodestar 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.

Formatted: Justified, Indent: Left: 0", Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control
Formatted: Font: 12 pt, Pattern: Clear (Gray-20%)
Formatted: Font: 12 pt, Pattern: Clear (Gray-20%)
Formatted: Font: 12 pt, Pattern: Clear (Gray-20%)
Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Admissions

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 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 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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 ~~from the district~~, who understand and value the school’s mission and are committed to the school’s instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below.

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Line spacing: single, Widow/Orphan control

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

any of the characteristics 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

<u>Month</u>	<u>Process</u>
<u>October - June</u>	<u>Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours</u>
<u>November - January</u>	<u>Open Enrollment Period. Application forms available at school office or online at the Charter School' website.</u>

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

<u>January</u>	<u>Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning</u>
<u>Last Day of January</u>	<u>All application forms due to the Charter School</u>
<u>First week of February</u>	<u>Public random drawing conducted (if necessary)</u>
<u>Second week of February</u>	<u>Admission status notification distributed to applicants via School Mint notification</u>
<u>June</u>	<u>Registration and welcome events</u>
<u>June - August</u>	<u>Family/Student orientations held</u>

Admissions Process

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

- ~~School Optional school tour (optional),~~
- ~~Attendance at an enrollment meeting to understand the school 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 form, which is comprised/consists of basic information (i.e. name, address, contact information and grade level), and any applicable admission preferences). Applications are available on-line or in hard copy form in both English and Spanish.~~
- ~~Kindergarten applicants must meet the age requirements for public school attendance specified in SB1391: 2014-15 Academic Year and Onward, children must turn 5 years of age on or before September 1. All information is collected via SchoolMint, a neutral, 3rd party administrator of applications and student information.~~

Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, Bold
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

Admission Priorities

Students will be given preference⁶³ in Lodestar random public lottery if their parents desire and they are:

Siblings,

20. Lodestar will accept all students who apply. If more applications are received than there are available slots, LCCPS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. Information on the lottery process, timeline, and location will be provided to families during the enrollment meeting. The

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control
Formatted: Font: 12 pt

⁶³ 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.
 A.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into Lodestar via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

21.–

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

23.–

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

25. **Date Step in Process**

26. December, 2015– January, 2016

27. H.2 Enrollment meetings held on multiple days and multiple times of day; instructions for applying through online application portal shared during meeting.

28. January 22, 2016 Application deadline

29. February 3, 2016 Public Drawing (if necessary)

30. February 4 – 12, 2016 Enrollment results and packets mailed and phone calls made to families

31. February 19, 2016 Deadline to confirm intent to enroll

32. April 1– April 30, 2016 Enrollment Period #2, including 2 enrollment meetings and 1 public

33. drawing (if necessary)

34.–

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

8. 1. Siblings² of enrolled and admitted students: to keep families together.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

- ~~36-2.~~ Children of Lodestar staff and LCPS board members (not to exceed 5% of the total enrollment): to honor those committed to public ~~education~~^{education}.
- ~~37-3.~~ 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
- ~~11-4.~~ Students living in the 94621 or 94603 zip code
- ~~38-5.~~ Students zoned to attend underperforming schools within ~~OUSD~~^{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
- ~~12-6.~~ 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
- ~~14-7.~~ All other applicants

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

These groups and their weighted advantages will include the following:

- Applicants zoned to attend underperforming OUSD schools in which 70% or more of the students qualify for free and reduced lunch, shall be drawn, in a separate pool, until a minimum of 60%⁵ of all available grade lottery spots have been filled. Once the minimum of 60% of all available lottery spots have been filled, all remaining applicants in the this pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer applicants in this pool than 60% of all available lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland resident applicants. The percentage of students in this separate pool shall be at minimum 60% with additional spaces in this pool subject to annual LCCPS board review. Applicants must provide proof of residence during enrollment.
- Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in a separate pool prior to non-Oakland residents.

If necessary, Lodestar will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if a substantial quantity of additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt, Not Superscript/ Subscript

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Lottery Process

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.

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 with one week within 72 hours of notification. In no circumstance Applications are only valid for one school year and will a wait list 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)
- Proof of Residence
 - Completion of general intake form to include student and family information
- Home Language Survey
- Completion of Emergency Medical Information Form

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

- Optional applications to School based programs (After School Program, School Meals Program)

- Proof of minimum age requirements, e.g. birth certificate

- Release of records (if applicable) waivers for technology, fieldwork, media release

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

- **Proof of Residence** At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an admissions enrollment meeting, if offered. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

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

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

- AND two of the following:

- 1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage

- bill, or cable bill. 2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together). 3. Homeowner's/renter's insurance policy. 4. Rental agreement copy. 5. Property tax statement. 6. Official letter from a social services/governmental agency within 90 days.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Justified, Right: 0", Space Before: 0 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

7. A copy of any OUSD letters or documentation of OUSD resident status. 8. Transitional families only: Transitional families reside at a non-permanent

- address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

- **For the “Founding Family” Preference Only:** In order to support the development of the school, Lodestar seeks to have a group of Founding Families (not to exceed 10% of the total enrollment). The following definitions, requirements, and descriptions apply to the “Founding Family” preference in accordance with Education Code Section 47605(d)(2)(A):
 - 1.1. “Founding Families” are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of Lodestar through the completion of meaningful tasks during the established Founding Period as noted in subsection 1.5.
 - 1.2 Assistance in the initial development of Lodestar is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~percent of the school's enrollment.~~

- ~~• **Additional Assurances** Lodestar understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition. Student/Family Handbook (including annual notifications and school policies)~~
- ~~• Release of Records⁶⁴~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: 12 pt

Formatted: Right: 0", Space Before: 0 pt, Widow/Orphan control

~~Element I: Financial Audits~~

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

09. 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)(l)**~~

~~In compliance with Education Code section 47605(b)(5)(l),) and 47605(m), the Lighthouse Community ~~Charter~~ Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the ~~school's~~ Charter School's financial affairs. The audit will check the accuracy of the ~~school's~~ Charter School's financial statements, revenue-related data collection and reporting practices, and review the ~~school's~~ 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 ~~Lodestar~~ 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.~~

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

⁶⁴ ~~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.~~
~~A.~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter Educational Program ~~Petition – Element A~~

The ~~LCCPS/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 ~~LCCPS/LCPS~~ Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed ~~within four months of~~ by December 15 following the close of the fiscal year, and a copy of the auditor’s report will be sent to ~~Lodestar liaison~~ 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.

- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 9 pt, Not Bold
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt

The ~~finance~~ Audit committee of the ~~LCCPS/LCPS~~ Board of Directors ~~(which oversees audits) in conjunction with the Head of School and staff leadership~~ will then review any audit exceptions or deficiencies ~~within 30 days of board review~~ and issue an acceptance of the audit to the ~~organization’s~~ Board of Directors along with recommendations on how these will be resolved. Finally, the ~~Head~~ Director of School 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 N and attached as Appendix 26-14. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.~~

- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt, Not Bold, Font color: Auto
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt
- Formatted: Font: Franklin Gothic, 12 pt

The independent fiscal audit of ~~LCCS~~ 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.

Element J: Pupil Suspension and Expulsion

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

- Formatted: Font: Franklin Gothic, 8 pt
- Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Overview

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

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:

(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.]

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

OVERALL VISION OF DISCIPLINE

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

- Identifying identifying personal strengths and challenges-
- Conflict, conflict resolution and communication skills-
- Awareness, 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.

LCCPS 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 handbook Student and Family Handbook and clearly describe the school's Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The LCCPS Lodestar Student and Family Handbook is attached as Appendix 27 available upon request.) Each student and his or her parent/guardian will be introduced to the school's Charter School's discipline policy during parent and student orientation prior to the inception start of the school year. During this meeting, parents Parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout to the beginning of each school year.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

If necessary, students will be suspended from class while remaining on campus. Suspensions ~~wherein 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 ~~Director of Instruction~~Principal or Assistant Principal may, pursuant to the ~~school's~~Charter School's adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The ~~Head of School~~Principal may, pursuant to the ~~school's~~Charter School's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the ~~LCCPS~~LCPs Board of Directors.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

~~Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the head of School.~~ SUSPENSION AND EXPULSION PROCEDURES

~~The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs.~~

Formatted: Font: Franklin Gothic, 12 pt

Assurances

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

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

~~In the case of a special education student, or a student who receives 504 accommodations, Lodestar will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a A.~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Suspension and Expulsion Policies

~~This Pupil~~ Suspension and Expulsion Policy ~~has and~~ Procedures ~~have~~ been established in order to promote learning and protect the safety and well-being of all students at ~~LCCPS. When the~~ Charter School. ~~In creating this policy is violated, 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.~~

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

~~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 suspension ~~and~~ expulsion, and ~~involuntary removal, and~~ it may be amended from time to time without the need to ~~amend~~ seek a material revision of the charter so long as the amendments comport with legal requirements.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 ~~the~~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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

~~Lodestar~~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 ~~these~~this Policy and Administrative Procedures are available on request at the Head of School's Principal, CEO, or designee's office.

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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 ("~~IDEA~~") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("~~Section 504~~") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to ~~regular~~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 ~~student~~students.

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

- ~~• 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.~~

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Heading 3, Justified, Space Before: 10 pt, After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, No bullets or numbering, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

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

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

Expulsion

B. Enumerated Offenses

~~1. Discretionary Suspension Offenses. Students may be suspended or expelled for any of the following acts when it is determined the pupil/student:~~

- ~~a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully.~~
- ~~b. Willfully used force or of violence upon the person of another, except in 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.~~
- ~~a. Caused or attempted to cause damage to school property or private property. Committed or attempted to commit robbery or extortion.~~
- ~~a. Caused or attempted to cause damage to school property or private property.~~
- ~~f. , which includes but is not limited to, electronic files and databases.~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- ~~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 any 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.
- ~~a.~~ Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code ~~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.~~ 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.
- ~~b.~~ Made terrorist threats against school officials and/or school property.
- ~~e.~~ Committed sexual harassment.
- ~~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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

s. Caused, attempted to cause, ~~threatened~~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 studentthe 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.

d. Used hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.

e.

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

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- 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.
 - 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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- 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 ~~firearm, knife, explosive,~~ 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 ~~Head of School/Administrator~~ Principal, CEO, or designee’s concurrence.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Space After: 10 pt, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

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.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

- ◆ 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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- 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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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:

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

- 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.
 - 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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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.
- ◆ d. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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;

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~(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.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~• The Possessed an explosive.~~

~~•~~

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

~~•~~

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

~~• 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.

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 ~~Head of School~~Principal, CEO, or designee determines that the ~~Pup~~student has committed an expellable offense and recommends the student for expulsion.

~~The expulsion hearing will be presided over by~~In the chair of event an Administrative Panel. ~~The Administrative Panel hears the case, it will make the 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 pup~~student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Heading 3, Justified, Space Before: 10 pt, After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

- 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 ~~school~~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 an ~~advocate~~ 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.

Record of Hearing

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

Presentation of Evidence

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

~~F. Written Notice to Expel~~

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

Formatted: Justified, Space Before: 10 pt, After: 10 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

- Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the School.

• The Head of School or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following;

Formatted: Justified, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt

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

~~Disciplinary Records~~

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

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

~~Expelled Pupils/Alternative Education~~

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

~~Rehabilitation Plans~~

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

~~Readmission~~

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Head of School and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Administrative Panel following the meeting

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

~~No Right to Appeal~~

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

Special Procedures Forfor Expulsion Hearings Involving Sexual Assault Ofor Battery OffencesOffenses

~~Lodestar~~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 ~~which~~that shall be examined only by the ~~Governing Board, administrative panel, 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 ~~pupil~~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 ~~his/her~~their right to (a) receive five days notice of ~~his/her~~their scheduled testimony, (b) have up to two (2) adult support persons of ~~his/her~~their choosing present in the hearing at the time ~~he/she~~the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. ~~Lodestar~~The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the ~~person or panel~~entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room.
4. The ~~person~~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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted

Formatted

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted

heard. Before such a determination regarding extraordinary ~~circumstances~~ 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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

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.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. 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.

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt

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

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

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:

Formatted: Justified, Space Before: 10 pt, After: 10 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

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.

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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.

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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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 ~~District~~SELPA

~~Lodestar~~The Charter School shall immediately notify the ~~District~~SELPA and coordinate the procedures in this policy with the ~~District~~SELPA of the discipline of any student with a disability or student who ~~Lodestar~~the Charter School or ~~District~~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~~child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment ~~or functional analysis~~, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. ~~Theses~~ These services may be provided in an interim ~~alternative~~alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

a.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Heading 3, Justified, Space Before: 10 pt, After: 6 pt, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.31", Left

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 12 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted

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

• If ~~Lodestar~~ **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~~ **child's** disability.

If ~~Lodestar~~ **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~~ **child's** disability, the IEP/504 Team shall:

- ~~a.~~
- ~~a.~~ Conduct a functional behavioral assessment ~~or a functional analysis assessment~~, and implement a behavioral intervention plan for such child, provided that ~~Lodestar~~ **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 ~~Lodestar~~ **the Charter School** agree to a change of placement as part of the modification of the behavioral intervention plan.

If ~~Lodestar~~ **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 ~~Lodestar~~ **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 ~~Lodestar~~ **the Charter School** believes that maintaining the current placement of the child is substantially likely to result in injury to the child ~~A.~~

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted

Formatted

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or ~~Lodestar~~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, ~~whichever occurs first,~~ unless the parent/guardian and ~~Lodestar~~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 ~~Head of School~~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. ~~—~~
- a. Carries or possesses a weapon, as defined in 18 ~~USC~~U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. ~~—~~
- 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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 12 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Space Before: 0 pt, After: 12 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 12 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~e.~~

- ~~c.~~ Has inflicted serious bodily injury, as defined by 20 USCU.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~~student's interim alternative educational setting shall be determined by the ~~student's~~student's ~~IEP team~~/504 Team.

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

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

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

~~a.~~

- ~~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~~director of special education or to other Charter School supervisory personnel.

If ~~Lodestar~~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~~IDEIA-eligible children with disabilities, including the right to stay-put.

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

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Space After: 10 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Font color: Auto

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted ...

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted ...

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted ...

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted ...

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

~~Lodestar~~The Charter School shall not be deemed to have knowledge of 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.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 1.74", Left

~~Element K: Employee Retirement Systems~~

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

~~Compensation~~

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

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

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

~~Lodestar is confident that this combination will allow it to recruit and retain a highly-qualified staff, as has been the experience of the schools within LCCPS. Specific salaries and~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~A.~~

Lodestar 2020 Charter ~~Petition~~ ~~Element A~~
Educational Program

stipends are identified within the individual work agreements. Please see Appendix 28 for current LCCPS Teacher Salary Schedule.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Benefits

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

Retirement

LCCPS11. 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 ~~school~~ 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~~ Teachers’ Retirement and/or Public Employees’ Retirement Systems. ~~The~~ 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 ~~school’s~~ Charter School’s employee policies. Please see Appendix 29 for a sample Teacher Contract, which includes information on current LCCPS Retirement.

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Element L: Public School Attendance Alternatives

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

No student may be required to attend Lodestar. Students 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 optchoose not to attend Lodestarth Charter School may choose to attend other public schools in their district schools of residence or pursue an interdistrict transferinter-district transfers in accordance with existing enrollment and transfer policies of the district District. Parents or county of their residence. The parent/guardianguardians of each studentpupil enrolled in Lodestar withthe 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 provides no right to enrollment in any other school in the districtCharter School, except to the extent that such a right is extended by existing policythe District.~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Space Before: 14 pt, After: 14 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Element M: ~~Employee Return Rights~~

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

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Italic

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Element N: Dispute Resolution

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

Intent

The intent of the Lighthouse Community14. 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 Public School's Dispute Resolution Process is to:

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

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

Internal Disputes

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

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~The district shall not intervene in any such internal disputes without the consent of the LCCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCCPS Board of Directors/or Lodestar's Head of School for resolution pursuant to the school's~~

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition—Element A**
Educational Program

~~policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCCPS Board of Directors has requested the district to intervene in the dispute.~~
External Disputes

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Disputes Not Leading to Revocation: Dispute Resolution

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

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

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

~~All written notices shall be addressed as follows:~~

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

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

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

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

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

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)
Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

~~-will establish
(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~~

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)
Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

A.

Formatted: Font: Franklin Gothic, 8 pt
Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Actions that could lead to Revocation: Charter School Due Process

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

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

Oversight, Reporting, Revocation, and Renewal

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

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

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

Parent Complaints

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ Element A Educational Program

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 are will be clearly articulated in the school's student and family handbook or distributed widely. Please see Appendix 10 for the LCCPS Uniform Complaint Procedures.

LCCPS

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 Lodestar Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lodestar Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

LCCPS

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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.

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

A-

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

(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.

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Internal Disputes

Formatted: Font: Franklin Gothic, 12 pt, Bold

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 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 the LCPS Uniform Complaint Procedures is available upon request.

15. SCHOOL CLOSURE PROCEDURES

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

“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)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Closure Element P: Action

The decision to close Charter School must **Closure Procedures**

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

Closure of the School will be documented by official action of a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LCCPS Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Directors. The action will identify the reason 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
The procedures for charter school closure. The official action will also identify an entity and 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 and Timeline of Closure Action

The LCCPS Board Upon the taking of Directors or a Closure Action, Charter School shall send written notice of its closure to:

1. The designee will promptly notify parents 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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Font: Franklin Gothic, 8 pt

Formatted

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

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 of Lodestar, the District, the , 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.

3. Alameda County Office of Education, the School's (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, the) 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 the Charter School's employees participate, and the California Department of Education of the closure as well as the . 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:

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

1. ~~The effective date of the closure. This notice will also include the~~ of Charter School
2. ~~The name(s) of and contact information for the person(s) to whom reasonable handling inquiries may be made regarding the closure; the pupils'~~
3. ~~The students' school districts of residence; and the manner in which~~
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:

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Space After: 12 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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.
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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition – Element A~~
Educational Program

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

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

Management of Student Records

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

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

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure related activities in

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final “closeout audit.” The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an “ within six months after the closure of Charter School that includes:

1. An accounting of all financial assets, including. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of the all liabilities, including. These may include accounts payable and any or reduction in apportionments as a result of due to loans, unpaid staff compensation, audit findings, or other investigations, loans, and unpaid staff compensation, and an.
3. An assessment of the disposition of any restricted funds received by or due to the Charter School.

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

Financial Records, Final Reports and Distribution of Assets

On closure of the School, all assets of the School, including but not limited to all leaseholds, 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:

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Space After: 12 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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 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, intellectual property, and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Lodestar and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include 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.

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

~~3. The return of any grant funds and restricted categorical funds to their source in accordance with sources according to the terms of the grant or state and federal law, as appropriate, which may include.~~

~~4. The submission of final expenditure reports for any entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted appropriate.~~

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

~~As the Charter School is operated by a non-profit public benefit non-profit corporation, should and if the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit does not have any functions other than operation of Charter School, the corporation and file 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 filings with the appropriate state tasks and federal agencies. Lodestar will utilize the reserve fund to undertake any expenses associated with the procedures required to close the school and transfer records in accordance with these closure procedures identified above.~~

~~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.)~~

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Space After: 12 pt, Line spacing: single, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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).

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.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

ADDITIONAL INFORMATION REQUIRED

Facilities

Miscellaneous

Budget and Financial Reporting

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

Lighthouse Community Charter Public Schools has a successful track record of starting and running fiscally responsible schools. Toward this end, it has developed a five year budget that will ensure fiscal solvency through start up and operation. The following documents are attached as Appendix 30 and Appendix 31:

- Budget Narrative
- Five Year Budget, including:
 - Budget assumptions

A.

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter **Petition – Element A**
Educational Program

- Financial projections for the first five years of operation
- Start up costs
- Cash flow

These documents are based upon the best data available to LCCPS at the time of submission and will be updated to reflect any changes in state and federal funding levels and/or local cost structures.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

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

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

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Federal Funds Compliance

To the extent that Lodestar is a recipient of federal funds, including federal Title I, Part A funds, Lodestar has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Lodestar agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

~~to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.~~

- ~~• Develop jointly with, and distribute to, parents of participating children, a school-parent compact.~~
- ~~• Hold an annual Title I meeting for parents of participating Title I students.~~
- ~~• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.~~

~~Lodestar also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.~~

~~District Fee for 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,~~

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ – Element A
Educational Program

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

Pursuant to Education Code Section 47604.32, OUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Lodestar shall pay OUSD an oversight fee in accordance with Education Code Section 47613.

The District may charge for the actual costs of supervisory oversight of Lodestar Charter School not to exceed 1% of ~~Lodestar’s state revenues~~ the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of Lodestar Charter School not to exceed 3% if Lodestar 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.

Impact on Charter Authorizer

In accordance with Education Code 47604.3, Lodestar will promptly respond to all reasonable inquiries of the chartering agency. Lodestar recognizes the right of the chartering agency to inspect or observe any part of Lodestar at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**
Educational Program

Lodestar agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

Lodestar is subject to District oversight.
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

~~8) The District~~

~~9) The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lodestar.~~

~~10) The District is authorized to revoke this charter for, among other reasons, the failure of Lodestar to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.~~

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lodestar's Charter School's books, records, data, processes and procedures through the Office of Charter Schools or other means, or in coordination with

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Bold, Italic

Formatted: Font: Calibri, 12 pt

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~Lodestar 2020 Charter **Petition – Element A**
Educational Program~~

~~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 **charterCharter,**~~
- ~~• Internal controls, both financial and operational in nature,~~
- ~~• The accuracy, recording and/or reporting of school financial information,~~
- ~~• **The school'sCharter School's** debt structure,~~
- ~~• Governance policies, procedures and history,~~
- ~~• The recording and reporting of attendance data,~~
- ~~• **The school'sCharter School's** enrollment process, suspension and expulsion procedures, and parent involvement practices,~~
- ~~• Compliance with safety plans and procedures, and~~
- ~~• Compliance with applicable grant requirements.~~

~~LodestarCharter School shall cooperate fully with such audits and **to shall** make available any and all records necessary for the performance of the audit upon 30 **business** days notice to Lodestar-
WhenCharter 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 Lodestar'sCharter School operations is received by the District, LodestarCharter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District.~~

~~Data and is not otherwise required to be completed by Lodestar by law or charter provisions. **Information Reporting**~~

~~Insurance~~

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

~~Administrative Services~~

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

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Lodestar 2020 Charter ~~Petition~~ **Element A**

Educational Program

Lighthouse Community Charter Public Schools and Lodestar

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, accounts payable/receivable, payroll, human resources/personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

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).

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Space After: 10 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Bold, Italic

Formatted: No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

The External Reporting

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

Public Records

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

The District may revoke the charter of Lodestar in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Charter School shall be operated as a California non-profit.

Facilities

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

Lodestar intends to locate in the East Region of Oakland, as detailed in **Element A** under Targeted "Desired Student Population and Need."

Proposition 39 Facilities

Lodestar may seek the support of the Oakland Unified School District in securing a district owned facility through the annual presentation of a Proposition 39 request and/or under a separately negotiated long term lease arrangement. It shall utilize California Building Standards Code compliant facilities in accordance with Education Code Section 47610. A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Calibri, 12 pt

Formatted: Font: Franklin Gothic, 12 pt, Bold, Underline, Pattern: Clear (Gray-15%)

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Alternative Facilities

If LCCPS is not able to acquire a suitable facility through Proposition 39, LCCPS and Lodestar may seek to rent or purchase a facility. The LCCPS Board of Directors will seat a Facilities Search Team to evaluate options. LCCPS will draw upon the experience of the team used in its previous facility search, which may include but is not limited to California Commercial Investments, Starkweather and Bondy, the Rogers Family Foundation, and Board Members. Please see Executive Summary for information on Board Member expertise in Facility Acquisition and Financing.

LCCPS and Lodestar may apply for facilities financing assistance under the state's Charter School Facilities Grant Program and/or state administered Charter School Facilities Incentive Grants such as SB740, dependent upon eligibility determined by the school's percentage of socio-economically disadvantaged students.

Facility Requirements

Lighthouse Community Charter Public Schools seeks to locate a facility that will maximize its mission and vision, providing a safe and nurturing learning environment for its students. Lodestar will require a single campus located within the boundaries of the District.

In its opening year, Lodestar's facilities requirements include, but are not limited to, the following:

- 20,000 Square Feet of classroom and indoor space for a minimum of:
 - 14 classrooms (10,000 square feet)
 - 5 Offices (2,000 square feet)
 - Bathrooms for boys, girls, and staff (750 square feet)
 - Multi Purpose Room (2500 square feet)
 - Storage and Server Rooms (1000 square feet)
 - Staff Room (750 square feet)
 - Conference Room (500 square feet)
 - Open Space (2500 square feet)
- One Acre of outdoor space

At full build out, the facility anticipates the need for a 70,000 square foot facility.

Facility Safety

As outlined in ~~Element F~~, the charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

~~Lodestar 2020 Charter **Petition – Element A**
Educational Program~~

~~with the State Building Code, including provisions for seismic safety. Please see **Element F** for all applicable assurances.~~

~~In the event Lodestar does not secure a facility from OUSD, it shall secure a site and shall provide OUSD a Certificate of Occupancy and proper clearances, as applicable to Lodestar, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.~~

~~Attendance Accounting~~

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

~~Reporting~~

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

~~Potential Civil Liability Effects~~

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

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

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

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

~~A.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Justified, Space After: 10 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

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

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

The ~~LCCPS~~ **Charter School** Board ~~will~~ **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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold
Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Calibri, 12 pt
Formatted: Font: Calibri, 12 pt

Formatted: Justified, Space After: 10 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Justified, Space After: 10 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Justified, Space After: 10 pt, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Justified, Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.

~~1. By July 1, a preliminary budget for the current fiscal year.~~ Charter

Formatted: Font: Calibri, 12 pt

~~2. Term~~

~~3. The term of this charter shall begin July 1, 2016 and expire five years thereafter on June 30, 2021, in accordance with OUSD policies.~~

~~4. Renewal~~

~~5. Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. Lodestar must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.~~

~~6. Amendments~~

~~7. Any amendments to this charter shall be made by mutual agreement of the LCCPS Board of Directors and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.~~

~~8. Severability~~

~~9. The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCPS Board of Directors. The district and Lodestar agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.~~

~~10. Communications~~

~~11. All official communications between Lodestar and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:~~

A.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

~~Lodestar 2020 Charter~~ **Petition – Element A**
~~Educational Program~~

- ~~12.~~
- ~~13. Director of Finance and Operations, Lighthouse Community Charter Public Schools~~
- ~~14. Lighthouse Community Charter Public Schools~~
- ~~15. 444 Hegenberger Road~~
- ~~16. Oakland, CA 94621~~
- ~~17.~~
- ~~18. Oakland Unified School District~~
- ~~19. 1025 Second Ave.~~
- ~~20. Oakland, CA 94606~~

- ~~21.~~
- ~~22.~~
- ~~23.~~
- 1.

- 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.

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Calibri, 12 pt

Formatted: Justified, Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

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.
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.

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Calibri, 12 pt

Lodestar will be located at 701 105th Avenue in Oakland, California. As stated above, the school will hold and maintain appropriate certificates of occupancy.

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

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.

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

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

Parent Advisory Committee

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

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

A.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Space After: 10 pt, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.25", Left

Formatted: Font: Times, 12 pt, Highlight

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Bold

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

- organizing family events;
- fundraising.

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

English Language Advisory Committee

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

Parent, Staff, and Board Communication

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

Formatted: Font: Franklin Gothic, 12 pt, Bold, Font color: Black

Formatted: Heading 3, Justified, Space Before: 5 pt, After: 5 pt, No widow/orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Tab stops: 0.39", Left + 0.78", Left + 1.17", Left + 1.56", Left + 1.94", Left + 2.33", Left + 2.72", Left + 3.11", Left + 3.5", Left + 3.89", Left + 4.28", Left + 4.67", Left

Formatted: Font: Franklin Gothic, 12 pt

Assurances

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

Formatted: Normal, Justified, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

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

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Underline, Pattern: Clear (Gray-20%)

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

Formatted: Justified, Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Formatted: Font: Franklin Gothic, 12 pt, Pattern: Clear (Gray-20%)

Members of Lighthouse Community Charter Public School's Governing Board, any administrators, managers or employees, and any other committees of Lodestar shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter **Petition – Element A**
Educational Program

policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools.

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

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

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic

Formatted: Justified, Indent: Left: 0.5", Line spacing: single, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Instructional Leadership Team and Teacher Use of Data

Monitoring Student Progress and Setting Goals

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

Designing Professional Development

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

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Normal, Justified, Widow/Orphan control, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

A.

Lodestar 2020 Charter ~~Petition~~ ~~Element A~~
Educational Program

~~professional development experiences, as well as the investment in professional or instructional resources.~~

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 9 pt, Not Bold

Formatted: Font: Franklin Gothic, 12 pt

Formatted: Space After: 10 pt, Line spacing: Multiple 1.25 li, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

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

~~OUSD 9-12 MPOs to be Added During Charter Renewal~~

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

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

Formatted: Line spacing: Multiple 1.15 li, No bullets or numbering

Formatted: Font: Franklin Gothic

Formatted: Font: Franklin Gothic, 12 pt

~~A.~~

~~1,318~~

Formatted: Font: Franklin Gothic, 8 pt

Formatted: Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)